Instructional Performance Coach: Building Teacher Capacity for Success

Instructional Performance Coach Plan
SY 2010-2011

Friendship Public Charter School
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What is a coach?

Definition of coach

- Coach (TEACHER): someone whose job is to teach people to improve at a sport, skill or school subject (Cambridge Dictionary)

Definition of Coaching

- A process in which education professionals assist each other in negotiating the distance between acquiring new skills or teaching strategies and applying them skillfully and effectively in instruction- Beverly Showers “Teachers Coaching Teachers” Education Leadership
- A... technique that enables staff members to learn new skills, to modify practices, to solve problems together, and to develop basic skills- Karolyn Snyder “Schooling Transformation: The Context for Professional Coaching and Problem Solving” Clinical Supervision: Coaching for Higher Performance

If you give a man a fish you feed him for a day; if you teach a man to fish you feed him for a lifetime
- Lao Tzo

If you want one year of prosperity grow seeds
If you want ten years of prosperity grow trees
If you want one hundred years of prosperity grow people
- Chinese proverb
Why do we have coaches?


- According to Lee Shulman (1986), “All of the talk of reforming schooling must never lose sight of the ultimate goal: to create institutions where students can learn through interaction with teachers who are themselves always learning. The effective school must become an educative setting for its teachers if it aspires to become an educational environment for its students”.

- According to Eric Parsloe, The Manager as Coach and Mentor, “coaching is a process that enables learning and development to occur and thus performance to improve”.

- According to Jim Knight “Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods”.

- According to The Pennsylvania Institute for Instructional Coaching “Many professions ensure that their practitioners benefit from the wise counsel and hands-on assistance of experienced colleagues — in other words, coaches. Some professions require coaching as an essential part of mastering the requisite skills. In medicine, for example, internships and residencies provide required coaching for doctors new to the profession or specialty. In the legal profession, senior partners mentor junior associates. The education profession is now adopting coaching as a promising strategy for building teacher expertise, raising student achievement, and advancing school reform.

- According to the Pennsylvania High School Coaching Initiative, Teachers who were regularly coached one on one reported that: they made significant changes in their instructional practice, their students were more engaged in the classroom and enthusiastic about learning, attendance increased dramatically in their classes.
### Official job description of Instructional Performance Coach at FPCS

**MISSION STATEMENT:** The mission of Friendship Public Charter School is to prepare students to become ethical, literate, well-rounded, and self-sufficient citizens by providing a world-class education that motivates students to reach high academic standards, to enjoy learning, to achieve success, and to contribute actively to their communities.

<table>
<thead>
<tr>
<th>POSITION TITLE: Instructional Performance Coach</th>
<th>DEPARTMENT: Academics</th>
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<tr>
<td>REPORTS TO: Principal, Director of Professional Development, Instructional Performance Supervisor</td>
<td>JOB CODE: 0000</td>
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**SUMMARY DESCRIPTION OF POSITION:** The Instructional Performance Coach is a critical lever in improving student achievement. The role of the coach is to improve student achievement by building teachers' capacity and understanding of instructional practices. The coach, in conjunction with the administration, is responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Coaches are expected to support the instructional development of all teachers, which means they are generalists who will work with teachers in a variety of subject areas. While coaches may bring a particular subject-area expertise, their focus is on improving instructional quality across all subject areas. Coaches will create a schedule with their administration listing the teachers they work with on a rotational basis. Coaches will work with high will teachers in ensuring that they meet their Performance Management targets. Coaches will be required to build curriculum and support teachers in understanding the curriculum and writing curriculum. Coaches must have working knowledge of Understanding by Design, standards based learning and data analysis. Coaches should come with the ability to build strong relationships with teachers, administrator and other coaches. It is essential that all coaches work collaboratively and as a team.

### MINIMUM QUALIFICATION STANDARDS

**KNOWLEDGE, ABILITIES AND SKILLS:** This position requires a deep commitment to the mission, ideals and core values of Friendship Public Charter School and to advancing the academic attainment of student. Interested candidates should be able to demonstrate the ability to think strategically, work effectively and produce results.

**EDUCATION, TRAINING, AND EXPERIENCE:**

The ideal candidate for the Instructional Performance Coach believes deeply in the Friendship mission and vision and exemplifies Friendship’s core values. Successful candidates will have at least three years of successful teaching experience and a proven track record of extraordinary student outcomes. Successful candidates must also have:

- a demonstrated track record of leadership and facilitation of adult learning;
- excellent oral and written communication skills;
- outstanding interpersonal and teamwork skills;
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- goal- and results-orientation;
- superior problem-solving and critical thinking skills; and
- ability to thrive and succeed in a fast-paced, entrepreneurial environment.

CERTIFICATE AND LICENSE REQUIREMENTS: See Education, Training and Experience

PHYSICAL DEMANDS: None

SPECIAL REQUIREMENTS: May require evening and weekend overtime work

FLSA STATUS: Exempt

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Model lessons
- Co-plan lessons and units with teachers
- Co-teach lessons
- Provide real-time coaching
- Analyze data and run data talks
- Provide professional development for teachers, departments, grade levels and school
- Assist teachers in setting goals and develop action plans for success
- Be an active member of the school leadership team
- Help teacher understand the curriculum materials
- Help teachers track student learning and keep records
- Provide lesson plan targeted and specific feedback
- Provide targeted and specific observation feedback
- Help teachers identify and search for resources
- Help teachers develop assessments
- Help administrators diagnose school-wide problems and develop action plans for success
- Help departments diagnose problems and develop action plans for success
- Coach teacher leaders, department chairs and curriculum coordinators
- Develop curriculum for school, departments and grade levels

