



**Arlington**  
INDEPENDENT SCHOOL DISTRICT  
*More Than a Remarkable Education*

# INSTRUCTIONAL COACHING HANDBOOK

2015-2016



Professional Learning Department

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**Section I    ntroduction**  
    AIS    Strategi    Pla

## **Beliefs**

*We believe that:*

- Commitment to a clear and focused vision will guide the district to the highest performance
- Effective teaching and leadership are essential for student achievement
- School environment impacts achievement
- An engaged community is essential
- Every student can succeed

## **Vision**

The vision of the Arlington Independent School District is to be globally acknowledged as a premier school district.

## **Mission**

The mission of the Arlington Independent School District is to empower and engage all students to be contributing, responsible citizens reaching their maximum potential through relevant, innovative and rigorous learning experiences.

## **Goals**

*Inspired Learners*

- The AISD will be a high performing, technology-rich school district with leading-edge learning experiences that promote engagement, creativity, critical thinking and achievement.
- The AISD will prepare our graduates to excel in higher education or the career of their choice.
- The AISD will be the leader in the education marketplace by providing world-class facilities while being fiscally responsible.
- The AISD will provide a safe and secure environment.
- The AISD will ensure all teachers are highly effective.

*Effective Leadership*

- The AISD will recruit and retain the most effective people by rewarding excellence and providing opportunities for continual growth.
- The AISD will foster a caring culture of respect, integrity, wellness and citizenship throughout the district.
- The AISD will cultivate an environment that builds great leaders.

*Engaged Community*

- The AISD will actively engage and partner with parents in the educational experience.
- The AISD will enhance educational excellence and workforce development through collaboration with community partners.
- The AISD will utilize all the communications channels to maximize awareness and support of the district's vision to be globally acknowledged as a premier school district.

# COACHING PROGRAM, SKILLS, AND THE INDIVIDUAL

There are three primary components of Instructional Coaching: 1) The Program Model, 2) Coaching Skills, and 3) The Individual Coach.

## 1) Program Model

The goal of the AISD instructional coaching program is to remove any barriers obstructing implementation of instructional best practices that positively impact student success. The program supports the transformation of adults, schools, and the lives of the children within the AISD community. “Effective coaching helps teachers, principals, central office, administrators, and all educators transform their behaviors, beliefs, and being.” (Aguilar, 2013, p. xii)

The foundation of the program is built on the work of Elena Aguilar, author of *The Art of Coaching: Effective Strategies for School Transformation*. According to Elena Aguilar (2013),

coaching is an essential component of an effective professional development program. Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. Coaching creates a relationship in which a client feels cared for and is therefore able to access and implement new knowledge. A coach can foster conditions in which deep reflection and learning can take place, where a teacher can take risks to change her practice, where powerful conversations can take place and where growth is recognized and celebrated. (p. 8)

This is the transformation we seek to implement in AISD. It is a transformation that builds the capacity of the teacher, thereby, boosting student achievement.

## 2) Coaching Skills

Effective Coaches possess skills that foster thinking and reflection. The skills of the coach are honed through the work of *Results Coaching: The new Essential for School Leaders*, written by Kathryn Kee, Karen Anderson, Vicky Dearing, Edna Harris, and Frances Shuster.

Kee, et. al, (2010) states that RESULTS coaching:

- creates new pathways in the brain, resulting in new energy and motivation.
- teaches language that builds trust and scaffolds confidence and competence.
- models thinking processes that move people to action.
- focuses on goal clarity and multiple options leading to action and achievement.
- slows us down while allowing the brain to speed up. Reflection equals connections!
- promotes discovery and the illumination of the brilliance within each of us. (p. 4)

RESULTS coaching: “Resolves to change results, Establishes goal clarity, Seeks integrity, Unveils multiple pathways, Leverages options, Takes action, and Seizes success.” (Kee, et. al, 2010, p. 5) Powerful communication skills and practices emerge from this work that promotes successful coaching conversations. These communication skills are:

- 1) Committed Listening
- 2) Paraphrasing
- 3) Presuming Positive Intent
- 4) Reflective feedback.” (Kee, et. al, 2010, p. 94)

Each of these skills will be explored in Section II of this handbook.

### 3) The individual Coach

*“It is a fine thing to have ability, but the ability to discover ability in others is the true test.”*

*– Lou Holtz, football coach*

The primary goal of an instructional coach or teacher support interventionist is to improve student achievement by improving teacher efficacy. The role of the coach supports teachers in improving their practice so they are able to successfully teach all students. To support teachers, certain qualities and attributes are necessary. AISD utilizes the following qualities and attributes derived from *Coaching Matters* by Joellen Killion, Cindy Harrison, Chris Bryan, and Heather Clifton (2012):

- believe that all teachers can learn and grow.
- have a passion for ongoing development.
- are committed to continuous improvement.
- are skilled in instructional planning and practices.
- reflect on his or her own practice.
- understand and apply knowledge about adult development.
- communicate effectively.
- have good interpersonal relationships.
- foster trust and work effectively with teachers and principals.
- stay abreast of best practices in professional learning.
- use data to make decisions. (p. 28)

Additional characteristics are further discussed in sections III, IV, and V of this handbook.

