

# INNOVATION CONFIGURATION

## Coaching and Induction

2017-2020

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Course Group Number: 10454813

## **Introduction**

The Instructional Coach Development and Credentialing Innovation Configuration (ICs) identifies and describes the major components or actions, in behavioral terms, of those who will have the role of Instructional Coach, Induction Coach, Instructional Support Specialist and any other district coach positions.

**The Professional Learning Series for Teacher Induction (PLS-TI)** is designed to provide professional development to Induction Coaches, Instructional Support Specialists, Peer Reviewers, Master Teachers, Master Coaches and any other district-based personnel in a coaching role in the area of coaching and mentoring. This is a two-year series with 8 modules. The complete 8 modules are required for Induction Coaches. The first 6 modules are mandatory for the remaining personnel and the last 2 modules are optional. All attendees must complete an electronic Coaching Portfolio with samples of their best work in order to become Credentialed.

**The Instructional Coaching Series (IC)** is designed to provide professional development to School-Based Instructional Coaches, ESOL Resource Teachers, and any other school-based personnel in a coaching role in the area of coaching and mentoring. This is a two-year series with 6 modules. The complete 6 modules are mandatory for all Instructional Coaches and ESOL Resource Teachers. Other school-based personnel may elect to enter the program with permission from their principal if their role in a school is to support teachers. Teachers with full class loads are not able to complete the requirements of this program. All attendees must complete an electronic Coaching Portfolio with samples of their best work in order to become Credentialed.

## **Instructional Coaching - Background, Rationale and Data**

### **Background**

Coaching helps educators make informed decisions about instruction and school organization that will lead teachers to teach in ways that help students gain a deep knowledge of subject matter so that they can bring that knowledge to bear on problems and questions that matter (Neufeld and Roper, 2003). Coaches frequently work one-on-one with a teacher directly in the classroom and meet with the teacher before or after a lesson. Student work is used as a springboard to discuss teaching strategies or as help to plan next steps for instruction. Susan Poglinco et al. (2003), define coaching as "a form of inquiry-based learning characterized by collaboration between individual, or groups of, teachers and more accomplished peers".

Coaches use a wide variety of professional development procedures to foster extensive, high-quality implementation of interventions. These procedures include (a) conducting individual or small group meetings to identify how best to collaborate with a teacher/teachers in addressing their most pressing concerns, (b) guiding teachers through instructional manuals, checklists and other materials, (c) collaboratively planning with teachers to identify when and how to implement intervention, (d) preparing materials for teachers prior to instruction, (e) modeling instructional practices in teachers' classrooms, (f) observing teachers using interventions and (g) providing feedback (Knight, 2004).

## **Rationale**

The principles of instructional coaching are grounded in research on effective professional development and professional learning communities. Coaching appears to be a promising approach because it strives to blend what is known about effective professional development with school-based and school-specific needs, regarding both content and school climate.

Coaching can take many forms. **There are six factors that can increase the likelihood that coaching can have a positive impact:**

### **1. Sufficient time to work with teachers**

To move a school forward, coaches must spend the majority of their time working with teachers on instruction. This seems obvious, but the most frequent concern raised by more than 300 instructional coaches (Knight, 2006) was that they are asked to complete so many non-instructional tasks they had little time left to work with teachers. Because coaches' job descriptions are often vague or nonexistent and because their schedules are more flexible than the schedules of others, they often are asked to do many non-instructional tasks. Paying coaches to supervise students at lunch, pull data and write reports or serve as a substitute teacher, is a poor way to spend money and perhaps an even poorer way to improve teaching practices in schools.

In Cecil County, MD, where there is an instructional coach in each of the 17 elementary schools, the coaches and administrators draw up a pie chart that depicts exactly how much time they agree the coaches should spend on various tasks. Then, each week the coaches report to their principals how the time was spent. If necessary, this allows the coach and principal to adjust the time allocations so they can focus their efforts on improving instruction.

### **2. Proven research-based interventions**

If instructional coaches are going to make a difference in the way teachers teach they need to have scientifically proven practices to share. Hiring coaches but not ensuring they have proven practices is a bit like trying to paint a beautiful painting without any art supplies. Instructional coaches need to have a repertoire of tools (Professional Learning Series, Learning Zone) to help them assist teachers in addressing their most pressing concerns. Instructional coaches should provide job-embedded, professional learning to the teachers and schools they service.

### **3. Professional development for instructional coaches**

Coaches need to understand the interventions they are sharing, and they need to understand how to productively employ the coaching process. Without their own professional development, instructional coaches run the risk of being ineffective, wasting time and money or even misinforming teachers. Therefore, coaches need to participate in their own professional development to ensure they know how to coach and what to share when they coach classroom teachers.

#### **4. Professional development for coaches should address at least two subjects**

First, coaches should engage in various professional learning activities designed to improve their coaching practices. Specifically, instructional coaches affiliated with NTC learn how to employ powerful, proven practices to (a) involve teachers in the coaching process; (b) identify appropriate interventions for teachers to learn; (c) model and gather data in the classroom; and (d) engage in dialogue about classroom and other data. Additionally, instructional coaches improve their professional skills in areas such as communication, relationship building, change management and leadership.

Second, professional development for coaches should deepen their knowledge about the teaching practices they are sharing with teachers and about specific content being taught. Obviously, if coaches have a superficial knowledge of the information they share with teachers, they will not know what to emphasize when they discuss, model or observe during professional learning with teachers. Indeed, coaches who do not deeply understand what they are sharing with teachers could misinform teachers and actually make things worse, not better, for students.

Instructional coaches working with the New Teacher Center will be provided with a sequenced curriculum of professional development that addresses areas of: Instructional Mentoring and Formative Assessment, Mentoring for Formative Assessment, Inquiry into practice, Assessing Growth and Deepening Practice, Conditions for Equity, Mentoring for Language Development, Reaching All Students and Leading for Tomorrow. In addition, coaches would participate in content professional development through the Department of Academics. The coaches develop a deep understanding of scientifically proven practices they can share with teachers to help them improve in any or all areas.

#### **5. Protecting the coaching relationship**

Many, perhaps most, teachers see their profession as an integral part of their self-identity. Consequently, if coaches and others are careless with their comments or suggestions about teachers' practices in the classroom, they run the risk of offending teachers, damaging relationships, or at the very least not being heard. Because teaching is such a personal activity, coaches need to win teachers' trust. Trust is an essential component of an open coaching relationship.

Coaches who participate in NTC's Coach Academy define their relationship with teachers as a partnership. This partnership approach is based on the assumptions that (a) coaches and teachers are equal partners, (b) teachers should have a choice about what and how they learn, (c) teachers should reflect and apply learning to their real-life practice as they are learning, (d) professional development should enable authentic dialogue and (e) coaches should respect and enable the voices of teachers.

To make it easier for coaches to work as partners with teachers, educational leaders must protect the coaching relationship. If leaders ask coaches to hold the dual role of administrator and coach, they put their coaches in a difficult situation.

Administrators, by definition, are not peers. Usually people are more guarded when they talk with their bosses than when they talk with their peers. Coaches will find it easier to have open conversations about teaching practices if their collaborating teachers do not view them as bosses and, therefore, do not have to worry about how their comments might affect the way they will be evaluated.