POSITION ESTABLISHED: 1/07

Revised on: 9/10
Role of coach

To build teacher capacity and improve teacher instruction

- Gradual Release of Responsibility – Pearson and Gallagher

### The Optimal Learning Model
**The Gradual Release of Responsibility**

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Shared Demonstration</th>
<th>Guided Practice</th>
<th>Independent Practice</th>
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</thead>
<tbody>
<tr>
<td>Little/No Control</td>
<td>High Support</td>
<td>Low Control</td>
<td>Moderate Control</td>
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<tr>
<td>Low Support</td>
<td>Moderate Support</td>
<td>Low Support</td>
<td>High Control</td>
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<tr>
<td>I DO</td>
<td>YOU WATCH</td>
<td>I DO</td>
<td>YOU HELP</td>
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<tr>
<td>YOU DO I HELP</td>
<td>YOU DO I WATCH</td>
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- Similar to teaching, an Instructional Performance Coach needs to help teachers gradually work, plan, analyze and create great lessons on their own. By using the *I do, We do, You do* method an Instructional Performance Coach can support a teacher from needing total support to working independently.
- The goal of an Instructional Performance Coach is to promote teacher independence for all teachers.
- Building Capacity: An Instructional Performance Coach promotes improved school performance by developing the knowledge and skills of all teachers in the school.
- An Instructional Performance Coach must work with teachers to help them reach their full capacity as a teacher and to help them become exemplary in all aspects of the Performance Management rubric.
Coach PD Goals SY2010-2011

- Team bonding/building
  - Creating a cohort of support and trust
  - Working together to ensure that FPCS is successful
- Building relationships
  - With teachers (high will, low will, high skill, low skill)
  - With administrators
  - With other coaches
- Conference with teachers and support their learning in the classroom
  - Using feedback as an effective way of motivating and moving teachers
  - Supporting teachers with effective feedback
  - Allowing teachers to lead conversation
  - Pushing teachers to see what they need to do to improve student achievement
- Modeling and debriefing with teachers
  - Setting up expectations for modeling
  - Creating plan for modeling
  - How to hold teachers accountable for your modeling
  - Increase % of time spent modeling and co-teaching
  - Create model classrooms for other teachers to visit
- Using data to move teachers
  - Did students learn what the teacher thinks he/she has taught?
  - How to make data your most effective way for moving teachers
  - Tracking data
  - Using data on a daily basis
  - Understanding all types of data
  - Triangulating all types of data to move student achievement
Yearly expectations of coach

Coaches are:

- 12 month employees
  - Please see Employee handbook for details
- Coaches will adhere to the same holiday schedule as Community Office Staff and all 12 month employees
- Evaluated by
  - Principal
  - Director of Professional Development/Instructional Performance Supervisor
  - Performance Management rubric

Coaches must be a part of:

- School leadership team
- Attend weekly meetings
- SSST process
  - Provide support to teachers by:
    - One on one coaching with teacher
    - Providing resources for teacher to support student who was identified in the SSST meeting
    - Follow up with identified student progress
- School data talks
- School PD

Caseload

Coaching will work on 4 week cycles. Each 4 week period, Instructional Performance Coach and Administration (principal/assistant principal) will review the skill/will matrix and decide which 6-8 high will teachers the coach will intensely support for the next 4 week period. Coaches will set SMART goals (or other goal setting protocols), based on Performance Management Plan with each of the 6-8 teachers and submit the goals to administration and the Instructional Performance Supervisor. Coaches will create a schedule that matches the level of need of each teacher on their caseload. Although coaches will be intensely working with the 6-8 teachers for each coach cycle, they are still working with the rest of the teachers on their caseload through shorter and smaller interactions. Depending on teachers and circumstances there may be adaptations to the 6-8 teachers during a coach cycle.

Each time a coach interacts with a teacher, they must document it on the coach/teacher interaction form. Coaches are expected to document these interactions on the coach teacher tracker. The teacher tracker will be used as a key data point in determining the impact of coaching efforts and help drive decision-making for next steps.
Weekly expectations of coach

- Weekly schedule
  - The coach must create a weekly schedule with teacher’s names and focus for visit (model, co-teach, co-plan etc).
  - The schedule must be updated weekly and submitted to the Instructional Performance Supervisor, teachers and administrators.

- Bi-weekly Teacher Tracker
  - Submit to Instructional Performance Supervisor and administrator.
  - The tracker is a tool for coaches to track progress of teachers and work with teachers. It is a way for the coach to focus with his/her work with teacher and to ensure that the coach is helping the teacher grow.
  - The tracker must be submitted bi weekly and the coach will receive feedback from the Instructional Performance Supervisor within 72 hours.

- Bi-weekly coach pd
  - Every other week there is professional development for the coach at a specified campus. The PD will be 8:30am-12:30pm.
  - All coaches are required to attend all of the pd.
Ongoing expectations of coach

- Help teachers understand FPCS mission and core values
- Set SMART goals (or other goal setting protocol) with each teacher
  - Align to Performance Management goals
  - Feedback, support, and focus around the goals
- Time in classrooms
  - 50-75% of day is with teachers
  - Create schedule that aligns to caseload
  - Must be combination of modeling, co-teaching and observing
- Modeling lessons
  - Show teachers how to do what we are asking them to do
  - Have teachers watch you
  - Teachers should take notes while you are modeling for them
  - Debrief afterwards with teachers
  - Expect to see teachers implement what you modeled for them
- Co-teaching
  - Teach alongside teacher
  - Plan lesson with teacher
  - Use of gradual release of responsibility
    - Helps move teacher towards independence
- Observing lessons
  - Watch teacher teach lesson
  - Look for implementation of goal
  - Check in with students to see if they are understanding lesson
  - Write down quotes from teachers and students
    - Should take literal notes
- Provide feedback to teachers
  - Feedback is preferred to be face to face
  - Provide written feedback
  - Feedback should align to purpose of visit
  - Feedback should include direct quotes from teacher’s lesson
  - Feedback should be within 24 hours of visit or model (sooner the better)
  - Give positive feedback as well as suggestions on what to improve
  - Connect feedback to SMART goals (or other goal setting protocol) and Performance Management goals
- Lesson planning with teacher
  - Help teachers plan lessons
  - Model for teacher the expectations of lesson
  - Provide feedback to lesson
- Understanding data
  - Coaches should work with teachers, administrators and support staff to understand and analyze data from all assessments (interims, Fountas and Pinnell, Performance Series, pre assessments, mid quarters etc)
  - Coaches should help teachers create lessons based on student need
  - Coaches should help teachers make instructional decisions and differentiate lessons based on student need
• **Curriculum**
  o Coaches should help build and create curriculum where needed
  o Coaches should help build curriculum with teams of teachers
  o Coaches should help teachers understand standards, curriculum maps, UbDs and support teachers in building lesson plans
  o Coaches should support teachers in building Stage 3 of UbD

