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