STANDARDS OF PERFORMANCE, GUIDELINES, AND EXPECTATIONS (INSTRUCTIONAL COACH)

Instructional coaches work primarily with adults. Any reference to student, participant, etc. should be interpreted as adult learner.

PLANNING AND ASSESSMENT

1. The teacher plans instruction to meet individual, group, and program needs.

   The instructional coach…
   a. **guides and assists teachers to** establish both short-term and long-range objectives based upon the FCPS Program of Studies and the state’s Standards of Learning.
   b. considers students’ needs and readiness in planning appropriate strategies for achieving short-term and long-range objectives
   c. **employs research to lead staff to make informed instructional decisions** appropriate to the developmental needs of all students.
   d. **guides and assists teachers** in planning, organizing, and preparing for assignments, long-range projects, and tests.
   e. demonstrates efficient time management and organizational skills.

2. The teacher selects appropriate resources to meet individual, group, and program needs.

   The instructional coach…
   a. **guides and assists teachers to** create and use assessments that match and reflect planned objectives.
   b. **assists teachers to** arrange/adapt classrooms to accommodate individual and group learning needs.
   c. **provides in-depth, sustained professional learning experiences that support school improvement goals for student achievement.**
   d. **organizes and interprets disaggregated data from multiple sources for teacher use.**
   e. **guides and assists teachers to** organize materials, resources, and equipment to **support teacher and student learning.**

3. The teacher identifies and communicates specific student performance expectations.

   The instructional coach…
   a. **guides and assists teachers to learn, utilize, analyze, and interpret data from multiple sources** to determine changes needed during instructional delivery.
   b. identifies and communicates specific student performance expectations.
   c. **facilitates the analysis of classroom and team data to determine impact on student achievement, teacher practice, and school culture.**

Expectations applying to instructional coaches were formulated from material contained in *Taking the Lead: New roles for teachers and school-based coaches* written by Joellen Killion and Cindy Harrison and published by the National Staff Development Council, 2006.
d. supports the use of assessment to guide instruction using a variety of models (i.e., Backward Design, Inquiry Model).
e. demonstrates best practices for using technology to increase communication of student performance data with teachers, teams, and administration.

4. The teacher documents student learning using appropriate assessment instruments.

The instructional coach…
   a. applies knowledge of current assessments by engaging in reading, critiquing, and interpreting educational research.
   b. guides and assists teachers to document student learning using appropriate assessment instruments and student products.
   c. maintains records that are accurate and appropriate to purpose.
   d. guides and assists teachers to involve students in assessing their own progress.
STANDARDS OF PERFORMANCE, GUIDELINES, AND EXPECTATIONS
(INSTRUCTIONAL COACH)

INSTRUCTION

1. The teacher demonstrates an understanding of subject matter.

The instructional coach…
   a. communicates the belief that all students can learn.
   b. keeps current with the field and applies knowledge of research to the instructional program.
   c. determines appropriate methods to provide classroom-based support for implementation of new and/or refined instructional practices.
   d. guides and assists teachers to implement lessons that support the FCPS Program of Studies and Standards of Learning.
   e. demonstrates knowledge of technology as it relates to teaching and learning.

2. The teacher creates learning experiences that make the subject matter meaningful for all students.

The instructional coach…
   a. guides and assists teachers to use a variety of appropriate resources, technology, and materials in the content area.
   b. encourages the academic curiosity and critical thinking of teachers.
   c. assists teachers to relate curriculum to students and delivers professional learning experiences that increase teachers’ understanding and meaning of new concepts and strategies.
   d. involves students and teachers in discovering, exploring, and appreciating the relationships between the subject and other disciplines.

3. The teacher understands how students differ in their approaches to learning.

The instructional coach…
   a. recognizes teachers’ individual differences and learning styles and adjusts practice as appropriate.
   b. guides and assists each teacher to select objectives that match student needs and to employ effective classroom practices.
   c. supports teachers’ implementation of new instructional practices resulting from in-depth, sustained professional learning.
   d. uses a variety of teaching methods and techniques that reflect current research.