• **Professional Development**
  o Coaches should work with administration to create a PD calendar for school year
  o Coaches should present professional development to the staff on a regular basis and monitor the implementation of professional development

• **Supporting implementation of behavior plan**
  o Work with Dean of Students to identify teachers who need support
    ▪ Spend time in classrooms of teachers who need most help
      • Work with teachers to establish rules and routines for teachers
      • Model how to use behavior plan
      • Real Time coaching for teachers who need help with narrating and correcting behavior
  o Help principal, dean of students to create behavior plan
  o Help train teachers to use behavior plan
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Coach Time Allotment

Building teacher's capacity and improve student learning

PD 15%

Observing, modeling, co-teaching, co-planning 50%

Data 20%

Curriculum 15%

Coaches are responsible for providing professional development to teachers, supporting administrators in creating the pd plan for the school, and supporting community office employees with district wide professional development.

Coaches are responsible for spending the majority of their day in the classroom with teachers. They must use the Coaching cycle to set goals, model and observe teachers reach their SMART goals and help teachers reach their Performance Management goals.

Coaches are responsible for analyzing data from interviews, questionnaires and records, are unannounced, performance audits, teams and results are used to develop a teacher's professional performance assessment plan and any other teacher related professional development needs. Coaches must work with teachers on their pd and quarter assessments, and any other teacher related professional development needs. Coaches must work with teachers on their pd and quarter assessments, and any other teacher related professional development needs.

Coaches are responsible for creating curriculum as needed. They must be constantly analyzing the curriculum and making changes. Coaches should also be helping teachers to better understand their data and helping students to better understand their data.

Coaches are responsible for analyzing data from interviews, questionnaires and records, are unannounced, performance audits, teams and results are used to develop a teacher's professional performance assessment plan and any other teacher related professional development needs.
Coaching cycle

- All coaches meet with principal/assistant principal
  - Go through Skill/Will matrix for each teacher
  - Decide which teachers each coach will support
    - 6-8 teachers/coach for each 4 week cycle
- Coach and teacher set SMART goals for coaching cycle
  - In alignment to the Performance Management Goals and what was observed during initial observation
  - Submit SMART goals to administration
  - Track goals with teacher and tracker to monitor progress
    - If goals are not being reached, coach needs to reevaluate goal with teacher and admin
- Coach creates weekly coaching schedule
  - With weekly observations, models, debrief and planning time for all teachers on coaching caseload
  - Depending on the tier, coaches decide how many times per week he/she is in the teachers classroom
- Bi-weekly check in with administration to follow up with SMART goals and teacher progress
  - Share teacher tracker with administration
Coaching caseload

- In September coaches and administrators will use Skill/Will matrix to inform decisions about all teachers.
  - The Skill/Will Matrix will provide insight into the teacher’s needs, teacher’s abilities and teachers work style and habit.
- Coaches will be responsible for building capacity for all high will teachers.
  - Administrators and coaches will decide which teachers to support first.
  - Tier 1 teachers are teachers with high will and high skill.
    - Teachers who want support and are open to feedback but are not in desperate need of support immediately.
    - Teachers who want to go from good to great.
  - Tier 2 teachers are teachers who are new, struggling or not growing as professionals.
    - Teachers who are open to support and feedback and implement all skills and strategies that the coach is providing.
  - Tier 3 teachers are teachers who are non-compliant or low will.
    - Teachers, who do not want support, do not implement support.

Coaches will meet with administrators to discuss how teachers are progressing

- Sharing teacher tracker
- Sharing teacher feedback

Depending on teachers growth, coaches will switch caseload and begin working with other teachers, while still keeping in touch with teachers from previous coaching cycle.
Coaching phases

**Phase 0- July-August**:  
**Target Audience: New teachers**

- Work with teachers to set up classroom
  - Work with teachers on organizing classroom to include library, materials, organization, etc.
  - Work with teacher on gathering materials needed to make sure classroom meets all FPCS standards for classroom set up
- Work with new teachers to help them understand the curriculum, FPCS expectations and to help acclimate them to Friendship
  - Includes but not limited to:
    - Understanding standards
    - Reading and understanding curriculum maps
    - Using, reading, and writing all stages of UbD
    - Writing strong lesson plans
    - Deciding what to teach based on maps and UbD
- Work with new teachers to help them learn how to build relationships with students
  - Morning Meeting
  - School expectations

**Phase 1-August- September**:  
**Target Audience: New teachers and returning teachers struggling with behavior management**

- Work with teachers through:
  - Real Time Coaching
  - Implementation of FPCS model of behavior management
    - 3 steps to managing the classroom
    - Use of school wide behavior management system
    - Use of class wide behavior management system
  - Setting up class rules, routines and procedures
    - Organizing the classroom
    - Explaining all of the rules, routines and procedures
  - Setting up class incentive programs
  - Building relationships with students and parents
    - Sending letters home
    - Calling all parents with a positive phone call
    - Getting to know students, interests and hobbies
  - Lesson planning
    - How to write effective lessons
    - How to choose lessons based on UbD
    - How to assess lessons
  - Model lessons
    - How to set up rules, routines, procedures
    - How to use behavior management system
    - How to teach effectively
  - Differentiate instruction based on student needs from data
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- Fountas and Pinnell
- Performance Series
- Previous year DC-CAS/DC-BAS