## **6. Ensuring principals and coaches work together**

The instructional coach can be and should be the right-hand person of the principal when it comes to instructional leadership in schools, but the principal must remain the instructional leader. No matter how much a coach knows, and no matter how effective a coach is, the principal's voice is ultimately the one most important to teachers. For that reason, coaches must understand fully what their principals' vision is for school improvement, and principals need to understand fully the interventions that their coaches have to offer teachers. One way to ensure principals get the most out of their instructional coaches is to provide them with sufficient professional development. Principals who do not understand the importance of protecting the coaching relationship may act in ways that make it difficult for a coach to be successful. Also, a principal who is unaware of the tools that an instructional coach can offer will be unable to suggest them to teachers who might benefit from learning them.

District administrators in Pflugerville, Texas, a district with three high schools, four middle and 15 elementary schools, address this issue by providing coaching professional development for administrators. In Pflugerville, middle and elementary principals, along with the directors of special education, language arts, mathematics and technology, attended sessions with their lead teachers and coaches to ensure that both administrators and coaches developed a shared understanding of each coach's goals, responsibilities and methods.

## **7. Hiring the right instructional coaches**

All the factors described here will not yield success if the wrong people are hired as coaches. Indeed, the most critical factor related to the success or failure of a coaching program may be the skills and attributes of the instructional coach.

First, instructional coaches must be excellent teachers, particularly because they will likely provide model lessons in other teachers' classrooms. They also need to be flexible since their job requires them to change their plans almost daily to meet the changing needs of teachers. In addition, coaches should be highly skilled at building relationships. In our experience, whether a teacher adopts a new teaching practice has as much to do with the instructional coach's communication skills as with whatever intervention the coach has to share. Simply put, if teachers like a coach, they usually will try out what the coach suggests. If they don't like the coach, they'll even resist helpful teaching practices.

Jim Collins' study of great organizations in *Good to Great* offers additional insight into the desirable attributes of an effective coach. Great leaders, Collins writes, "are ambitious first and foremost for the cause, the movement, the mission, the work — not themselves — and they have the will to do whatever it takes to ... make good on that ambition."

The attributes Collins identifies in great leaders are also found in the best instructional coaches. They need to be ambitious for change in their schools and willing to do, as Collins emphasizes, “whatever it takes” to improve teaching practices. If a coach is too passive about change, chances are that little will happen in the school. At the same time, if a coach is too self-centered or aggressive, there is a good chance the coach will push teachers away. Effective coaches embody what Collins describes as a “compelling combination of personal humility and professional will.” They are affirmative, humble and deeply respectful of classroom teachers, but they are unwilling to rest unless they achieve significant improvements in teaching and learning in their schools.

## **8. Evaluating Coaches**

Evaluation is a major mechanism for continuous improvement of any coaching program. Involve coaches in the process of creating guidelines, standards and tools to be used for evaluation. NTC provides a guideline and resource for evaluating and observing instructional coaches in the field.

### **Data**

The following section provides data from other districts around the country that have been using instructional coaching with proven success. Included in this section are several different models being used in districts and the results from their efforts.

### **Instructional Coaching Models in Other Districts**

*Albuquerque Public Schools* (APS) launched its instructional coaching program in the 2001-2002 school year, as part of the nation-wide movement toward on-site, job-embedded teacher professional development. By 2004-05 APS had 111 instructional coaches (IC) in 101 schools. APS’ professional development department, Teaching and Learning Systems (TLS) trained instructional coaches in Cognitive Coaching, one of several coaching models designed to help teachers adopt, integrate and apply new knowledge and skills in the classroom. TLS and district leaders asked RDA to evaluate the IC program both to assess its effects on teaching as well as to identify factors essential to success.

APS’ instructional coaching program was deemed highly effective by principals, coaches and teachers alike. IC fidelity to the essential coaching functions resulted in the best outcomes. Where fidelity was high, 81% of teachers reported substantial improvements in teaching practices. The most positive teaching outcomes resulted when teachers received both one-on-one and group coaching. The IC program also demonstrated cost-effectiveness by reaching an average of 81% of teachers with predominantly one IC per school. Teachers and principals preferred instructional coaching to previous professional development approaches. Instructional coaches mentored new teachers, coached experienced teachers, facilitated teacher collaboration, and provided school-wide professional development. A majority of coached teachers reported that instructional coaching improved their instructional practice in at least one way. Coached teachers across the entire career span reported that they gained new instructional skills and applied those skills in their classrooms. Principals, teachers and ICs reported an increased alignment to instructional standards as a result of coaching.

Keys to success include: collaborative school climate; effective school leadership; IC fidelity to the essential coaching functions; and teacher participation in both one-on-one and group-level coaching.

A barrier to IC program success and sustainability was differing expectations among district and school leaders. Conflicting messages may have contributed to widespread IC performance of non-coaching functions (Dunavin and Heath, 2005). For the past decade, researchers at the Kansas University Center for Research on Learning have been implementing, refining and evaluating instructional coaching programs. They have provided professional development and consultation to programs in 14 states across the country.

The *Juneau (Alaska) School District* has invested time and resources in providing professional development and materials to teachers. Instructional coaches ensure maximum use of the district's investment by providing ongoing support and access to resources. Instructional Coaches currently play a critical role in supporting the implementation of a variety of district programs. Research shows that programs are unlikely to be widely adopted by teachers without the ongoing support of Instructional Coaches. The aim of Initiative 5 is to "Create a coordinated professional development system that is responsive to achievement data, aligns with school district improvement efforts, and maximizes the investment of district resources." Instructional coaches collaborate with district administrators, principals, and teachers to analyze and respond to student achievement data. Coaches are been trained in data analysis, 5D Instructional Framework, Alaska Work Keys, and DRA2. Instructional coaches enhance Professional Learning Communities by providing professional development, assisting teachers with data analysis, and planning differentiated instruction for their students. Instructional Coaches currently play a critical role in supporting the implementation of district programs and work with teachers to implement the JSD Strategic Plan.

Established in 2005, the *Fairfax County Public Schools* Instructional Coaching program prepares and supports teacher leaders who guide their colleagues in data analysis, best practices, and collaboration to improve student learning. The program began with 24 instructional coaches, 19 elementary school coaches and 5 middle school coaches. Over the years, the program has grown. Currently, the program has 58 elementary, 17 middle, and 3 high school instructional coaches.

The purpose of the Instructional Coaching Program is to raise the student achievement in reading and math, close the achievement gap, and develop cultures of collaboration. The instructional coaches follow a specific plan of action in working with teachers in their schools. This action model cycle specifies how the instructional coaches do their work and mirrors how teachers work with students. For example, instructional coaches first must build relationships with colleagues, just as teachers work to build relationships with students. At any given point, instructional coaches are able to identify how they are working on the continuous cycle. The coaching work, whether with a new teacher, a veteran teacher, or a group of teachers, will always center on the bottom line: reading, math, and closing the gap in a culture of collaboration. The instructional coaches are also guided by their FCPS Instructional Coaching Standards to ensure there is an alignment with district and national expectations.

The instructional coaches work mainly with teams of teachers when performing the coaching work. Instructional coaches in FCPS allocate their time so they spend 60 percent working with teams of teachers, 30 percent working with individual teachers, and 10 percent on their own professional development. In addition, building capacity within teachers and teams creates a culture of teacher leaders who are comfortable with data analysis, collaboration, and facilitating professional development. Creating this culture supports the mission of the Instructional Coaching program which is to build the adult learners' capacity to advance the achievement of all students and to close achievement gaps.