4. The teacher is able to differentiate instruction to meet students’ diverse needs.

The instructional coach…
a. uses appropriate materials and technology that match the learning styles of students and teachers.

b. encourages the use of flexible grouping practices to respond to diverse needs.

c. examines and determines appropriate professional learning experiences in response to teacher needs and concerns.

5. The teacher uses a variety of materials, resources, and technology that promote the development of critical thinking, problem-solving, and performance skills.

The instructional coach…

a. evaluates materials for accuracy, currency, and student interest.

b. guides and assists teachers in the selection of multimedia materials that are appropriate and challenging for all instructional levels.

c. applies knowledge about teacher development to decisions regarding professional learning and training.

d. applies technology for collegial exchange as a component of professional learning when appropriate.

e. encourages and guides the development of problem-solving skills and independent thinking.

f. demonstrates competence in technology usage.

6. The teacher selects, evaluates, and refines a variety of teaching methods and strategies for active student participation and improvement of student learning.

The instructional coach…

a. guides and assists teachers to pace instruction appropriately and reteach material based on assessment.

b. uses questioning strategies effectively during individual and group professional learning experiences.

c. solicits comments, questions, examples, and other contributions from teachers

d. throughout professional learning sessions.

e. responds positively to student and teacher questions.

Expectations applying to instructional coaches were formulated from material contained in Taking the Lead: New roles for teachers and school-based coaches written by Joellen Killion and Cindy Harrison and published by the National Staff Development Council, 2006.
STANDARDS OF PERFORMANCE, GUIDELINES, AND EXPECTATIONS
(INSTRUCTIONAL COACH)

LEARNING ENVIRONMENT

1. The teacher communicates expectations clearly.

   The instructional coach…
   a. **guides and assists teachers to effectively** communicate lesson objectives.
   b. communicates clearly in writing and speaking.
   c. models enthusiasm for and engagement in **professional learning and training**.
   d. communicates high expectations for self, students, and staff.
   e. communicates with the principal and the cluster assistant superintendent on an ongoing basis.

2. The teacher manages student behavior.

   The instructional coach…
   a. **guides and assists teachers in planning and implementing sound instructional strategies to promote positive** student behavior.
   b. **promotes classroom management strategies that contribute to improved student behavior.**

3. The teacher maintains the momentum of instruction.

   The instructional coach…
   a. **guides and assists teachers in** handling classroom routines efficiently.
   b. encourages teachers to reflect on previously taught lessons for the purpose of improving instruction.
   c. **assists teachers in developing methods to** capture and sustain students’ interests.
   d. **engages in and sustains teacher collaboration to improve teaching and learning.**
   e. **guides and assists teachers in planning and implementing instruction that captures and sustains student engagement.**

4. The teacher monitors student understanding.

   The instructional coach…
   a. **guides and assists teachers in the** use of various forms of ongoing assessment to monitor the effectiveness of instruction.
   b. **assists teachers in discovering ways to** identify student confusion.
   c. **enhances staff’s capacity to analyze data to make instructional decisions.**
   d. models and encourages the use of self-assessment strategies.
   e. **provides research-based strategies for teachers to use to** enable students to participate actively in the lesson and monitor their own learning.

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f. guides and assists teachers in implementing the ongoing cycle of
   g. assessment-analysis-planning-instruction.

5. The teacher ensures a supportive learning environment.

   The instructional coach…
   a. creates a learning environment for all students and teachers that encourages
      social interaction, active engagement in learning and self-motivation.
   b. encourages students and teachers to demonstrate the confidence to explore
      and question.
   c. designs professional learning that improves student achievement based
      assessment results.
   d. initiates structures for learning communities that support teacher and
      student learning.
STANDARDS OF PERFORMANCE, GUIDELINES, AND EXPECTATIONS
(INSTRUCTIONAL COACH)

