

CONTINUUM OF INSTRUCTIONAL COACHING PRACTICE



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How to Use

The Continuum of Instructional Coaching Practice can be used for a variety of purposes. Each of these uses supports a reflective, formative professional growth process for coaches. Effective instructional coaches will likely engage teachers in similar processes of reflection, assessment, and ongoing development.

Self-Assessment

The Continuum of Instructional Coaching Practice allows coaches to deepen their understanding of their own professional development in that it is a tool to assess their own coaching practice. To self-assess, coaches read across each row of descriptors from left to right. Each practice level includes all the descriptors contained in the levels to the left. As coaches locate the descriptors that best describe their current practice, they may enter the date of their self-assessment in the appropriate box and/or highlight those accomplishments. In this way, a coach can later consult the *Continuum* and easily note specific areas of professional growth.

Goal-Setting

By describing the various levels of practice, *The Continuum of Instructional Coaching Practice* helps coaches examine their practice and make informed decisions about their ongoing development as professionals. With the support of colleagues and program leaders, coaches can be guided through a collaborative process for setting goals. Individual learning plans or professional growth plans can provide strategies to assist coaches' development while also documenting their progress. "Check-ins" at mid-year and year-end can help coaches celebrate their practice achievements while encouraging them to revise and continue their personal learning journey.

Instructional Coach Professional Development

The Continuum of Instructional Coaching Practice is not meant to be used as a rubric to define performance standards or expectations, nor is it intended to serve as an isolated observation instrument. However, by providing a common language that describes coaching practice, this document helps program leaders and coaches engage in discussions of practice and subsequently plan meaningful professional development to advance that practice. *The Continuum of Instructional Coaching Practice* helps program leaders support the development of coaches in the same responsive ways in which they expect coaches to support their teachers.

Glossary of Terms

Continuum: a document describing different levels of practice or knowledge across various stages of development

PTS: Professional Teaching Standard(s)

Descriptor: an individual cell, or box, corresponding to the developmental levels in the continuum

Standard: one of six areas of coaching practice that comprise the continuum

Element: a sub-area of coaching practice within any of the six standards

Level: the stages of coach development that indicate what a coach should know and be able to do

- **Beginning-Emerging:** a level of professional development in which the coach relies on ongoing assistance from more experienced colleagues for support and guidance. The coach is trying to internalize and apply what s/he has learned about coaching. The coach is moving toward becoming more self-directed and independent in her or his practice.
- **Applying:** a level of development in which the coach is able to coach independently, internalizes, and easily applies what s/he has learned about coaching.
- **Integrating-Innovating:** a level of development in which the coach is fully skilled, confident, and able to integrate such complex elements as reflective conversations, formative assessment, differentiated support, and the design of professional development into practice. The Integrating/Innovating coach often becomes a leader among peers by contributing to the broader educational community through staff development, research, or publication in professional journals.

STANDARD 1

Facilitates and advances the professional learning of teachers as individuals and in groups to increase student learning