The program's vision is that instructional coaches are integral members of professional learning communities where professional learning is directly tied to daily ongoing work, student learning is the shared focus at all times, best practices are valued and consistently implemented, data is analyzed continuously to inform instructional decisions, success is celebrated frequently, and collaboration is a way of being.

In the fall of 1991 the *Spokane School District* began a process to review the service models and inservice designs for program and basic education staff in our Title I schools. Since that time, instructional coaches have been a part of the district's program in differing roles (Early Childhood Facilitators, Instructional Coaches, Facilitators, etc.). In 2004, an Instructional Coaching Model was developed in order to bring coherence to the differing roles. The objectives of the first Instructional Coaching Model were to:

- Promote a knowledge base of effective strategies
- Assist teachers by demonstration and modeling
- Practice strategies and provide feedback through peer coaching
- Plan with teachers
- Facilitate on-site professional learning
- Participate in on-going and extensive professional development

Since the amount of research into instructional coaching has continually increased, it became essential to develop a clear and specific description of the Instructional Coaching Model to build coherence across the District. In early 2007, the Professional Development Advisory Committee, composed of administrators, teachers and instructional coaches, began to work on updating the Professional Learning Framework. In 2008, the committee began work on revising the coaching model.

The Spokane School District *Instructional Coaching Model*

A. The Roles of Instructional Coaches in the *Instructional Coaching Model*

Role #1: *Classroom Supporter*

Purpose: To increase the quality and effectiveness of classroom instruction based on using the gradual release model and may include but is not limited to:

- Collaborating
- Co-planning
- Modeling
- Co-teaching
- Provide descriptive feedback based on teacher requested observation



*Role #2: Instructional Supporter*

Purpose: To support the implementation of effective instructional strategies including but not limited to:

- Assessment for learning
- Differentiation of instruction
- Standards based grading
- Building teacher capacity by working with intervention groups for short periods of time in elementary classrooms

*Role #3: Curriculum or Content Facilitator*

Purpose: To promote implementation of state standards through adopted curricula including but not limited to:

- Increasing teacher content knowledge
- Facilitating a better understanding of the structure of the written, taught, and tested curriculum
- Dissecting standards to guide identification of essential knowledge and skills

*Role #4: Data Coach*

Purpose: To facilitate conversations using data to drive instructional decisions including but not limited to:

- Collaborating with teachers to analyze formative and summative student achievement data
- Assisting teachers with the use of data to improve student learning

*Role #5: Facilitator for Change*

Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically including but not limited to:

- Fostering a safe, trusting environment for teachers
- Introducing alternatives and refinements for teacher instructional practices

*Role #6: Learner*

Purpose: To engage in continuous learning in order to keep current including but not limited to:

- Engaging in professional development opportunities and professional reading
- Practicing and reflecting about what is learned

*Role #7: Professional Learning Facilitator*

Purpose: To design and facilitate effective professional learning opportunities based on SPS *Professional Learning Framework* (see appendix) including but not limited to:

- Providing professional development
- Facilitating other forms of professional development (e.g., bringing in consultants)

#### Role #8: *Resource*

Purpose: To identify a variety of resources to enhance classroom instruction and student achievement including but not limited to:

- Identifying instructional and assessment resources requested by teachers
- Sharing research and instructional best practices

#### Role #9: *School Leader*

Purpose: To support and communicate the school and district initiatives with the school community including but not limited to:

- Involving stakeholders in the implementation of the School Improvement Plan
- Connecting with community stakeholders by sharing instructional practices that impact students
- Acting as a strong advocate for student learning

### *The Pennsylvania High School Coaching Initiative (PAHSCI)*

In 2005, PAHSCI began implementing one-on-one instructional coaching in 26 high schools in 16 high-needs districts across Pennsylvania, with the generous support of the Annenberg Foundation. PAHSCI's work continues, and lessons learned from PAHSCI led to the creation of the Pennsylvania Institute for Instructional Coaching (PIIC). The mission is to build capacity within school districts to improve teaching and student achievement through collaborative whole-school reform practices based on instructional coaching, collegial networks, and job-embedded professional development for teachers.

PAHSCI's approach reflects the growing consensus about what constitutes good professional development for teachers. It is:

- Ongoing and job-embedded, recognizing that teachers want and need strategies for continuous improvement in their work.
- Linked to state standards, curriculum, and assessment, so that teachers acquire knowledge and skills directly related to what their students need to learn.
- Confidential and non-evaluative, so that teachers can work honestly and openly with their coaches and colleagues on self-improvement.
- Founded on evidence-based strategies for improving instruction, to offer teachers practical, classroom-focused assistance.

One-on-one coaching for teachers is the heart of PAHSCI, but coaching is supported by a professional development infrastructure. PAHSCI provides:

- One literacy and one math instructional coach per 600 high school students.
- Training for coaches in the Penn Literacy Network (PLN) evidence-based strategies for developing reading, writing, and comprehension skills across the curriculum.
- Regular on-site "over-the-shoulder" coaching for teachers in implementing PLN strategies in their classrooms.
- Frequent professional development opportunities for coaches, teachers, and school leaders on instructional coaching and literacy across the content areas.
- Continuing education credits for participation in training sessions: 1.5 credit units (4.5 semester credits) from the University of Pennsylvania.

- Mentor teams who visit districts regularly to provide ongoing support to coaches and administrators, organize networking meetings, and offer other professional development activities. Mentors also coordinate a yearly Administrators Retreat focused on school leadership issues.

Although instructional coaching may seem like a simple strategy, the special skills and resources of the following partners are essential to its success:

- The Pennsylvania Department of Education, which supports school improvement efforts through grants and program initiatives.
- Foundations, Inc., a nonprofit organization that provides technical assistance, professional development, publications, and tools to schools and other organizations.
- The Penn Literacy Network, a comprehensive literacy professional development program.
- MPR Associates, Inc., the Academy for Educational Development, Research for Action, and The Center for Data Driven Reform at Johns Hopkins University, which have conducted research on the implementation and outcomes of PAHSCI.
- The Philadelphia Foundation, which provides administrative and management support for private foundations and nonprofit organizations in southeastern Pennsylvania.

PAHSCI is filling a research void— data on the effectiveness of instructional coaching is sparse. Determining the unique contribution of instructional coaching to school improvement is difficult because schools are complex organizations, and many factors influence teaching and learning outcomes. PAHSCI has begun to build a research base demonstrating both the promise and the challenges of instructional coaching. Findings from research conducted on PAHSCI over three years include:

- In 18 of 21 PAHSCI schools, the percentage of 11th-graders reaching proficient or advanced levels in math on the Pennsylvania State Student Assessment (PSSA) exceeded the statewide percentage of students reaching proficiency from 2004-2007.
- In 15 of 21 PAHSCI schools, the percentage of 11th-graders reaching proficient or advanced levels in reading on the PSSA exceeded the statewide percentage of students reaching proficiency from 2004-2007.
- Seventy-nine percent of teachers coached regularly said that their coach played a significant role in improving their classroom instruction and practice.
- Teachers who were regularly coached one-on-one reported that:
  - They made significant changes in their instructional practice.
  - Their students were more engaged in class and enthusiastic about learning.
  - Student attendance in their classes increased dramatically.

