Instructional Coaching Standards (Revised May 2011)

Coaches:

1. Support the work of collaborative learning teams by modeling best practices and building the capacity of teachers to increase student learning (Professional Learning Community)

2. Develop and sustain trusting, productive relationships with teachers, administrators, and other colleagues individually and in teams to implement best practices and close the achievement gap in a culture of collaboration. (Relationships)

3. 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)

4. Deepen teacher understanding about language arts and math content; provide a variety of professional learning opportunities based upon student and teacher needs. (Content)

5. Facilitate dialogue about the structure and alignment of the curriculum through the use of pacing guides and curriculum mapping; facilitate the “unpacking” of standards to identify essential knowledge/skills and student outcomes; and understand how the Program of Studies from various disciplines and grades are related. (Curriculum)

6. Support the development of units and lessons using Program of Studies objectives, student data and FCPS best practices for teaching and learning. (Instruction)

7. Develop assessment literacy to facilitate teachers’ design and use of formative and summative assessment tools to plan instruction and measure student learning. (Assessment)

8. Use technology to manage data, information and electronic resources (eCart); communicate with stakeholders; and collaborate with district and school technology specialists to integrate technology into instruction. (Technology)

9. Use a variety of strategies and processes to engage individuals and stakeholder groups in planning, implementing, and monitoring individual, team, and school change. (Facilitation)

10. Share knowledge about federal and state requirements and district policies related to teacher quality, student achievement and parent involvement. (Policy)

11. Recognize and reflect on how their own personal and professional beliefs (mental models) influence their perceptions, decisions, and actions; expand their knowledge, develop skills and model continuous learning. (Personal and Professional Beliefs)

12. Communicate the vision of instructional coaching; serve as a catalyst for change; and use a variety of professional practices to organize, document, and assess the impact of their work. (Professional Practices)

Professional Learning Communities

The Bottom Line: Reading, Math, and Closing the Gap Within a Culture of Collaboration