	Beginning-Emerging	Applying	Integrating-Innovating
1.1. Uses reflective conversation skills to engage individuals and groups in collaborative problem solving and reflective thinking to promote learning that results in advancing practice and student learning.	Uses a strength-based approach in coaching. Learns and uses coaching language, questioning strategies, and instructive, collaborative, and facilitative coaching stances. Listens attentively to respond appropriately when coaching individuals or groups. Models reflective practice and engages individuals and groups in collaborative problem solving and reflection.	Uses language, listening skills, coaching stances, and a wide range of strategies, including identifying and using entry points, to facilitate positive, productive, and reflective conversations with individuals and groups. Promotes critical thinking, and facilitates collaborative problem solving and reflection to improve practice and student learning.	Strengthens repertoire of coaching and reflective conversation skills and the flexible, responsive, and fluid application of coaching stances and strategies. Identifies opportunities for the creation and use of entry points to advance practice. Uses coaching skills in ways that effectively engage individuals and groups in dialogue regarding sensitive issues. Encourages ongoing reflection, critical thinking, collaborative problem solving, and responsible risk taking to improve practice and student learning.
1.2. Uses a variety of strategies and resources to respond to the professional needs of individuals and groups and to the diverse learning needs of all students.	Responds to the professional needs of individuals and groups by providing timely access to an array of teaching strategies, resources, and materials that support the diverse learning needs of students. Provides individual and group support to implement strategies and utilize resources and materials to meet the diverse learning needs of students.	Shares a variety of research-based teaching strategies selected to meet the diverse learning needs of students and improve practice and student learning. Designs and provides systematic support for individuals and groups to implement strategies and integrate resources and materials targeted to meet learning needs for the full range of students.	Seeks and shares new strategies, resources, and materials from the broader professional community to respond to individual and group professional needs. Facilitates the strategic integration of strategies, resources, and materials to improve practice, differentiate instruction, and advance learning for each student.
1.3. Uses technologies to advance teaching practice and maximize student learning.	Supports individuals and groups to use available technologies to expand their abilities to research instructional resources, use technology during instruction, support student access to content, and monitor student learning.	Shares information on additional technologies to support individuals and groups to meet the diverse learning needs of students. Teaches and models the effective use of relevant technology to promote equitable access to content and advanced learning opportunities for the full range of students.	Maintains up-to-date knowledge of existing and emerging technologies for teacher and student use. Facilitates and advocates for the integration of technologies in ways that support individuals and groups to ensure that all students have equitable access to standards-based content and to maximize their learning.

	Beginning-Emerging	Applying	Integrating-Innovating
1.4. Facilitates and promotes collaborative inquiry, data analysis, and reflection on practice to promote student learning.	Models inquiring into one's practice in order to improve. Supports individuals and groups to participate in the inquiry cycle of plan, teach, and reflect in order to improve teaching practice and student learning. Coaches and supports individuals and groups to implement improvements identified as a result of the inquiry cycle.	Coaches individuals and facilitates groups in the collaborative design of lessons and curriculum as part of the inquiry cycle. Observes lessons and facilitates colleagues observing each other as part of the inquiry cycle. Coaches and facilitates collaborative analysis and interpretation of student work and observation data to improve practice and student learning.	Builds the capacity of individuals and groups to facilitate and engage others in ongoing inquiry into practice using the cycle of analyzing data, planning lessons and curriculum, teaching and gathering focused observation data and student work, and reflecting on results to improve practice and advance learning for each student.
1.5. Draws upon the backgrounds, experiences, and evidence of practice of individuals and groups to guide instructional coaching and advance teaching and learning.	Engages individuals and groups in dialogue about their backgrounds and experiences in teaching. Utilizes knowledge of backgrounds and experiences and gathers evidence of classroom practice to guide and refine coaching decisions to meet individual and group needs. Supports individuals and groups to build on personal and collective strengths.	Expands knowledge of backgrounds, experiences, and evidence of classroom practice of individuals and groups to guide coaching and facilitation decisions in response to teachers' needs and interests. Supports individuals and groups to utilize backgrounds, experiences, and strengths to address challenges and build on strengths.	Draws on thorough understanding of the backgrounds, experiences, and classroom practice of individuals and groups to make effective and strategic decisions in coaching and facilitation that support advancement in teaching and learning. Fosters a professional culture that is grounded in a strength-based approach to identifying and meeting the diverse needs of teachers and students.