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## Recent Local Data

*In the study conducted by SRI International, Preliminary results have been reported:*

### **Summary of NTC's Federal i3 Validation Evaluation September, 2016**

**NTC's Stake in the Ground:** More instructionally focused interactions lead to greater student learning

#### **Introduction:**

Over the past four years, NTC has been engaged in robust, independent, third party evaluations of our teacher induction model that have yielded positive, early results in program quality, teacher practice, retention, and student learning. In particular, the i3 Validation federal grant has helped us to evaluate and better understand the effects of our teacher induction program elements. While the evaluation has nuanced questions, at the heart of the study is a desire to better understand:

1. What is the impact of NTC's induction model on program participants, with a focus on teacher and student outcomes?
2. Whether NTC's induction model is implemented with high quality and what are high leverage practices between new teachers and mentors?

Below is additional information about each of the federal grant and the technical details of the evaluations.

#### **Technical Details about the Evaluations**

**Evaluator:** SRI International, Inc.

**Design:** Quasi-experimental Randomized control trial and Formative **Outcomes of**

**Interest:** Student learning

**Participants:** Program quality  
Three program sites (two RCT and one QED) with two cohorts of teachers in 2013-2014 and 2014-2015 receiving two years of program support

**Approximate Reach:** 45 mentors  
1,500 new teachers\*  
150,000 students\*\*

\*Combined across both cohorts

\*\*Student counts are estimates. Students are not unique.

## **Notes on the Teacher Induction Model**

The program sites included in the federal evaluation were designed as full-release induction programs. Therefore, mentors were fully released from their responsibilities as a classroom teacher to dedicate their time to mentoring, completed a rigorous mentor training series, and provided a high-level of support while honing their newly learned skills.

At minimum, beginning teachers in these full-time release programs received on average 180 minutes of face-to-face support from their mentor on a monthly basis. Additionally, they focused on specific instructional processes and had minimum requirements for completion of certain Formative Assessment System (FAS) tools with their beginning teachers, such as *Analyzing Student Work, Classroom Observations & Feedback, and Planning & Aligning Effective Instruction*.

We believe that the results presented in the next section are indicative of the comprehensive model of support these programs implemented with a high degree of rigor and fidelity. These results provide evidence that this level of new teacher support is associated with improved student learning.

### **Positive, Early Results**

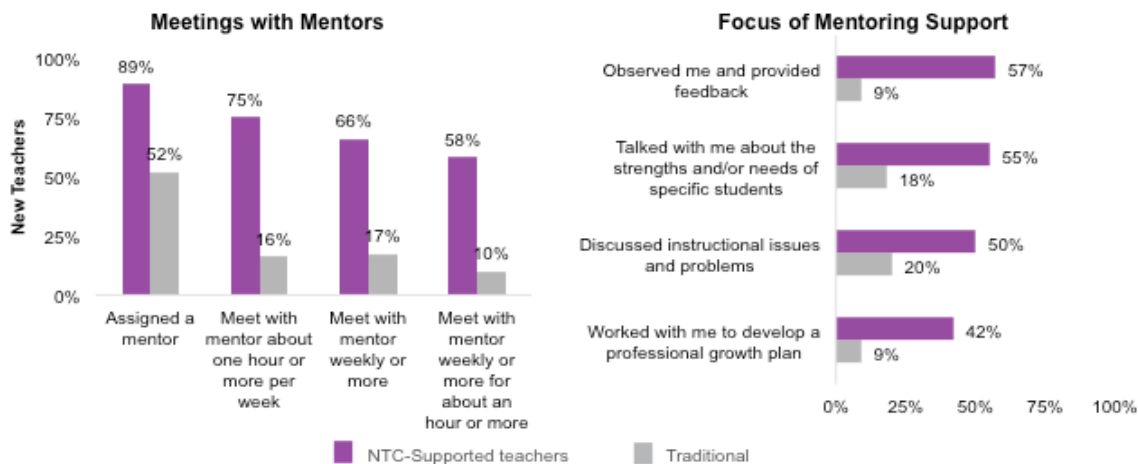
NTC has developed an impact spectrum of measurement to understand our progress towards our mission and theory of change. This includes asking the following questions in each of the following categories:

<b>Supportive Context for Teaching &amp; Learning</b>	<b>Reach</b>	How many students, teachers, mentors/coaches, and principals participate in NTC programs?
	<b>Program Quality</b>	How do NTC programs implement with quality?
	<b>Practice</b>	How are teacher, mentor/coach, and principal practice becoming more effective?
	<b>Retention of Talent</b>	How are districts doing in retaining teachers and mentors/coaches?
	<b>Student Learning</b>	How are student engagement and learning improving?

Our federal evaluation has enabled us to begin answering many of these key questions with robust studies, using both randomized control trials and quasi-experimental designs to assess teacher- and student-level outcomes.

## Program Quality

NTC has built a program that includes essential program elements focusing on program vision, quality mentor training, and classroom-based teacher support. From the start, NTC engages leadership at all levels to ensure that the work being done in classrooms is aligned to the district's instructional vision. As demonstrated below, evidence suggests NTC-trained mentors provide more intensive and more instructionally focused support than traditional district induction programs. Through rigorous mentor training, forums, and professional development, our program provides a comprehensive set of supports for the district, mentors, and beginning teachers.

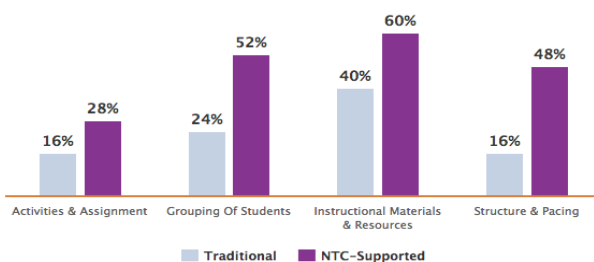


## Teacher Practice

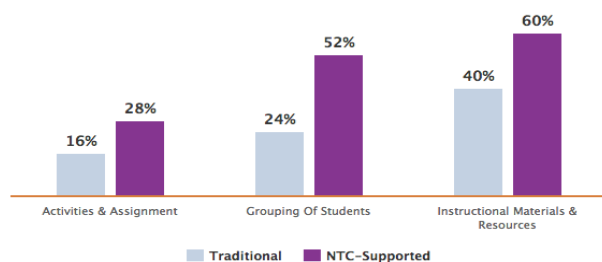
NTC's federal evaluations have enabled us to assess teacher practice using comparison groups. This has enabled us to better understand how teacher practice is advancing in NTC supported classrooms.

As the data below shows, a higher percentage of NTC supported new teachers demonstrate proficiency in engaging students in learning, compared to those teachers who are not supported by NTC. Through this evaluation we have also found that NTC supported new teachers also demonstrate greater proficiency in using assessment in instruction.