HUMAN RELATIONS AND COMMUNICATION SKILLS

1. The teacher creates and maintains a positive classroom climate.

   The instructional coach…
   a. communicates high academic expectations for self, teachers, and learners.
   b. supports a school culture characterized by trust.
   c. accommodates multicultural and individual differences.
   d. encourages teachers and students to develop an awareness of and appreciation for all cultures.
   e. develops and models structures and processes for collaboration among teachers.
   f. responds to requests for assistance promptly and efficiently.
   g. encourages teacher and student initiative and expression in speaking and writing.
   h. provides opportunities for success and meaningful positive recognition.
   i. encourages risk taking.
   j. establishes relationships with staff and students that demonstrate integrity, fairness, humor, courtesy, respect, active listening, consistency, and trust.
   k. models effective verbal and non-verbal communication skills and models the use of effective collaboration skills.
   l. uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.
   m. promotes positive interpersonal relationships.

2. The teacher forges partnerships with parents that foster learning and well being at home and at school.

   The instructional coach…
   a. guides and assists teachers in establishing expectations and consequences for student behavior.
   b. demonstrates and leads teachers to discover practical solutions to classroom management problems that will lead to improved student learning.
   c. promotes positive home-school relationships.
   d. demonstrates respect and appreciation for students, staff, and their families for their family heritage, language, and cultural background.
   e. promotes initiatives to improve skills in developing partnerships with families and communities.
   f. demonstrates flexibility in planning meetings with instructional staff.
   g. handles confidential information and sensitive situations professionally and with discretion.
3. The teacher builds positive relationships within the school and community.

The instructional coach…

a. establishes working relationships that demonstrate integrity, sensitivity, fairness, humor, courtesy, respect, and active listening.
b. uses acceptable written and oral language.
c. works cooperatively with appropriate school personnel to assist students and teachers in reaching their goals.
d. advocates for the development of a learning environment that is emotionally and physically safe for students and staff.
e. engages staff in learning and applying effective conflict resolutions skills.
f. works cooperatively with appropriate school personnel to address issues that impact instruction, academic achievement, and school climate.
g. uses technology to collaborate with teachers, principal, and other coaches.

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STANDARDS OF PERFORMANCE, GUIDELINES, AND EXPECTATIONS
(INSTRUCTIONAL COACH)

PROFESSIONALISM

1. The teacher demonstrates a consistent and professional attitude toward the accomplishment of division, program, and building-level goals.

   The instructional coach…
   a. participates actively and constructively in program development, change, and implementation of school-wide goals at all levels.
   b. demonstrates personal integrity based upon positive professional and ethical standards.
   c. models professional judgment in dealing with confidential information.
   d. meets contractual obligations.
   e. fulfills professional responsibilities in a timely manner.

2. The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to support and promote student learning and program evaluation.

   The instructional coach…
   a. participates in school activities as appropriate to assist students and teachers and enhance school image.
   b. shares expertise and new ideas with colleagues.
   c. provides additional opportunities for students to receive academic assistance.
   d. participates in school activities as appropriate.
   e. conducts conversations, dialogue, and discussions within the school community.
   f. participates in ongoing instructional coach training.
   g. encourages staff to participate in staff development opportunities and shares expertise.
   h. supports ongoing team-based professional learning by nurturing a school culture that encourages lifelong learning.

3. The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in student progress.

   The instructional coach…
   a. participates in professional growth activities which may include conferences, workshops, course work, and/or membership in professional organizations.
   b. articulates the intended results of professional learning on teacher practice and student achievement.
   c. maintains a high level of personal knowledge regarding new developments and techniques, including technology, in the field of professional
specialization to include articles, ongoing collaborations with other coaches, on-line resources, professional resources, and workshops.

d. engages in ongoing self-assessment, uses appropriate resources to grow professionally, and maintains proper licensure and certification.

4. The teacher fulfills educational leadership roles.

The instructional coach…

a. fosters the development of teachers to collaborate, mentor, coach, present, and engage in research.
b. supports student, teacher school, division, and/or community events that support school goals.
c. serves as an appropriate role model.
d. seeks opportunities to provide service to the profession, division, and the community.

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