

Guiding Questions Related to the four conversations held with new academic coaches.

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating knowledge of best practice in effective instruction

How have you demonstrated thorough knowledge of effective instruction and best practice?

Component 1b: Demonstrating knowledge of the curriculum and teacher skill in delivering that curriculum

How have you demonstrated thorough knowledge of curriculum and of teacher skill in delivering that curriculum?

Component 1c: Establishing goals for the instructional process appropriate to the setting and the teachers served

How do you clearly articulate your goals for the instructional process and align them to the situation and needs of the staff in your building?

Component 1d: Demonstrating knowledge of resources, both within and beyond the school and district

Describe ways you utilize school, district, and community resources to assist and support teachers.

Component 1e: Integrating the academic coaches' plan with the overall school curriculum

In what ways, in relation to district curriculum, does your plan support teachers in the improvement of their instructional skills?

Component 1f: Developing a plan to evaluate the academic coaching process

Describe the goals and evidence you use as you reflect upon and monitor the coaching process.

DOMAIN 2: THE ENVIRONMENT

Component 2a: Creating an environment of trust and respect

As you create an environment of trust and respect, how do you ensure academic coach-teacher interactions are respectful and trusting and teachers initiate contacts with you?

Component 2b: Establishing a culture for ongoing instructional improvement

What do you do to promote a culture of professional inquiry and ensure that teachers seek assistance in improving their instructional skills?

Component 2c: Establishing clear procedures for teachers to gain access to instructional support

Describe your procedures for teachers to use in gaining access to support.

Component 2d: Establishing and maintaining norms of behavior for professional interactions

How have you established clear norms of mutual respect for professional interaction?

Component 2e: Organizing physical space for professional development

How do you ensure your organization of physical space for professional development results in engagement of all participants?

DOMAIN 3: DELIVERY OF SERVICE

Component 3a: Collaborating with teachers in the design of instructional units and lessons

How have you initiated collaboration with classroom teachers in the design of instructional lessons and units?

Component 3b: Engaging teachers in learning new professional development

What criteria do you use to determine when all teachers are engaged in and implementing ideas from professional development you've provided?

Component 3c: Sharing expertise with staff

How do you ensure that the high quality model lessons and professional development you provide is appropriate to the needs of the teachers being served?

Component 3d: Locating resources for teachers to support instructional improvement

Describe ways you have located resources for instructional improvement for teachers.

Component 3e: Demonstrating flexibility and responsiveness

When do you decide to make a minor or major adjustment in order to improve the coaching process?

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on practice

How do you know your practice is effective and accurate? What are some ways the support program might be improved?

Component 4b: Accessing and analyzing data, and submitting reports

Is your system for accessing and analyzing data and submitting reports fully effective? Why or why not?

Component 4c: Coordinating work with other academic coaches

When and how do you collaborate with other academic coaches within and beyond the district?

Component 4d: Participating in a professional community

How do you contribute to school and district events and assume a leadership role with colleagues?

Component 4e: Engaging in professional development

As you engage in professional development opportunities, how do you enhance both your content skills and your pedagogical skills?

Component 4f: Showing professionalism, including integrity and confidentiality

What are some ways you show honesty, integrity, and confidentiality in interactions with colleagues, students, and the public?