STANDARD 2

Creates and maintains collaborative and professional partnerships to advance teaching practice and student learning

	Beginning-Emerging	Applying	Integrating-Innovating
<p>2.1. Facilitates trust, caring, and honesty with and among colleagues to build ownership and solve problems, resulting in actions that support student learning.</p>	<p>Builds positive relationships with teachers and maintains confidentiality. Shows respect for backgrounds and cultures. Follows through on coaching and facilitation commitments. Engages individuals and groups in taking responsibility for making changes in practice to meet the diverse learning needs of students.</p>	<p>Builds and maintains effective relationships with and among teachers based on trust, caring, respect, and honesty. Engages individuals and groups in ongoing conversations to problem solve, explore challenges to implementing changes in practice, identify supports needed, and follow through on individual and collective commitments.</p>	<p>Fosters sustained, trusting, caring, honest, and respectful relationships across the school community that advance professional dialogue focused on continuous improvement and purposeful collaborations. Facilitates opportunities for individuals and groups to take leadership in identifying and analyzing opportunities and making commitments to address critical and complex issues of practice and student learning.</p>
<p>2.2. Uses coaching and facilitation time effectively to advance school and district initiatives and support individuals and groups in improving practice and student learning.</p>	<p>Respects the time of individuals and groups when planning and carrying out coaching and facilitation sessions. Balances support of school and district initiatives and meeting the immediate needs of individuals and groups.</p>	<p>Plans and prepares in advance of coaching and facilitation sessions. Anticipates the needs of individuals and groups and is alert to entry points for timely coaching and facilitation to address issues and concerns related to practice and student learning. Prioritizes and balances timely support required to advance school and district initiatives and meet the needs of individuals and groups.</p>	<p>Is prepared to use a wide variety of procedures, routines, and tools that increase efficiency and help energize coaching and facilitation experiences. Provides timely and differentiated coaching, facilitation, and support to advance school and district initiatives and meet individual and group needs.</p>

	Beginning-Emerging	Applying	Integrating-Innovating
2.3. Facilitates individual and group examination of the culture and diversity of the school and community to advance practice and ensure high levels of learning for all students.	Collaborates with individuals and groups to gather information about the diversity and cultural norms of the students, school, families, and community.	Engages individuals and groups in examination of how one's own life experiences, perspectives, culture, language, and racial identity impact teaching and learning. Guides individuals and groups in implementing instructional strategies that are culturally responsive and promote effective interactions with families and the community.	Facilitates the ongoing practice of individuals and groups to analyze personal perceptions, assumptions, and understandings of diversity and cultural norms in the school and community and their impact on practice and student learning. Engages individuals and groups in dialogue and action regarding issues of personal, professional, and/or institutional bias that impact student learning and the school community.
2.4. Models and teaches how to build effective partnerships with colleagues, families, and stakeholders that foster equitable achievement for students of all backgrounds.	Builds strong relationships with site administrators and other site and district personnel. Supports individuals and groups to engage with site administrators, colleagues, families, and community members in ways that contribute to building positive and respectful relationships and improve student learning.	Supports individuals and groups in working collaboratively and developing professional partnerships with site administrators, colleagues, families, district personnel, and community members. Guides individuals and groups in making connections across groups and partnerships to meet the diverse learning needs of students of all backgrounds.	Engages individuals and groups in applying leadership skills and utilizing a wide variety of strategies to ensure effective interactions, collaborations, and partnerships with site and district personnel, colleagues, families, and community groups that result in improved teaching practice and student learning.