Phase 2- October-February

**Target Audience: High Will teachers with either low skill or high skill**

- Setting up coaching cycles with all teachers
  - Deciding on professional development needed based on SMART goals, interim data, principal evaluation, performance management goals
  - Modeling
  - Co-teaching
  - Observing
  - Feedback
  - Co-planning
  - Peer observation

- Lesson planning with teachers
  - Train and support teachers in planning effective lessons with rigorous activities and higher order questioning

- Working with teachers to differentiate instruction based on student needs from assessment/performance data
  - Fountas and Pinnell
  - Performance Series
  - Previous year DC-CAS/DC-BAS
  - Interims
  - Creative Curriculum
  - Performance Tasks/Common Community Assessments
  - Mid quarter assessment
  - Pre assessment
  - Bridge week assessments
  - Exit slips
  - Anecdotal notes/conference notes

Phase 3- March

**Target Audience: All teachers and students who need extra support to be ready for DC-CAS (April 4-11)**

- Support teachers in getting ready for DC-CAS
  - Including
    - Small group instruction
    - Bridge week plans
    - Intensive teaching
    - Intensive coaching

Phase 4- April-June

**Target Audience: High Will teachers with either low skill or high skill**

- Final coaching cycle
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- Deciding on professional development needed based on SMART goals, interim data, principal evaluation, performance management goals
  - Modeling
  - Co-teaching
  - Observing
  - Feedback
  - Co-planning
  - Peer observation
- Lesson planning with teachers
  - Train and support teachers in planning effective lessons with rigorous activities and higher order questioning
- Getting ready for next year
  - Supporting teachers in new projects for next year
  - Writing/editing/finalizing curriculum for next school year
  - Creating professional development calendar for next school year
Explanation of each aspect of coaching

The following pages outline each aspect of coaching. Each component to being an Instructional Performance Coach supports teacher growth, helps build teacher capacity and therefore affects student learning.

It is important to use a variety of coaching interactions with teachers. Each type of interaction is defined on the following pages. The decision of which interaction to use depends on the needs of the teacher, the direction the coach wants to move the teacher and the amount of time the coach has to spend with the teacher.

Effective coaching uses a variety of interactions with teachers. A proficient coach will have the ability to decide which is the best interaction depending on the situation and how to switch between interactions.
Modeling

What:
- Show teachers how to do what we are asking them to do
- Have teachers watch you
  - Classrooms
  - One on one conference
  - PD/workshop
  - Planning sessions
- Teachers should take notes while you are modeling for them
  - Provide guiding questions based on what is being modeled
    - For example:
- Debrief afterwards with teachers
  - Using those guiding questions based on what is being modeled
- Expect to see teachers implement what you modeled for them

Why:
- Teachers need to see what they are supposed to be doing and not just told what to do
- Teachers need to see how doing it will affect their student learning
- This helps with teacher buy in

Instructional Performance Coaches MUST model for teachers prior to asking them to try something new.

Co-Teaching

What:
- Teach alongside teacher
  - Elbow teach
  - Sit next to each other
  - Shared responsibility for teaching the lesson
- Plan lesson with teacher
- Use of gradual release of responsibility
  - Helps move teacher towards independence

Why:
- This is the we do component to the gradual release of responsibility
  Instructional Performance Coaches need to work alongside teachers
Co-Planning

What:
- Lesson planning with teacher
  - Help teacher plan daily lessons
  - Use “think aloud” to show teacher how you would plan
  - Model for teacher the expectations of lesson
- Work with teacher on scripting out lesson
  - Either teacher or coach type up lesson
- Together create a model for how lesson plans should be
- Provide feedback on lesson plan

Why:
- Helps teachers see how coaches expect teachers to plan
- Shows teachers what a good lesson plan looks like
- Give teachers the feel for how to lesson plan
- Builds capacity for teachers lesson planning

Observation

What:
- Observing lessons
  - Watch teacher teach lesson
  - Check in with students to see if they are understanding lesson
  - Write down quotes from teachers and students
    - Should take literal notes
  - Connection to reaching SMART goals and Performance Management goals
    - After modeling, co-planning and co-teaching observe teachers to see how they are implementing what you are working on together

Why:
- Observation helps the coach see the implementation of the work
- Observation helps the coach identify next steps for the work

Feedback

What:
- Provide feedback to teachers
  - Feedback preferred to be face to face
  - Provide written feedback
  - Feedback should align to purpose of visit
  - Feedback should include direct quotes from teacher’s lesson
  - Feedback should be within 24 hours of visit or model (sooner the better)
  - Give positive feedback as well as suggestions on what to improve
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- Connect feedback to SMART goals and Performance Management goals

Why:
- Feedback helps the teacher move forward and see what he/she is doing in the classroom
- Feedback that is connected to the SMART goals and Performance Management goals helps the teacher know how he/she is progressing towards mastery of that goal

Real Time Coaching
(Specifically for behavior management, but will be adopted for instructional practice as well)

What:
- Real Time Coaching is immediate feedback to teachers
  - Coaches are able to see a teacher say/do something and immediately tell them how to fix it or better it

Why:
- Delayed feedback (after an observation) makes it hard for teachers to change their practice
  - It is hard to reflect on what they did in the past and see exactly how to change it to make it better
- Immediate feedback helps a teacher change what they are doing right away and immediately see the impact of that change

How:

Step 1: Quick observation to gather data
  - Look at student behavior
    - Are 100% of the students on task
      - Can take a tally chart of interruptions
      - Look at children at 5 sec intervals
      - Video tape teacher
      - Gather data in some way to share with teacher
    - Are directions related to verbal/behavior/participation
      - Literal notes for directions
      - Look fors:
        - Is teacher narrating after giving directions?
        - Is teacher narrating throughout the lesson (every 60 sec)
        - Is teacher consistently correcting students from management plan
        - Is teacher using strong teacher voice