**NTC-SUPPORTED TEACHERS DEMONSTRATE HIGHER PROFICIENCY IN ENGAGING STUDENTS.**

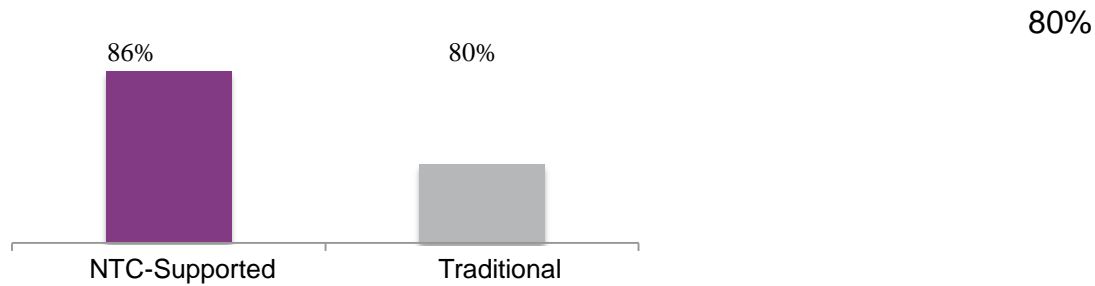


**NTC-SUPPORTED TEACHERS DEMONSTRATE HIGHER PROFICIENCY IN USING ASSESSMENT IN INSTRUCTION.**



## **Retention**

After two years of support, NTC-supported teachers return to the district at a higher rate than district-supported teachers.



## **Student Achievement**

NTC is one of the few induction programs that have demonstrated statistically significant gains in student learning through third party evaluations. After two years of NTC support, students of NTC-supported teachers in grades 4 through 8 demonstrated 3 to 5 months of additional learning in reading compared to students of the control group teachers, who received traditional new teacher support.

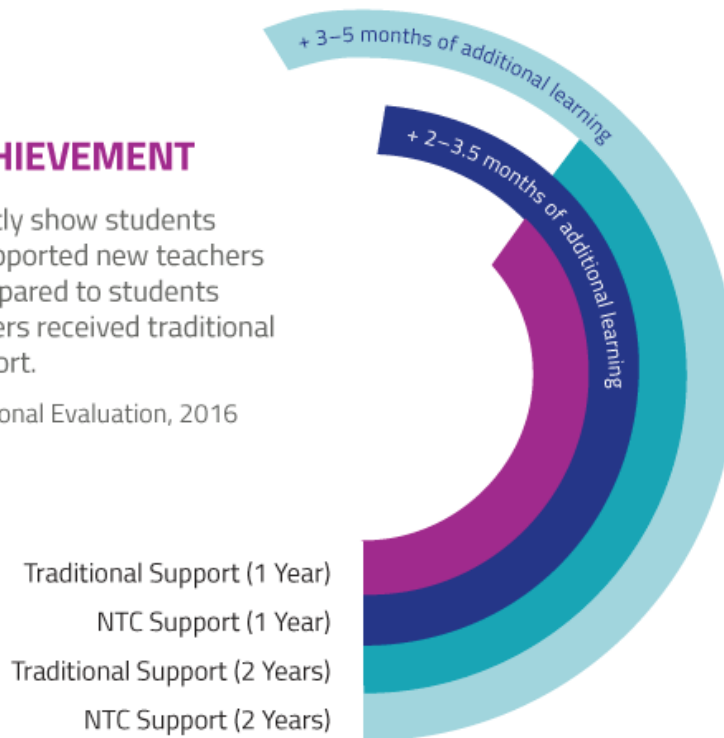
NTC's commitment to delivering high quality induction services and supports is a constant. The results outlined above demonstrate the outcomes achieved by providing comprehensive support to new teachers. With this approach, NTC and district partners are able to engage in a level of work and commitment that can yield proven results for teachers and students.



## IMPACT ON STUDENT ACHIEVEMENT

Results consistently show students taught by NTC-supported new teachers learned more compared to students whose new teachers received traditional new teacher support.

Source: SRI International Evaluation, 2016



### Next Steps

The next round of evaluation data from the i3 Validation grant will be released in the fall of 2016 and there will be deeper analysis through classroom observations and interviews. Additionally, we are continuing to credential coaches and there is a more targeted focus on coaching in schools. Furthermore, coaches who complete the credentialing process have the option for continuing their learning and networking through three half day forums and building capacity of school-based instructional coaches in the career continuum by infusing presentation standards and allowing to co-present Year 1 Coaching forums.

## Desired Outcomes and Performance Indicators

<b>1.0 Instructional coach facilitates and advances the professional learning of each teacher to increase student learning</b>			
<b>1.1 DESIRED OUTCOME:</b> Uses reflective conversation skills to engage the teacher in to promote problem solving, reflective thinking and the use of data to engage teachers in examining and improving their practice.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Applies instructive, collaborative and facilitative coaching strategies consciously and encourages ongoing reflection, critical thinking, and risk taking to promote self-direction, collaborative problem solving, and improvements in teacher practice and student learning.</p> <p>Strengthens repertoire of reflective coaching language protocols and moves fluidly among coaching strategies to promote teacher confidence and autonomy.</p> <p>Effectively uses skilled techniques, questioning, listening and responding appropriately to engage teachers in collaborative problem solving.</p>	<p>Applies instructive, collaborative and facilitative coaching strategies consciously to promote thinking and problem solving that advances teacher practice and student learning.</p> <p>Uses coaching language protocols to facilitate positive, productive, reflective conversations and models reflective practice based on student results.</p> <p>Uses select techniques to engage teachers in collaborative problem solving.</p>	<p>Applies instructive coaching strategies only.</p> <p>Learns and begins to use coaching language protocols.</p> <p>Does not use techniques to engage teachers in collaborative problem solving; conversations tend to be instructive or directive.</p>	<p>Does not apply coaching strategies that promote thinking and problem solving.</p> <p>Does not use coaching language protocols.</p> <p>Does not engage the teacher in collaborative problem solving.</p>
<b>1.2 DESIRED OUTCOME:</b> Uses a variety of strategies and resources, to respond to the teacher’s professional needs and to the diverse learning needs of all students.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Seeks and shares new strategies and resources from the broader professional community to respond to the teacher’s strategic integration of those strategies and resources to improve practice, differentiate instruction, and advance student learning.</p>	<p>Shares a variety of research-based teaching strategies selected to meet the diverse learning needs of students and improve practice and student learning.</p>	<p>Shares 1 or 2 research-based teaching strategies in an attempt to meet the diverse learning needs of students and improve practice and student learning.</p>	<p>Fails to share a variety of research-based teaching strategies and does not meet the diverse learning needs of students.</p>
<b>1.3 DESIRED OUTCOME:</b> Engages the teacher in examination of data to improve practice and advance student learning.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Uses formative assessment data and a variety of tools of observation and data collection to inform the teacher’s next steps. Records the reflective conversations on graphic organizers/tools that help facilitate data analysis and data driven conversations.</p>	<p>Uses formative assessment data to inform the teacher’s next steps. Records the reflective conversations on graphic organizers/tools that help facilitate data analysis and data driven conversations.</p>	<p>Uses formative assessment data to inform the teacher’s next steps.</p>	<p>Does not use formative assessment data to inform the teacher’s next steps.</p>

**1.4 DESIRED OUTCOME:** Facilitates and promotes collaborative inquiry, data analysis, and reflection on practice to promote student learning.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Fosters as a habit of mind the ongoing inquiry into practice through the cycle of plan, teach, reflect to improve practice and advance student learning.	Models the inquiry cycle by collaborating with the teacher to design and observe lessons and analyze corresponding student work and observation data to improve student learning.	Attempts to collaborate with the teacher to utilize the inquiry cycle of plan.	Does not model the inquiry cycle through collaboration with the teacher.