STANDARD 3

Utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning

	Beginning-Emerging	Applying	Integrating-Innovating
3.1. Utilizes knowledge of district teaching standards and College/Career Ready student standards to advance teaching practice and student learning.	Uses knowledge of district teaching standards to guide and focus coaching and facilitation on teaching standards and elements of practice. Uses knowledge of College/Career Ready student standards to support individuals and groups to gain a thorough understanding of student content standards and to guide individuals and groups in planning and implementing lessons that are aligned with the student content standards.	Engages individuals and groups in using knowledge of district teaching standards to target areas of practice for observation, dialogue, feedback, and reflection on classroom practice. Engages individuals and groups in deepening their understanding of the College/Career Ready student standards to expand and refine the planning and implementation of differentiated lessons that address the emerging and evolving learning needs of students.	Uses knowledge of district teaching standards to systematically and seamlessly embed teaching standards throughout coaching and facilitation with individuals and groups. Promotes a school community where individuals and groups take ownership of district teaching standards and utilize them to advance practice. Fosters in individuals and groups the collective will and collaborative skills to engage in school-wide cycles of continuous improvement to fully implement the College/Career Ready student standards and persist in finding ways to support each student to maximize achievement.
3.2. Uses knowledge of pedagogy and high leverage instructional strategies related to the implementation of the College/Career Ready student standards and academic language development to advance teaching practice and student learning.	Uses knowledge of pedagogy and high leverage instructional strategies with individuals and groups to identify instructional support needed for implementation, and to provide feedback. Supports individuals and groups to include academic language and vocabulary development in lessons and curriculum to ensure student access to standards-based content.	Uses best practices central to the College/Career Ready student standards, specific to content areas, and effective in teaching academic language to provide differentiated coaching and feedback to individuals and groups. Coaches and facilitates individuals and groups in selecting, adapting, and implementing instructional strategies that contribute to improved student learning of content.	Uses deep knowledge of pedagogy and a broad repertoire of high leverage instructional strategies to facilitate the implementation and assessment of instructional strategies that address College/Career Ready student standards and academic language development in ways that advance student learning. Supports individuals and groups to take leadership and responsibility in sharing their collective knowledge and expertise.

	Beginning-Emerging	Applying	Integrating-Innovating
3.3. Uses knowledge of educational research to support individuals and groups to improve instruction and student learning.	Supports individuals and groups to access and use educational research to guide the selection of effective instructional strategies to meet student learning needs.	Integrates educational research into collaborations with individuals and groups in ways that support them to make clear connections between research, instructional strategies, and improved student learning. Supports individuals and groups to gain awareness of and independent access to educational research through membership in professional organizations, learning communities, and/or educational journals.	Fosters a school community that is grounded in research- and evidence-based learning and decision making to improve practice and maximize student learning. Supports individuals and groups to make contributions to the body of research and to collaborate with educational researchers to investigate and inform practice.
3.4. Uses knowledge of equity principles and culturally responsive pedagogy to address issues of equity, bias, and access to standards-based curriculum to advance teaching practice and student learning.	Identifies issues of equity, bias, and access to standards-based curriculum for students. Seeks opportunities with individuals and groups to use classroom and school-wide data to raise awareness and to refine teachers' knowledge of equity principles and culturally responsive pedagogy to meet student learning needs.	Facilitates the examination by individuals and groups of the impact of bias, issues of equity, and access to standards-based curriculum on student learning. Uses multiple data sources to support examination, including analysis of student work and student perception data. Supports individuals and groups to use equity principles and culturally responsive pedagogy as resources in planning lessons to address issues of equity and meet the learning needs of the full range of students.	Facilitates opportunities for individuals and groups to identify inequities, bias, stereotyping, and assumptions about cultures and members of cultures and apply principles of equity and culturally responsive pedagogy in instruction. Fosters a school climate in which individuals, groups, and the entire school community is focused on ensuring equitable access to content for each student.

STANDARD 4

Facilitates professional learning in ways that advance teaching practice and student learning