Step 2: Review the teacher’s management plan
  - Make sure the management plan makes sense

Step 3: First meeting with teacher - must happen by day 3 of school year
  - Review management plan with teacher and make sure the teacher understands the plan
    - Why does ________ happen first
    - What happens when ________ happens
    - Etc
  - Review data from initial observation with teacher
    - Does teacher record student behavior
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- Does teacher follow behavior management plan
  - Figure out next steps needed for teacher
  - How to discipline students
  - How to manage behavior management plan
  - All coaches must be comfortable with use of ear piece and walkie talkie

Using data
What:
- Using and understanding data
  - Coaches should work with teachers, administrators and support staff to understand data from all assessments (interims, Fountas and Pinnell, Performance Series, pre assessments, mid quarters etc)
  - Coaches should help teachers create lessons based on student need
  - Coaches should help teachers make instructional decisions and differentiate lessons based on student need
- Data cycle
  - Coaches should work with teachers on all parts of the data cycle in order to help teachers understand how to use the cycle, change their instruction, and groupings
- Data talk
  - Administrator decides who is the facilitator of data talks

Why:
- Use of data is an integral part of FPCS
  - Coaches must work with teachers to understand how to read the data and understand their data
  - Coaches must work with teachers to ensure that all students know their data and that students are able to set goals with teachers

Curriculum
What:
- Coaches should help build and create curriculum where needed
- Coaches and department chairs/curriculum coordinators need to work together to support teachers in planning, understanding and writing curriculum
- Coaches should help teachers understand standards, curriculum maps, UbDs and how to write lesson plans
- Coaches should support teachers in building Stage 3 of UbD

Why:
- Coaches need to fully understand UbD so that they work with teachers on planning
Professional development provided by coaches for teachers

This is an incomplete list. Depending on the Performance Management goals set by teachers and administrators, coaches should set SMART goals with teachers. The SMART goals must align to the Performance Management goals as well and ensure that teachers become better in their craft of teaching.

- Classroom set up/organization
- Rules, routines and procedures
- Behavior Management
- Goal Setting
- Integration of best practices into teaching
- Small group instruction
- Higher order questions
- Accountable Talk
- Using manipulatives
- Guided Reading
- Creating, setting up and managing centers
- Making lessons more interesting
- Using additional resources to support lessons
- Taking quick, informal assessments and making instructional decisions
- Engaging lessons
- Lesson planning
- Conference/feedback to teacher

Professional Development must be differentiated:
Depending on teachers needs, teachers skills and teachers performance management plans coaches must differentiate the professional development for teachers. Not all teachers should be receiving the same professional development and training.
Coaches must create teacher evaluations for each training and reflect on the feedback to plan for the next professional development. Coaches must follow up with the progress of the professional development in classrooms.
Coach Evaluation: Expectations

Evaluation protocol:

- Coaches will be evaluated 3 times/year
  - September
  - January
  - June
- Coaches will complete a self assessment of their work using the Performance Management rubric 3 times/year and submit it to the Instructional Performance Supervisor and their principal.
- Coaches will meet with the Instructional Performance Supervisor and their principal to go through the rubric, set SMART goals and complete the caseload agreement document.
# Coach Evaluation: Rubric to measure Teacher Tracker

<table>
<thead>
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<th>TEACHER TRACKER</th>
<th>3=High Quality</th>
<th>2=Needs Improvement</th>
<th>1=Low Quality</th>
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<tbody>
<tr>
<td><strong>Interactions</strong></td>
<td>Tracker consistently reflects follow-through on a rigorous schedule; there is a clear correlation between weekly schedules and teacher interactions documented in the tracker. Tracker reflects active support (i.e. planning, modeling, co-teaching, etc.)</td>
<td>There is little or no evidence of follow-through on the scheduled activities; interactions are not aligned to teacher need (i.e. more intense interactions for higher-need teachers); entries do not reflect a rigorous schedule</td>
<td>Tracker does not reflect effective use of the coaches’ time; entries are minimal and do not reflect at least 12-15 interactions per week. Tracker largely reflects passive support (i.e. frequent observation without modeling or co-teaching)</td>
</tr>
<tr>
<td><strong>Feedback and Next Steps</strong></td>
<td>Feedback reflects a solid grasp of best instructional practice and is consistently focused and aligned to teacher’s goals; claims and judgments are based on clear evidence; next steps are clear, attainable and acted upon</td>
<td>Feedback is superficial; claims and judgments are made without clear evidence; next steps may be vague</td>
<td>Feedback is sparse; next steps are not identified</td>
</tr>
<tr>
<td><strong>Goal Alignment and Evidence of Impact</strong></td>
<td>There is clear evidence of progress toward the teacher’s quarterly and annual goals; activities are high-leverage and appropriately matched to teacher’s need; goals are clearly stated in tracker; focus is on the highest-leverage practices for teachers and students</td>
<td>Progress is evident but is not clearly aligned to the teacher’s goals; activities are not high-leverage and/or do not match the needs of teachers</td>
<td>Activities are random; focus with teachers is unclear or not appropriate for the teacher’s goals; evidence of progress is limited or superficial; coaching interactions are minimal</td>
</tr>
<tr>
<td>WEEKLY SCHEDULE</td>
<td>3=High Quality</td>
<td>2=Needs Improvement</td>
<td>1=Low Quality</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Interactions</td>
<td>Schedule reflects at least 12-16 interactions per week; scheduled activities are high-leverage, meaningful interactions that improve practice. Schedule consists of mainly modeling and co-planning in the beginning of the year gradually moving towards observations. Professional development is provided throughout the week based on teacher need. Planning time is limited to Friday planning days.</td>
<td>Schedule is lean with 9-12 interactions per week; interactions are not highest-leverage practices</td>
<td>Schedule does not reflect effective use of the coaches’ time; interactions are consistently less than 9 per week</td>
</tr>
<tr>
<td>Balance In and Around the Circle</td>
<td>50-75% of the coach’s time is in the classroom. The rest of the week is divided equally between curriculum, lesson plan feedback, data analysis and creating/presenting professional development. Work is driven by data.</td>
<td>Support is in 2-3 areas in or around the circle but is not comprehensive and/or balanced. Foci may not reflect needs indicated by data.</td>
<td>Support is unbalanced and insufficient (i.e. focused in 1-2 areas of comfort or preference). Work does not reflect needs indicated by data.</td>
</tr>
<tr>
<td>Rigor and Urgency</td>
<td>Time is transparent without unexplained gaps; time allotment is appropriate for the activity</td>
<td>Schedule lists activities but does not reflect a rigorous individualized coaching model; coach planning time is not limited to Fridays and detracts from opportunities to support teachers Monday through Thursday</td>
<td>Focus of work is not clearly defined; gaps in time are unexplained; time allotment is inappropriate for scheduled activities (i.e. 90 mins for an observation)</td>
</tr>
</tbody>
</table>
## Coach Evaluation: Performance Management Rubric