**2.0 Instructional coach creates and maintains collaborative and professional partnerships to advance teaching practice and student learning.**

**2.1 DESIRED OUTCOME:** Facilitates trust, caring, and honesty among colleagues to build ownership and solve problems, resulting in actions that support student learning.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Fosters a sustained trusting, caring relationship based on professional honesty and mutual respect.	Builds and maintains an effective relationship of trust, caring, respect, and honesty.	Builds a relationship with the teacher.	Fails to build and maintain an effective relationship of trust, caring, respect, and honesty.
Facilitates the teacher's ability to analyze complex teaching issues and concerns and take responsible risks to advance practice and maximize student learning.	Engages in ongoing conversations that examine teaching practice and student learning for purposes of improvement and growth.	Engages in conversations less than 50% of the time that examines teaching practice and student learning for purposes of improvement and growth.	Does not engage in ongoing conversations that examine teaching practice and student learning for purposes of improvement and growth.

**2.2 DESIRED OUTCOME:** Uses coaching and collaboration time effectively, implementing procedures and routines that advance professional learning.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Provides immediate and seamless integration of the program requirements, coaching processes, and use of formative assessment in meeting the teacher's needs.	Anticipates the needs of the teacher and is alert to entry points and use of formative assessment to address issues practice and learning needs of students in an immediate fashion.	Respects the teachers' time, and attempts to meet the teachers' individual needs but fails to prioritize and balance program requirements.	Fails to meet teachers' individual needs, does not respect the teachers' time and does complete program requirements.
Uses procedures, routines and tools that increase efficiency and help energize the coaching experience.	Prioritizes and balances program requirements and the teacher's immediate needs.	Has difficulty prioritizing and balancing program requirements.	Fails to prioritize and balance program requirements.

**2.3 DESIRED OUTCOME:** Models and teaches how to build effective partnerships with families, stakeholders, and colleagues that foster equitable achievement for students of all backgrounds.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Engages the teacher in applying leadership skills and utilizing a wide variety of strategies that ensure effective interactions, collaborations, and partnerships with side personnel, families, and community groups and result in improving student learning.	Supports the teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members.	Advises the teacher to engage with colleagues, site administrator, and families in ways that contribute to building positive and respectful relationships and student learning.	Fails to support the teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members.
Guides teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.	Guides teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.	Does not guide teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.	Does not guide teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.

**3.0 Instructional coach utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning.**

**3.1 DESIRED OUTCOME:** Utilizes knowledge of Florida Educator Accomplished Practices (FEAPS) and Florida State Standards, pedagogy and academic language development to advance teaching practice and student learning.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates teacher’s routine use of FEAPS, Florida State Standards, related pedagogy, and strategies for academic language development, in planning, implementing, and reflecting on effectiveness of strategies to advance student learning.	Uses knowledge of FEAPS, Florida State Standards and instructional strategies to ensure that all planning, observations, and analysis of student work are standards based and matched to student learning data.	Uses knowledge of FEAPS, Florida State Standards, and instructional strategies to guide teacher planning and implementation of standards based instruction to meet assessed needs of students.	Fails to guide teacher planning and implementation of standards-based instruction.
Facilitates the teacher’s routine use of selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.	Guides the teacher in selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.	Supports teacher to plan lessons that include teaching academic language and vocabulary development to provide student access to learning standards based content.	Fails to guide the teacher in selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.

**3.2 DESIRED OUTCOME:** Uses knowledge of educational research and best practices to improve instruction and student learning.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Collaborates with teacher to implement research based instructional strategies and best practices targeted to meet identified and evolving needs of students.	Integrates educational research and best practices into collaborations with teacher.	Shares research based instructional strategies and best practices with teachers to improve practice.	Does not integrate educational research and best practices into collaborations with teacher.
Fosters teacher awareness of and access to membership in professional organizations, learning communities, and/or educational journals.	Supports the teacher in implementing best practices to address a range of learning needs.	Fails to support the teacher in implementing best practices to address a range of learning needs.	Fails to support the teacher in implementing best practices to address a range of learning needs.

**3.3 DESIRED OUTCOME:** Uses knowledge of equity principles and culturally responsive pedagogy to address issues of equity, bias, and access to standards-based curriculum to advance teacher practice and student learning.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Enhances the teacher’s abilities to identify inequities, bias, stereotyping, and assumptions about cultures and members of cultures and apply principles of equity and culturally responsive pedagogy in instruction.	Guides the teacher in analysis of student work to examine the possible impact on student learning of issues of equity, bias, and access to standards based curriculum.	Advises the teacher in analysis of student work to examine the possible impact on student learning of issues of equity, bias, and access to standards based curriculum.	Does not guide the teacher in analysis of student work to examine the possible impact on student learning of issues of equity, bias, and access to standards based curriculum.
Supports the teacher in ensuring equitable access to content for all students.	Supports the teacher in examining equity principles and culturally responsive pedagogy as resources in planning lessons to address issues and meet needs.	Does not support the teacher in examining equity principles and culturally responsive pedagogy as resources in planning lessons to address issues and meet needs.	Does not support the teacher in examining equity principles and culturally responsive pedagogy as resources in planning lessons to address issues and meet needs.

**4.0 Instructional coach promotes professional learning for teachers for continuous improvement and student learning**

**4.1 DESIRED OUTCOME:** Builds on and values prior knowledge, background, interests, experiences and needs of the teacher to improve practice and student learning.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Designs and facilitates professional learning that includes deliberate and multiple opportunities for teachers to build on their own knowledge, experiences, interests, and needs to improve their practice and student learning.</p> <p>Engages teachers in active analysis of the relationship between elements of instruction and student learning.</p>	<p>Promotes and facilitates professional learning using a wide range of specific information regarding teachers.</p> <p>Connects new learnings with teachers' current understandings, prior knowledge, experiences, interests, needs, and purposes for learning.</p> <p>Makes connection between strategies and student learning transparent.</p>	<p>Facilitates professional learning that seeks some specific knowledge of the individual teachers prior to session.</p> <p>Focuses teacher awareness of the impact of strategies on student learning.</p>	<p>Does not facilitate professional learning for teachers.</p> <p>Does not use needs assessment to determine the most appropriate professional learning for teachers.</p>

**4.2 DESIRED OUTCOME:** Promotes, designs, and/or facilitates professional learning that is aligned with standards, school/district improvement, and program requirements.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Designs and facilitates professional learning that models best practices, is standards-based, and aligned with school/district improvement goals.</p> <p>Designs and facilitates professional learning that is differentiated to meet the needs and interests of teachers.</p> <p>Designs and facilitates professional learning that facilitates the leadership of teachers to share their learnings with colleagues, collaboratively problem-solve, and reflect on practice.</p>	<p>Designs and facilitates professional learning that models best practices, is standards-based, and aligned with school/district improvement goals.</p> <p>Supports teachers to collaboratively share classroom artifacts and evidence and learn from each other.</p>	<p>Facilitates professional learning that models best practices, is standards-based, and aligned with school/district improvement goals.</p>	<p>Does facilitate or design professional learning or facilitates professional learning that is not standards-based and/or not aligned with school/district improvement goals.</p>