	Beginning-Emerging	Applying	Integrating-Innovating
4.1. Designs and facilitates professional learning that builds on and values prior knowledge, backgrounds, interests, experiences, and needs of participants.	Facilitates professional learning for teachers using general knowledge of school-wide professional learning goals and some basic understanding of participants' backgrounds.	Facilitates professional learning utilizing information on participants' prior knowledge, backgrounds, interests, experiences, assets, needs, and goals. Connects new learning with teachers' current understandings, prior knowledge, experiences, interests, needs, and purposes for learning.	Facilitates professional learning that includes deliberate and multiple opportunities for teachers to build on their own knowledge, experiences, interests, assets, needs, and goals to improve their practice and student learning. Uses knowledge of participants to support learning among teachers and to foster teacher leadership in professional learning.
4.2. Facilitates professional learning that is aligned with standards and school and district improvement goals and initiatives.	Collaborates with administration and teacher leaders to understand school and district improvement goals and initiatives and to prioritize goals for professional learning. Facilitates professional learning that is standards-based and aligned with school and district improvement goals and initiatives.	Collaborates with administration and teacher leaders to maintain up-to-date knowledge of emerging and evolving priorities in school and district improvement goals and initiatives. Utilizes knowledge to differentiate emphasis and content for professional learning for individuals and groups.	Maintains ongoing collaborations with administration and staff to refine understandings of progress and adjustments of school and district improvement goals and initiatives to inform data collection, planning, and implementation of professional learning across the school and district. Supports individuals and groups to take leadership in providing professional learning to advance improvement goals and initiatives.
4.3. Uses and enhances facilitation skills to establish and maintain an effective environment for professional learning.	Utilizes facilitation strategies to equitably engage participants in professional learning and to promote individual and collective reflection and accountability.	Uses facilitation strategies to ensure a safe professional learning environment based on collaborative norms that promote and value sharing diverse perspectives, risk taking, and problem solving related to complex issues of teaching and learning. Uses facilitation strategies to promote collaborative inquiry and dialogue in ways that facilitate professional learning among colleagues.	Selects and utilizes facilitation strategies flexibly and fluidly to adjust and modify professional learning to address needs of participants as they arise. Uses facilitation strategies to maintain productive and purposeful engagement while managing conflict and cognitive dissonance and addressing sensitive and controversial issues and concerns. Uses facilitation strategies and systematic structures to foster teacher leadership in professional learning.

	Beginning-Emerging	Applying	Integrating-Innovating
4.4. Facilitates differentiated professional learning based on adult learning principles and assessed needs and interests of individuals and groups.	Understands adult learning principles and knows that participants have different levels of knowledge, experience, interests, needs, and goals for learning. Provides participants with a range of choices during professional learning to address individual and group needs.	Provides differentiated professional learning based on adult learning principles and offers options for grouping and interactions based on developmental needs, learning styles, interests, and individual and group professional learning goals.	Uses thorough knowledge of adult learning principles and a broad repertoire of differentiation strategies to be flexible and responsive to the evolving needs, interests, and purposes for learning of participants during professional learning.
4.5. Facilitates the continuous improvement and adjustment of professional learning based on formative assessment data and feedback.	Provides structures for participants to evaluate and give feedback on professional learning opportunities. Coaches and facilitates the implementation of professional learning and collects formative assessments of teaching practice and student work. Reflects on evaluations, feedback, and formative assessments to guide improvements in professional learning and meet the needs of teachers and students.	Engages in a cycle of inquiry to improve delivery of professional learning. Develops an inquiry question(s), identifies evidence of success, and uses relevant data from formative assessments and evaluations of and feedback on professional learning to inform inquiry. Reflects on these multiple data sources to refine and improve professional learning.	Collaborates with individuals, groups, and administration to inquire into the effectiveness of professional learning by designing school-wide collection, analysis, interpretation, and sharing of multiple sources of data related to the impact of professional learning on improving teaching practice and student learning.

STANDARD 5

Uses assessment data to advance teaching practice and student learning

5.1. Coaches and facilitates the identification and development of appropriate assessments to determine student knowledge, skills, and learning needs.