### Value Driver 1: Excellent Teaching and Learning

<table>
<thead>
<tr>
<th>ETL1: Friendship coaches understand and support effective implementation of the Friendship curriculum</th>
<th>Evidence/Artifacts</th>
<th>Examples may include:</th>
</tr>
</thead>
</table>
| Displays and uses in-depth knowledge of FPCS and DC content standards. Has a solid understanding of how to use UBD framework to help teachers organize curriculum and ensures that **rigorous** performance tasks are at the heart of curriculum work. Has strong knowledge of criteria to write quality assessments. Leads professional development on using and implementing full range of curriculum tools. | Displays and uses in-depth knowledge of FPCS and DC content standards. Has a solid understanding of how to use UBD framework to help teachers plan backward from a variety of assessments, including performance tasks, for different groups of students. Leads professional development on using and implementing full range of curriculum tools. | Understands FPCS and DC content standards and has working knowledge of UBD framework and curriculum mapping to help teachers organize curriculum. Materials are aligned to standards. Has teacher plan backwards from assessment to ensure whole class proficiency. | Has a superficial knowledge of FPCS and DC content standards; limited knowledge of UBD framework and curriculum mapping to organize our curriculum. Uses materials that are out of date and not aligned to state standards. Does not use assessment results when designing lesson plans. | - Lesson plans  
- Observations  
- Student work samples  
- Professional development presentations  
- Professional development agendas  
- Professional development sign-in sheets  
- Professional development feedback  
- Teacher satisfaction and support data |
**ETL2: Friendship coaches model and support the delivery of high-leverage instructional strategies**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>Evidence/Artifacts Examples may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays a deep and nuanced knowledge of a wide repertoire of high-leverage instructional practices through modeling, co-teaching, and professional development. Quickly and precisely pinpoints flaws in quality of instructional delivery; identifies teacher misconceptions and errors in instructional practice. Spends 25% or more of time modeling. Teachers consistently implement instructional strategies as requested.</td>
<td>Displays and uses in-depth knowledge of a variety of high-leverage instructional techniques; regularly matches technique to subject, situation and student needs or learning styles. Develops teachers’ ability to differentiate instruction more effectively over time. Spends at least 25% of time modeling or co-teaching and always models before observing a teacher on a particular instructional strategy. Teachers use strategies most times after coaching.</td>
<td>Displays a basic understanding of high-leverage instructional techniques but tends to rely on a just a few regardless of subject, situation or student need. During unit and lesson planning may provide teachers with a few ways to differentiate instruction to meet diverse student needs. May observe teachers frequently but spend less than 20% of time modeling instruction. Teachers rarely use instructional strategies after coaching.</td>
<td>Displays a superficial or limited understanding of high-leverage instructional practices. Uses only one or two instructional strategies; is unable to identify or distinguish instructional quality levels. Does not provide teachers with strategies that differentiate instruction for diverse student needs. Does not consistently spend time with teachers modeling instructional strategies. Coach spends less than 10% of their time modeling or co-teaching.</td>
<td>• Lesson plans • Observations • Survey data • Feedback to and from teachers • Professional development presentations • Professional development agendas • Professional development sign-in sheets • Video</td>
</tr>
</tbody>
</table>
**ETL3: Friendship coaches support teachers in using data to drive instruction**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently demonstrates the use of assessment results as the central foundation for instructional, curriculum, and coaching decisions. The coach communicates these decisions appropriately to teacher and can train teacher on how to effectively understand all data results and use protocols within the data cycle. Coach effectively models tools and protocols for teachers, lead teachers and department chairs. Coach also uses other data points to drive decisions (i.e. non-academic data, teacher feedback, anecdotal data)</td>
<td>Uses student performance data in instructional, curriculum, and coaching decisions. The coach uses data systems and has knowledge of FPCS data cycle and all protocols including a consistent review of student work. Coach effectively models tools and protocols for teachers, lead teachers and department chairs.</td>
<td>Makes limited use of assessment results in instructional decisions. Has limited knowledge of data systems, data cycle, and protocols.</td>
<td>Does not use performance data in making instructional, curriculum, and coaching decisions. Does not know how to use any assessment systems or understand data cycle. Does not know the data cycle nor can model effective use of protocols.</td>
</tr>
</tbody>
</table>