**4.3 DESIRED OUTCOME:** Creates an effective environment for professional learning.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Arranges the physical environment to enhance the learning experience.</p> <p>Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward, and time to reflect.</p> <p>Uses strategies to promote inquiry and dialogue.</p> <p>Promotes collaboration, risk taking, problem solving, leadership, and reflective application/demonstration of best teaching practices.</p> <p>Provides a safe environment that encourages participants to take ownership of their own learning by participating in facilitation, suggesting topics for discussion, sharing information, and analyzing artifacts of practice and student work.</p>	<p>Arranges the physical environment to enhance the learning experience.</p> <p>Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward, and time to reflect.</p> <p>Uses strategies to promote inquiry and dialogue.</p> <p>Promotes collaboration, risk taking, problem solving, leadership, and reflective application/demonstration of best teaching practices.</p>	<p>Arranges the physical environment to enhance the learning experience.</p> <p>Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward, and time to reflect.</p>	<p>Arranges the physical environment to enhance the learning experience.</p>

**4.4 DESIRED OUTCOME:** Differentiates professional learning based on adult learning principles and assessed needs and interests of teachers to advance practice.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Understands and applies adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs.</p> <p>Offers participants a range of choices to ensure differentiated professional learning.</p> <p>Provides differentiated professional learning that offers options for grouping based on developmental needs, learning styles, interests and individual professional learning goals</p> <p>Adjusts presentation and/or facilitation to respond to and address needs as they arise and differentiates professional learning flexibility to address the immediate needs of the participants and in response to understanding of identified needs, levels, and goals of teachers.</p>	<p>Understands and applies adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs.</p> <p>Offers participants a range of choices to ensure differentiated professional learning.</p> <p>Provides differentiated professional learning that offers options for grouping based on developmental needs, learning styles, interests and individual professional learning goals.</p>	<p>Understands and applies adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs.</p> <p>Offers participants a range of choices to ensure differentiated professional learning.</p>	<p>Does understand or apply adult learning principles.</p> <p>Does not offer participants a range of choices to ensure differentiated professional learning.</p>

**4.5 DESIRED OUTCOME:** Uses the teacher’s self/co-assessments and inquiries into practice to assist in mentoring and planning for ongoing professional learning to improve practice and advance student learning.

**Performance Indicators**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Considers teacher’s self/co-assessments and inquiries into practice when planning for mentoring and professional learning.</p> <p>Supports teacher’s efforts at implementation of respective strategies.</p> <p>Facilitates the teacher’s routine use of self/co-assessments and inquiries to target mentoring and seek professional learning to address evolving issues of practice and student learning needs.</p> <p>Engages the teacher in ongoing reflection on the impact of strategic implementation of strategies from mentoring and professional learning to improve practice and advance student learning.</p>	<p>Considers teacher’s self/co-assessments and inquiries into practice when planning for mentoring and professional learning.</p> <p>Supports teacher’s efforts at implementation of respective strategies.</p> <p>Uses teacher’s self/co-assessments and inquiries to guide mentoring and plan for ongoing professional learning.</p> <p>Collaborates with the teacher to implement strategies from mentoring and professional learning and to reflect on corresponding improvements in practice and student learning.</p>	<p>Considers teacher’s self/co-assessments and inquiries into practice when planning for mentoring and professional learning.</p> <p>Supports teacher’s efforts at implementation of respective strategies.</p>	<p>Does not consider teacher’s self/co-assessments and inquiries into practice when planning for mentoring and professional learning.</p>



<b>5.0 Instructional coach uses assessment data to advance teaching practice and student learning.</b>			
<b>5.1 DESIRED OUTCOME:</b> Implements formative assessments that support and guide improvement in practice and student learning.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates and integrates the use of formative assessments in timely and responsive ways that meet individual needs of teachers and promote student learning.	Integrates the use of formative assessments in timely and responsive ways that meet individual needs of teachers and promote student learning.	Integrates the use of formative assessments occasionally in an attempt to meet individual needs of teachers and promote student learning.	Does not integrate the use of formative assessments in timely and responsive ways that meet individual needs of teachers and promote student learning.
<b>5.2 DESIRED OUTCOME:</b> Uses results of formative assessment, including lesson plans, classroom observation, and analysis of student work to promote improvement in practice and student learning.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Deepens understanding and uses results of formative assessment including lesson plans, classroom observation, and analysis of student work to promote teacher growth and student learning through collaboration with colleagues in ongoing analysis and reflection on formative assessments.	Uses results of formative assessment including lesson plans, classroom observation, and analysis of student work to promote teacher growth and student learning.	Develops an understanding of the role of using results of formative assessment, including lesson plans, classroom observation, and analysis of student work to promote teacher growth and student learning.	Fails to use results of formative assessment, including lesson plans, classroom observation, and analysis of student work to promote teacher growth and student learning.
<b>5.3 DESIRED OUTCOME:</b> Develops the teacher's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates and builds the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth.  Supports the teacher to develop self and co-assessment as a habit of professional practice focused on the ongoing improvement of practice and student learning.	Builds the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth.  Designs and implements appropriate next steps to support improvement in practice and student learning.	Builds the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth.  Fails to design and implement appropriate next steps to support improvement in practice and student learning.	Fails to build the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth.  Fails to design and implement appropriate next steps to support improvement in practice and student learning.

<b>5.4 DESIRED OUTCOME:</b> Teaches and supports identification and development of appropriate assessments to determine student knowledge, skills, and needs.			
<b>Performance Indicators</b>			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Facilitates the teacher's flexible use of a wide range of student assessments that are well matched to the teacher's purpose and that accurately demonstrates student's knowledge, skills, and needs.  Supports the teacher to develop student abilities and motivations to advance learning through engagement with student assessment data.	Teaches, supports, and collaborates with the teacher to use pre-, formative, and summative assessments to determine student knowledge, skills, and needs.  Guides the teacher to engage student in setting personal goals and monitoring progress, using data from assessments.	Teaches and supports the teacher to use pre-, formative, and summative assessments to determine student knowledge, skills, and needs.  Does not guide teacher to engage students in setting personal goals and monitoring progress, using data from assessments.	Fails to use assessments to support and collaborate with teacher to determine student knowledge, skills, and needs.  Does not guide teacher to engage students in setting personal goals and monitoring progress, using data from assessments.
<b>5.5 DESIRED OUTCOME:</b> Facilitates analysis of student data to plan and differentiate instruction to advance student learning.			
<b>Performance Indicators</b>			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Facilitates the teacher's systematic collection and analysis of a broad range of student data.  Collaborates with the teacher to plan differentiated instruction that results in improvements in practice and advances student learning.	Collaborates with the teacher in the regular analysis of formal and informal student data using required assessments.  Supports the teacher to expand strategies selected for differentiated instruction to be responsive to diverse cultural backgrounds and individual needs to promote student learning.	Collaborates with the teacher in the analysis of student data using required assessments.  Supports the teacher to implement 1 or 2 appropriate strategies for differentiation matched to student needs.	Does not collaborate with the teacher in the analysis of student data using required assessments.  Does not support the teacher to implement appropriate strategies for differentiation matched to student needs.
<b>5.6 DESIRED OUTCOME:</b> Uses the teacher's self/co-assessments and inquiries into practice to assist in coaching and planning for ongoing professional learning to improve practice and advance student learning.			
<b>Performance Indicators</b>			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Facilitates the teacher's own use of self/co-assessments and inquiries to target coaching and seek professional learning to address evolving issues of practice and student learning needs.  Engages the teacher in ongoing reflection on the impact of strategic implementation of strategies from coaching and professional learning to improve practice and advance student learning.	Uses teacher's self/co-assessments to plan for ongoing professional learning.  Collaborates with the teacher to implement strategies from coaching and professional learning and to reflect on corresponding improvements in practice and student learning.	Advises the teacher's use of self/co-assessments and inquiries into practice when planning for coaching and professional learning.  Supports teacher's efforts at implementation of respective strategies.	Does not use teacher's self/co-assessments to plan for ongoing professional learning.  Fails to collaborate with the teacher to implement strategies from coaching and professional learning and to reflect on corresponding improvements in practice and student learning.