	Beginning-Emerging	Applying	Integrating-Innovating
	Has broad knowledge of purposes and characteristics of a wide range of student assessments. Coaches and facilitates individuals and groups to understand how the design and implementation of specific assessments impact students' abilities to demonstrate knowledge, skills, and learning needs. Encourages teachers to engage students in reviewing and reflecting on assessment data.	Coaches and facilitates the use of formative assessments to inform teachers and students about student understanding so that timely adjustments in teaching can be made to improve student learning. Collaborates with individuals and groups to use effective strategies to engage students in setting goals and monitoring progress using data from assessments.	Coaches and facilitates the flexible use of a wide range of quantitative and qualitative student assessments that are well matched to specific purposes and that accurately support the full range of students to demonstrate their knowledge, skills, and learning needs. Collaborates with individuals and groups to enhance student abilities and motivation to advance their own learning through engagement with assessment data.
5.2. Coaches and facilitates the systematic analysis and interpretation of student assessment data to guide improvements in teaching practice and student learning.	Coaches and facilitates individuals and groups in the analysis of student assessment data using required assessments and following established schedules. Collaborates with individuals and groups to draw conclusions about student strengths and academic and social needs.	Uses a variety of strategies to engage individuals and groups in the regular analysis of formal and informal student assessment data. Coaches and facilitates the interpretation of student assessment data to identify learning needs, achievement gaps, and trends to inform and guide next instructional steps.	Uses multiple methods to aggregate, disaggregate, triangulate, and communicate a broad range of student assessment data. Facilitates the systematic school-wide analysis and interpretation of student assessment data to inform improvements that advance learning for all students.

	Beginning-Emerging	Applying	Integrating-Innovating
5.3. Utilizes formative assessments of teaching practice, including lesson plans, classroom observation, and analysis of student work to promote improvement in practice and student learning.	Uses formative assessment tools to gather evidence of practice through lesson planning, pre-observation dialogue, observation data, reflection on observation data, and analysis of student work. Uses formative assessment data to focus individual and group conversations on student learning to identify immediate needs, to guide coaching and facilitation decisions, and to identify appropriate types of feedback to provide teachers.	Intentionally selects and uses formative assessment tools in response to an assessed need or entry point. Uses results of formative assessments to analyze teachers' strengths, needs, and progress in professional teaching standards and to examine the degree to which teachers are meeting the diverse learning needs of students. Uses interpretation of formative assessment data to inform ongoing decisions and adjustments in coaching and facilitation and to identify strategic and targeted feedback for teachers.	Fluidly and strategically uses formative assessment tools in ways that support the coaching cycle(s) and process. Uses comprehensive knowledge of teachers' practice gained through analysis of multiple and varied formative assessments to plan opportunities to provide targeted feedback in ways that feel supportive and actionable to the teacher(s).
5.4. Coaches and facilitates the development of professional goals and methods to monitor and assess teaching practice based on evidence.	Coaches and facilitates individuals and groups to develop goals for improving teaching and student learning. Coaches and facilitates individuals and groups to use evidence when monitoring and assessing progress in achieving goals.	Coaches and facilitates individuals and groups to review and revise goals for teaching and learning in order to address evolving needs. Coaches and facilitates the use of multiple sources of evidence in the regular monitoring and assessment of progress in practice and student learning.	Fosters individual and group leadership in the ongoing development, review, and revision of goals in ways that inspire collective will and commitment to achieve improvement goals. Builds capacity in individuals and groups to engage in the ongoing monitoring and assessment of teaching and learning that includes examining evidence from multiple perspectives to advance teaching practice and student learning.

STANDARD 6

Develops as a professional leader to advance coaching and the teaching profession

