



Instructional Coaching Standards

1. Coaches are knowledgeable about federal and state requirements and district policies related to teacher quality, student achievement and parent involvement. **(NCLB)**
2. Coaches facilitate teachers' collection, analysis and use of varied data to identify student learning needs, plan instruction to address the identified needs, and assess student progress toward the expected outcomes. **(Data Analysis)**
3. Coaches possess an understanding of language arts and math content, are knowledgeable about the structure of the curriculum, know how to create pacing plans, and understand how the Program of Studies from various disciplines and grades are related. **(Content/Curriculum)**
4. Coaches understand how to use data based on formal and informal assessments to plan instruction using a common lesson planning template. Lesson planning will incorporate student outcomes, Program of Studies objectives, research-based instructional practices, and differentiated strategies. **(Instruction)**
5. Coaches develop assessment literacy so they can facilitate teachers' design and use of varied diagnostic and evaluative assessment tools to plan instruction and measure student learning. **(Assessment)**
6. Coaches use technology to manage data and information, communicate with stakeholders, and to collaborate with the School-Based Technology Specialist to integrate technology into instruction. **(Technology)**
7. Coaches develop and sustain trusting, productive relationships with teachers, administrators, and other colleagues individually and in teams. They work collaboratively to develop curriculum and assessments designed to improve instruction and student learning. **(Relationships)**
8. Coaches use a variety of strategies and processes to engage individuals and stakeholder groups in planning, implementing, and monitoring individual, team, and school change. Coaches understand and respond to the needs of adult learners in planning and delivering staff development. **(Facilitation Strategies)**
9. Coaches recognize and reflect on how their own personal and professional beliefs (mental models) influence their perceptions, decisions, and actions. **(Personal and Professional Beliefs)**
10. Coaches use a variety of professional practices to organize, document, and reflect on their work. **(Professional Practices)**