



EVALUATE DAVIS

THE STANDARDS *for Instructional Coaches*

LEARNING FIRST! The Davis educator is intensely focused on learning for each student.

designs professional development to ensure implementation of Davis Essential Skills and Knowledge (DESK) centered instruction and individual educator needs.

PLAN: The effective instructional coach collaborates with school and district administrators to create and implement a vision and goals for coaching. The coach uses ongoing assessment data to guide coaching and

TEACH & TRAIN: Effective coaches use best practice coaching strategies and train in a variety of ways to improve educator effectiveness. Effective coaches articulate objectives, learning goals, and content clearly. When modeling or co-teaching in classrooms, they implement best practice instructional strategies.

CHECK: The effective instructional coach implements frequent checks for educator learning and utilizes feedback to guide adjustment to coaching. Coaches work with educators to understand and use student assessment data to guide classroom instruction. The coach meets regularly with administrators to evaluate and improve coaching strategies.

ENVIRONMENT: The effective instructional coach fosters an inviting environment where educators and coaches are positive and respectful. The coach communicates high expectations and demonstrates a clear understanding of best practice instructional strategies. An environment of support is created through effective time management, organization, and allocation of resources.

PROFESSIONALISM: The effective instructional coach engages in self-reflection and professional learning for continuous growth and expertise in content and pedagogy. These coaches cultivate productive and collaborative relationships with peers, educators, and administrators by contributing to and proactively engaging in problem-solving approaches to challenges and changes within the profession and with the larger district community.



EVALUATE
DAVIS

THE INDICATORS

for Instructional Coaches

PLAN

- P.1** Creates and implements a vision and goals for coaching in collaboration with school and district administrators
- P.2** Analyzes and uses ongoing assessment data to guide coaching
- P.3** Designs professional development to ensure educators implement DESK centered instruction and meet Evaluate Davis teaching standards
- P.4** Meets individual educator needs by appropriately sequencing and scaffolding¹ professional development
- P.5** Plans, prioritizes, and balances work tasks to devote a majority of time to direct services to classroom teachers

TEACH & TRAIN

- T.1** Utilizes best practice coaching strategies including pre-conferencing, modeling and observing, and post-conferencing
- T.2** Facilitates individual, team, and whole group training using a variety of instructional strategies to improve educator effectiveness
- T.3** Articulates coaching objectives, learning goals, and content clearly
- T.4** Engages learners through effective instructional strategies

CHECK

- C.1** Models and trains educators to apply a wide variety of frequent formative checks to assess student learning
- C.2** Works with educators to understand and use student assessment data to guide classroom instruction
- C.3** Implements frequent checks for educator learning and utilizes feedback to guide adjustments to coaching
- C.4** Provides specific, timely, ongoing formative feedback to educators on instructional practice
- C.5** Meets regularly with administrators to evaluate and continuously improve instructional coaching

ENVIRONMENT

- E.1** Fosters a safe and inviting environment² where educators and coaches are positive and respectful
- E.2** Demonstrates understanding³ and tact while communicating high expectations for instructional practice
- E.3** Creates an environment of support through effective time management, organization, and allocation of resources

PROFESSIONALISM

- PRO.1** Engages in self-reflection⁴ and professional learning for continuous growth and expertise in coaching, content, and pedagogy⁵
- PRO.2** Collaborates and cultivates productive relationships with staff, students, parents, administrators, and community⁶ to improve learning
- PRO.3** Approaches challenges and changes positively in a problem-solving manner
- PRO.4** Makes professional contributions⁷ to school, district, and school community

***All employees must consistently adhere to school, district, and state policies and procedures*



DEFINITIONS

¹ Sequencing and scaffolding go hand in hand. Good sequencing results from long term planning. Scaffolding takes place when well-sequenced instruction builds learning by basing it on, and connecting it to, prior knowledge and skills.

² Safe and inviting environment refers to an environment where interactions are positive and respectful and where educators feel comfortable approaching and accessing support from the coach.

³ Educators value a coach who demonstrates understanding of individual needs and situations while inspiring them to learn and implement new instructional strategies. Training, suggestions, and constructive feedback should be provided in a positive, tactful, and supportive manner.

⁴ Self-reflection is the process of thinking about what one is doing or what one has just finished doing. Effective educators reflect on their practice, taking time to study their own behavior and efforts

and how that affects student learning. The term self-reflection does not mean reflecting on one's feelings; instead it is a critical self-assessment of one's effectiveness as an educator.

⁵ Pedagogy is the study of education and educational practice. Content or curriculum is *what* teachers teach, whereas pedagogy is *how* teachers teach.

⁶ A collaborative culture is developed when there is an atmosphere of shared responsibility for teaching and learning among faculty, staff and administrators.

⁷ Maintaining the well-being of students and the school community requires professional contributions, such as serving on school/district/state committees, supervising students involved in before or after school programs, supervising students during extracurricular activities, facilitating collaborative peer groups, or other services needed to foster an inclusive environment of caring and learning.