	Beginning-Emerging	Applying	Integrating-Innovating
6.1. Develops goal-based inquiries into Instructional Coaching practice and continuously pursues purposeful professional learning opportunities.	Develops and implements goal-based inquiries to examine and improve instructional coaching practice based on standards. Participates in professional learning opportunities for instructional coaches as part of program requirements.	Informs and refines goal-based inquiries by engaging with colleagues and/or program leadership to examine and reflect on evidence of practice and identify progress in instructional coaching standards. Seeks professional learning opportunities within and outside the program to enhance instructional coaching knowledge and skills.	Maintains ongoing goal-based and standards-aligned inquiries into instructional coaching practice. Reflects on a wide range of evidence to inform revision and refinement of goal-based inquiries. Provides leadership and support for instructional coach colleagues in the pursuit of purposeful professional learning opportunities to advance quality instructional coaching.
6.2. Collaborates with colleagues, administrators, and school communities to advance the teaching profession, professional culture, and student learning.	Understands the policies, procedures, initiatives, and goals of the school and district. Builds a network of professional contacts and collaborates with colleagues, administrators, families, and community members to support school improvement and to foster a positive school culture and learning environment. Advocates for resources, time, and financial support to meet the needs of teachers and students.	Uses knowledge of school and district policies, procedures, initiatives, and goals to focus collaboration, inquiry, and reflection on practice. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to ensure effective collaborations and reinforce positive school culture. Advocates for quality working and learning conditions that promote success for each teacher and each student.	Fosters engagement across the school community in the development, review, and revision of school and district policies, procedures, initiatives, and goals. Supports members of the school community to take leadership in the collaborative advancement of a positive school culture and thriving learning environment. Advocates for equitable professional opportunities for all members of the school and district community.
6.3. Reflects on Instructional Coaching practice and program effectiveness in advancing quality teaching and learning.	Welcomes feedback on practice and program from colleagues, teachers, and administration. Reflects with Instructional Coach colleagues and/or program leadership on feedback and analysis of instructional coaching practice and makes improvements.	Seeks feedback from colleagues, teachers, and administration on practice and program. Engages in regular individual and collaborative reflection and makes ongoing improvements to ensure high-quality practice that advances teaching effectiveness and student learning.	Uses structured, routine, and systematic methods of eliciting multiple sources of feedback on practice and program. Reflects individually and collaboratively to explore and understand the impact of instructional coaching practice and program on teachers, students, and the school community. Leads collective actions to elaborate on and extend professional practice of Instructional Coaches and advance quality teaching and learning.

6.4. Demonstrates and maintains Instructional Coach responsibilities, integrity, and ethical conduct.

Beginning-Emerging	Applying	Integrating-Innovating
<ul style="list-style-type: none"> • Follows and supports teachers to adhere to all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.* • Demonstrates understanding of the Instructional Coach program and Instructional Coach responsibilities. • Fully participates in all required trainings and meetings for Instructional Coaches. • Shows initiative, flexibility, and accountability with leadership roles and responsibilities. • Upholds professional demeanor, shows respect, and maintains appropriate confidentiality. • Communicates effectively and develops professional collegial relationships with teachers, administration, families, and staff. 		<ul style="list-style-type: none"> • Maintains a high standard of personal integrity and commitment to teacher and student learning and the profession in all circumstances. • Contributes to fostering a school, district, and professional culture with a high degree of resilience, integrity, and ethical conduct. • Demonstrates dedication to professional learning that focuses on continuous improvement in instruction and student learning. • Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.

***Ethical Responsibilities for Teachers**

- Takes responsibility for students' academic and social and emotional learning outcomes.
- Is aware of own personal values and biases and recognizes ways in which these values and biases affect teaching and student learning.
- Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.
- Reports suspected cases of child abuse in accordance with mandated reporter requirements and responsibilities.
- Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.
- Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.
- Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.
- Models appropriate behavior for students, colleagues, and the profession.
- Acts in accordance with ethical considerations for students.
- Maintains professional conduct and integrity in the classroom and school community.

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ABOUT NEW TEACHER CENTER

New Teacher Center (NTC) is a national non-profit organization dedicated to improving student learning by guiding a new generation of educators. Founded by teachers in 1998, NTC works in conjunction with school districts, state policymakers and educators across the country to increase the effectiveness of teachers and school leaders at all levels. These programs are built upon research-based principles for teacher onboarding, mentoring and ongoing coaching, and are proven to accelerate teacher effectiveness, reduce teacher churn and improve student achievement. NTC has made it their mission to overcome challenges students and teachers face by providing all educators with the support and resources necessary to succeed from their first day to their last.



**NEW TEACHER
CENTER**

110 Cooper Street, Suite 500, Santa Cruz, CA 95060
T. 831.600.2200 info@newteachercenter.org



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