**Evidence/Artifacts**
- Data Analysis
- Action Plans
- Differentiated lessons

**ETL4: Friendship coaches observe and provide quality feedback that improves practice**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in a robust cycle of observation, feedback, modeling, and real-time coaching with individual teachers to drive performance. Spends at least 25% of time observing and providing feedback. Regularly holds GROW conversations with teachers to determine goals and key next steps. Holds teachers accountable for acting on feedback. Teacher change in practice is evident immediately.</td>
<td>Spends at least 25% of time observing and providing feedback. Regularly uses real-time coaching to drive performance. Holds GROW conversations and holds teachers accountable for acting on feedback. Evidence of teacher change in practice over time is clear.</td>
<td>Spends 10-15% of time observing and providing feedback. May provide feedback but does not follow up with teacher to ensure change in practice. Evidence of teacher change in practice is limited.</td>
<td>Spends less than 10% of time observing classrooms and providing feedback to teachers. Does not use real-time coaching. There is little or no evidence of change in teacher practice.</td>
</tr>
</tbody>
</table>

**Evidence/Artifacts**
- Observations
- Survey data
- Feedback to and from teachers
- Videos
- GROW conversation notes
## Instructional Performance Coach: Building Teacher Capacity for Success

### Value Driver 2: Outstanding Leadership

#### OL1: Friendship coaches consistently seek and share best practices and work to develop others

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>Evidence/Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously seeks effective practices from fellow professionals, workshops, reading, study groups, the Internet, and other relevant resources. Actively seeks out feedback and suggestions and uses them to improve performance. Requests and/or is frequently requested to provide professional development to colleagues, share best practices at principal and Board meetings, and/or present at external conferences. Supports the development of colleagues and transfers best practices across the grade level, school, and/or organization. Regularly reflects on practices and holds him/herself individually accountable for the success of the school and the students therein.</td>
<td>Proactively seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, the Internet, and other relevant resources. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Freely shares best practices in and beyond the team and is sought out as a resource by colleagues. Regularly reflects on practices and implements strategies to become a better teacher.</td>
<td>Pays attention to new ideas for improving teaching and learning when they are given. Listens to feedback but is somewhat defensive. Occasionally implements recommendations from coaches and school leaders but is not consistent. Shares successful practices with team members or other staff when asked. May occasionally reflect on practice but is inconsistent; may blame students or others for failure.</td>
<td>Is not open to ideas for improving teaching and learning. Is defensive about criticism and resistant to changing classroom practice. Is not responsive to coaching support or feedback from the leadership team. Does not seek out best practices from colleagues or other resources. Does not share successful practices with team members or other staff. Does not reflect on practices; blames students or others for failure.</td>
<td>• Professional development registrations, certificates, etc. • Observation feedback • Professional development plans, agendas, and presentations • Blogs/Web Discussions • Email exchanges • Recommendations • Thank you letters and other tokens of appreciation • Satisfaction Surveys • Reflections</td>
</tr>
</tbody>
</table>

#### OL2: Friendship coaches are leaders in the school and community

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>Evidence/Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates leadership that makes a substantial contribution to the school and/or FPCS; coach uses influence with others to promote collegiality and a positive culture for learning.</td>
<td>Develops collaborative relationships with colleagues; coach actively initiates participation in school and/or FPCS projects that contribute to a positive culture for learning.</td>
<td>Develops cordial relationships with colleagues; coach participates in school and FPCS events and projects when specifically asked.</td>
<td>Develops relationships with colleagues that are negative or self-serving; coach avoids being involved in school and/or FPCS projects or attempts to undermine others’ efforts to improve the school.</td>
<td>• Observations • Procedures Listed • Referral List</td>
</tr>
</tbody>
</table>
**Instructional Performance Coach: Building Teacher Capacity for Success**

<table>
<thead>
<tr>
<th>OL3: Friendship coaches are ambassadors of the Friendship Instructional Coach Model</th>
<th>Evidence/Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
<td><strong>Proficient</strong></td>
</tr>
</tbody>
</table>
| Goes above and beyond to support the continued improvement of the Friendship Instructional Coach Model. | Consistently supports the continued improvement of the Friendship Instructional Coach Model. | Inconsistently supports the continued improvement of the Friendship Instructional Coach Model. | Does not support the continued improvement of the Friendship Instructional Coach Model. | - Survey data  
- Feedback from colleagues, principals, and relevant community office staff  
- Observation |

**Value Driver 3: Environment Conducive to Learning**

**ECL1: Friendship coaches help teachers maximize instructional time.**

<table>
<thead>
<tr>
<th><strong>Exemplary</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Needs Improvement</strong></th>
<th><strong>Unsatisfactory</strong></th>
<th><strong>Evidence/Artifacts</strong></th>
</tr>
</thead>
</table>
| Uses deep and nuanced knowledge of a wide repertoire of strategies for classroom management tailored to individual educators; quickly and precisely diagnoses flaws in current approach; develops creative strategies students with special management needs. Nearly 100% of the students in the coach’s classrooms are engaged and follow routines and procedures nearly all of the time. | Knows and uses a variety of techniques; regularly matches suggestions with accurate diagnosis of current flaws. 90% of the students in the coach’s classrooms are consistently engaged and follow routines. | Teachers 2 – 3 different strategies, but relies heavily on one or two; usually accurately diagnoses flaws in current approach. 75% - 90% of the students in the coach’s classrooms are consistently engaged and follow routines. | Teaches and emphasize primarily one or two “tricks” regardless of effectiveness for teachers whose classroom management fails to improve. Classrooms under the coach’s caseload are chronically disengaged or out of control. | - Observations  
- Survey Data  
- Teacher Evaluations  
- Teacher Tracker  
- Feedback to and from teachers |

**ECL2: Friendship coaches create a welcoming environment that motivates teachers.**

<table>
<thead>
<tr>
<th><strong>Exemplary</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Needs Improvement</strong></th>
<th><strong>Unsatisfactory</strong></th>
<th><strong>Evidence/Artifacts</strong></th>
</tr>
</thead>
</table>
| Goes above and beyond to motivate teachers to take ownership of their professional growth. Regarded by teachers as a critical influence on their success. | Consistently demonstrates the ability to motivate teachers to take ownership of their professional growth. | Inconsistently demonstrated the ability to motivate teachers to take ownership of their professional growth. | Does not demonstrate the ability to motivate teachers to take ownership of their professional growth. | - Survey data  
- Email exchanges  
- Thank you letters and notes from teachers  
- Other commendations |
Coach Evaluation

- The coach will be jointly supervised and evaluated by the principal/administrator and the Director of Professional Development/Instructional Performance Supervisor.
- The principal will be the first point of contact for the coach.
- All leave slips, missed e-time punches and day to day activities will be managed by the site based administrator/business manager.
- The principal/administrator, Director of Professional Development and the Instructional Performance Supervisor and the coach will work together to complete the performance management goals for the coach.
- The coach will meet with the principal/administrator and the Director of Professional Development and the Instructional Performance Supervisor 3 times a year (beginning, middle and end) to manage the performance management goals.
Coach Forms

The following pages contain all forms that are required of coaches to submit.

