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| **Needs Assessment for Instructional Coaching Design** |
|  | Yes | No | Not sure |
| **Planning** |
| * There are defined roles and responsibilities for instructional coaches
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| * An appropriate number of teachers identified for instructional coaches to support (all teachers have an opportunity)
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| **Design Structure** |
| * Protected time available for planning, conferencing, and coaching
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| * The master schedule includes a professional learning community
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| * Ongoing PD and support for instructional coaches are provide
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| **Implementation** |
| * A trusting safe environment exists for teachers and instructional coaches to work collaborative (communication and confidentiality)
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| * Campus instructional leaders share clear expectations with both instructional coaches and teachers
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| * Instructional coaches are aware of district/campus initiatives
 |  |  |  |
| * Actionable feedback to educators is frequent, timely, and specific
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| **Monitoring** |
| * Teachers implement instructional adjustments based on reflection, professional development, and coaching feedback
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| * Instructional leaders and coaches conduct calibration rounds
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| * Campus instructional leaders provides classroom observation and feedback to ensure that teachers receive frequent feedback (between coaching visits by IC)
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| **Evaluation** |
| * Campus evaluation tools exists to determine effectiveness of instructional coaching
 |  |  |  |
| * Data is triangulated to include: frequency, degree of implementation and student outcomes (Teaching Data and includes a development scale)
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