## 6.0 Instructional coach completes all requirements of portfolio.

### 6.1 DESIRED OUTCOME: Professional Goal Setting

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Develops and implements goal-based inquiries to examine and improve in coaching practice and application of coach standards.</p> <p>Creates and implements a Personalized Learning Plan based on self-assessment with at least two goals (MAGA-Mentor Assessment for Growth and Accountability) including a mid-year review and end of year review.</p>	<p>Develops and implements goal-based inquiries to examine and improve in coaching practice and application of coach standards.</p> <p>Creates and implements a Personalized Learning Plan based on self-assessment with at least one goal (MAGA-Mentor Assessment for Growth and Accountability) including a mid-year review and end of year review.</p>	<p>Develops goal-based inquiries to examine and improve in coaching practice.</p> <p>Creates a Personalized Learning Plan based on self-assessment with at least one goal (MAGA-Mentor Assessment for Growth and Accountability) including a mid-year review and end of year review.</p>	<p>Fails to develop and/or implement goal-based inquiries to examine and improve in coaching practice and application of coach standards.</p> <p>Fails to create a Personalized Learning Plan based on self-assessment with at least one goal (MAGA-Mentor Assessment for Growth and Accountability) including a mid-year review and end of year review.</p>

### 6.2 DESIRED OUTCOME: Uses a variety of learning zone tools to access learning practice.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Uses the following Learning Zone tools:</p> <ul style="list-style-type: none"> <li>• Collaborative Assessment Log</li> <li>• Analysis of Evidence of Student Learning</li> <li>• Selective Scripting</li> <li>• Lesson Planning</li> <li>• Knowing Students</li> <li>• Seating Chart Tool</li> <li>• Administrator-Coach Collaborative Assessment Log</li> </ul> <p>Completes three Observation Cycles with three (3) Case Study teachers.</p> <p>Keep accurate records and completes Interaction Log for all Coach/Teacher Interactions.</p>	<p>Uses at least 4 of the following Learning Zone tools:</p> <ul style="list-style-type: none"> <li>• Collaborative Assessment Log</li> <li>• Analysis of Evidence of Student Learning</li> <li>• Selective Scripting</li> <li>• Lesson Planning</li> <li>• Knowing Students</li> <li>• Seating Chart Tool</li> <li>• Administrator-Coach Collaborative Assessment Log</li> </ul> <p>Completes three Observation Cycles with at least one (1) Case Study teacher.</p> <p>Keep accurate records and completes Interaction Log for 90% of Coach/Teacher Interactions.</p>	<p>Uses 4 of the following Learning Zone tools but fails to complete the Analysis of Student Work Tool:</p> <ul style="list-style-type: none"> <li>• Collaborative Assessment Log</li> <li>• Selective Scripting</li> <li>• Lesson Planning</li> <li>• Knowing Students</li> <li>• Seating Chart Tool</li> <li>• Administrator-Coach Collaborative Assessment Log</li> </ul> <p>Completes two Observation Cycles with at least one (1) Case Study teacher.</p> <p>Keep accurate records and completes Interaction Log for 75% of Coach/Teacher Interactions.</p>	<p>Uses less than 3 of the following Learning Zone tools and fails to complete the Analysis of Evidence of Student Learning Tool:</p> <ul style="list-style-type: none"> <li>• Collaborative Assessment Log</li> <li>• Analysis of Student Work</li> <li>• Selective Scripting</li> <li>• Lesson Planning</li> <li>• Knowing Students</li> <li>• Seating Chart Tool</li> <li>• Administrator-Coach Collaborative Assessment Log</li> </ul> <p>Completes one or zero Observation Cycles with one (1) Case Study teacher.</p> <p>Does not keep accurate records and does not complete Interaction Log for at least 90% of Coach/Teacher Interactions.</p>

<b>6.3 DESIRED OUTCOME:</b> Continuously pursues purposeful professional learning opportunities.			
<b>Performance Indicators</b>			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Participates in all (100%) of the professional learning opportunities.  Attends all PLS-TI or IC Sessions and Coach Forum sessions with no missing time.	Participates in > 90% of the professional learning activities.  Attends PLS-TI or IC Sessions and Coach Forum sessions with missing time not more than 360 minutes.	Participation in professional learning activities is inconsistent (75%-89%).  Attends PLS-TI or IC Sessions and Coach Forum sessions with missing time more than 360 minutes.	Does not participate in < 75% of the professional learning activities.  Fails to attend PLS-TI or IC Sessions and Coach Forum sessions with missing time more than 360 minutes.
<b>6.4 DESIRED OUTCOME:</b> Engages with Case Study Teacher to accelerate teacher effectiveness and develop as Instructional Coach.			
<b>Performance Indicators</b>			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Engages and supports three (3) Case Study Teachers for 60-90 minutes per week or 240 – 270 minutes per month	Engages and supports at least one (1) Case Study Teacher at least 60 minutes per week or 240 minutes per month.	Engages with at least one (1) Case Study Teacher less than 60 minutes per week or less than 240 minutes per month.	Fails to engage or support one (1) Case Study Teacher at least 60 minutes per week or 240 minutes per month.

## Data Collection Plan

### End Goal of Initiative

District Personnel and participating coaches will receive a District Coach Credential.

What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Attendance Meeting Times	Sign in sheets Attendance log	Data is available	MyLearningPlan  Hard copy on file	PLS-TI Induction Program Leader IC-Supervisor, Coaching and Induction	Monthly & Quarterly
Case Study teacher data	Interaction Log	Data is available	Learning Zone	Participant	Monthly
Case Study teacher data	Collaborative Assessment Logs	Data is available	Learning Zone	Participant	Monthly
Case Study teacher data	Inquiry Cycle tools	Data is available	Learning Zone	Participant	Annually
Coachee and Coach Perception data	Surveys	Needs to be collected	NA	Induction Program Leader	Once at the end of two years

## Mid-Year and End of Year Evaluation Plan Template

### Quality and Fidelity of Implementation

Participant	Middle of Year Evaluation	End of Year Evaluation
Instructional coach	Participant Feedback Form	Feedback Form Data Summary

### Impact on Practice

Participant	Middle of Year Evaluation	End of Year Evaluation
Instructional coach	Tool Usage Report Interaction Log Report Tool Quality Evaluation	Learning Zone End of Yr Report

### Impact on Student Achievement

Participant	Middle of Year Evaluation	End of Year Evaluation
Instructional coach	N/A	FSA Data