The first document is a Coach/Teacher Interaction form. An interaction is defined as any time a teacher/coach work together. This can be modeling, debrief, co-planning, data talk etc. The expectation is that coaches will use the digital pen to write and then dock their pen. The information will then be loaded onto the teacher tracker.

The second document is a sample of the teacher tracker. This document must be completed for each teacher with whom the coach interacts. This document will be shared with the Instructional Performance Supervisor and the Principal/Assistant Principal.

The third document is a sample schedule. All coaches must submit a schedule weekly to the Instructional Performance Supervisor, teachers on the schedule and the Principal/Assistant Principal. The schedule must specify the type of interaction a coach is having with the teacher (model, co-planning etc). If there is a different format that a coach prefers to the schedule, they may use that. As long as the schedule includes teacher names, type of interaction and it is forwarded on to all teachers, administration and the Instructional Performance Supervisor.
## Coach Tracker

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Campus</th>
</tr>
</thead>
</table>

**Performance Management Goal(s)**

**Type of Interaction**
- Observation
- Debrief
- Pre-Conference
- Planning
- Model
- Co-Teach
- Data Talks
- PD
- Real Time Coaching

**Evidence of Work (include positive comment of teacher work)**

<table>
<thead>
<tr>
<th>Next Step for Coaches</th>
<th>Next Steps for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Feedback (to be given to teacher)</td>
<td>Positive Comment</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delta/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Instructional Performance Coach: Building Teacher Capacity for Success

### Teacher: Abraham Lincoln; Coach: George Washington

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Interaction</th>
<th>Time/Class</th>
<th>Evidence of work/time (include positive comments of teacher improvement)</th>
<th>Next steps for teacher</th>
<th>Next steps for coach</th>
<th>Positive</th>
<th>Positive</th>
<th>Detractor</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11</td>
<td>Planning/observation</td>
<td>3rd Grade</td>
<td>Met with teacher to review PA goals. Teacher needs to work on EOLA and behavior management. Set SMART goals that the teacher will share in planning. 3rd Grade teacher will focus on teacher voice and student accountability. [Teacher needs to work on] EOLA and behavior management. 3rd Grade teacher needs to focus on teacher voice and student accountability. [Teacher needs to work on] EOLA and behavior management.</td>
<td>Teacher will complete lessons for next week, as that when we meet we will have time to collaborate. Teacher will share new lesson 2 days before we meet (9/11). We will meet on 9/12 in teachers’ room. Also, teacher will review goals that I set for model lesson on 9/8. Teacher will send me any questions tonight, so that I can answer the questions and make sure the teacher fully understands the model lesson.</td>
<td>Teacher will send me any questions tonight, so that I can answer the questions and make sure the teacher fully understands the model lesson.</td>
<td>In model lesson tomorrow, let me know what feedback you have about what I am doing tomorrow if you have any questions you have about.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Notes
- September-October: EOLA/Behavior Management Teacher meeting
- Pleasant teacher: clear and explicit instructions and holding students accountable.
Instructional Performance Coach: Building Teacher Capacity for Success

### Coach: Abraham Lincoln


**Week of: September 13-17, 2010**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:00</td>
<td>Morning Duty</td>
<td>Morning Duty</td>
<td>Morning Duty</td>
<td>Morning Duty</td>
<td></td>
</tr>
<tr>
<td>8:00-8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Washington-Model lesson</td>
<td>Jefferson-Model Lesson</td>
<td>Washington-Model lesson</td>
<td>U. Grant- co-plan</td>
<td></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Arthur- co-plan</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Madison- co-plan</td>
<td>Monroe- co-plan</td>
<td>Madison- co-plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Adams- co-plan</td>
<td>Adams- co-plan</td>
<td>Adams- co-plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Lunch duty</td>
<td>Lunch duty</td>
<td>Lunch duty</td>
<td>Lunch duty</td>
<td>Lunch duty</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Coaches Meeting</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Madison-model lesson</td>
<td>U. Grant-model lesson</td>
<td>Jefferson-debrief</td>
<td>Madison-model lesson</td>
<td>PD planning time with other Elementary coaches - How to analyze Running Records and make small groups based on data and student needs</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td></td>
<td></td>
<td>Jefferson-debrief</td>
<td>Madison-model lesson</td>
<td></td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Cleveland- co-plan</td>
<td>Monroe-model lesson</td>
<td>Cleveland-co-plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-2:30</td>
<td></td>
<td>Washington-Co-plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30-3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Dismissal Duty</td>
<td>Dismissal Duty</td>
<td>Dismissal Duty</td>
<td>Dismissal Duty</td>
<td></td>
</tr>
<tr>
<td>3:30-4:00</td>
<td>Washington-Debrief</td>
<td>Jefferson-debrief</td>
<td>Whole school PD- Use of higher order questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00-4:30</td>
<td>Madison-Debrief</td>
<td></td>
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</tr>
<tr>
<td>4:30-?</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Color code**

- Monroe
- Washington
- Arthur
- Adams
- Grant
- Cleveland
- Jefferson
- Madison
- School duty/Whole school
- Coach meeting
- Other