The IC and TSI have similarities and differences in their roles and responsibilities on campus. The table below is a comparison of roles highlighting the components that make them both similar and different. For a detailed explanation of each of the components, please refer to their job descriptions in section VII.

| Instructional Coach  | Teacher Support Interventionist   |
|--|---|
| Job-embedded professional developer  | Job-embedded professional developer   |
| Campus support provided<br>(coaching cycle, data analysis assistance, etc.)      | Campus support provided<br>(coaching cycle, data analysis assistance, etc.)                                       |
| Facilitates own professional learning  | Facilitates own Professional Learning   |
| Supports the whole school (all grades and teachers)<br>based on school wide data | Supports targeted individual teachers, content areas,<br>and/or grade levels based on student intervention data   |
| Focuses on implementing and refining instructional<br>practices                  | Focuses on increasing teacher effectiveness to<br>effectively implement student interventions in the<br>classroom |

## PURPOSE AND INTENT

Instructional coaching supports all educators at all schools. According to Medrich, Fitzgerald, Skomsvold (2013),

Teachers and teaching are at the forefront of the school reform agenda. There is a consensus that in addition to better teacher preparation, a stronger curriculum, better diagnostic tools and assessments, and significant changes to accountability systems, effective professional development is one key to improving the quality of instruction in schools. Instructional coaching is one approach to professional development that is of particular interest in many schools and school districts across the country. (p.1)

The purpose of the Instructional Coaching Program is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through job-embedded professional learning and implementation of effective instructional practices.

The Instructional Coaching Program is aligned to the goals and objectives of the campus and district improvement plans. Instructional coaching is about teachers, teacher leaders, coaches, administrators, coordinators, directors, and area superintendents examining practices in reflective ways with the focus on student learning. The ultimate result is to build teacher capacities so they know every student by name and need and are able to respond to those needs in a timely manner.

## WHY DO WE NEED COACHES?

According to James Coleman (*Equality of Educational Opportunity Coleman Report 1966*) “teaching quality mattered in terms of students’ success in school.” (p. 22)

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According to Lee Shulman (1989), “All of the talk of reforming schooling must never lose sight of the ultimate goal: to create institutions where students can learn through interaction with teachers who are themselves always learning.” (p. 186)

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According to Eric Parsloe, *The Manager as Coach and Mentor* (1999), “coaching is a process that enables learning and development to occur and thus performance to improve”. (p. 8)

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According to Jim Knight, *Instructional Coaching: A Partnership Approach to Improving Instruction* (2007) “Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods”. (p. 16)

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According to Elena Aguilar, *The Art of Coaching* (2013) “Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. Coaching creates a relationship in which a client feels cared for and is therefore able to access and implement new knowledge.” (p. 8)

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According to Steve Barkley, *Quality Teaching in a Culture of Coaching* (2010), “Coaching is not an evaluation process. It is a supportive process designed to assist and motivate those who want to improve their teaching skills, enhance their careers, and better serve students.” (p. xii)

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According to Kathryn Kee, et al, *Results Coaching: The New Essential for School Leaders* (2010), “Coaching closes the gap between where you are now and where you want to be. A coach points out things you can’t see, motivates you to be your absolute best, and challenges you to go beyond where you normally stop. A coach helps you tap into your greatness and enables you to share it with the world.” (p.20)

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According to Diane Sweeney, *Student-Centered Coaching at the Secondary Level* (2013), “In schools where the coach and school leader work in partnership, coaching becomes a vehicle for deep implementation, refined teaching practice, and most important, increased student learning.” (p. 16)

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Source: adapted from

[http://tntp.org/assets/tools/FPCS\\_Coaching\\_Model\\_at\\_Friendship\\_Public\\_Charter\\_School\\_TSLT\\_0311.pdf](http://tntp.org/assets/tools/FPCS_Coaching_Model_at_Friendship_Public_Charter_School_TSLT_0311.pdf), p.4

## WHAT IS A COACH?

An Instructional Coach is an on-site professional developer who collaborates with teachers and administrators. However, the principal must be the instructional leader. The chart below depicts the outcomes of different elements of professional development: theory, demonstration, practice and coaching. Based on research, an estimated 95% of teachers who receive ongoing support and guidance through coaching are more likely to learn and implement new practices in the classroom. Researchers also estimate that teachers generally need to utilize a new instructional strategy approximately 25 times before it is transferred into their daily teaching routine.

| Professional Learning Outcomes   |  |   |  |
|--|--|---|--|
| Professional Learning Elements   | Knowledge Level<br>(Estimated percentage of participants understanding contents) | Skill Attainment<br>(Estimated percentage of participants demonstrating proficiency in the instructional practices) | Transfer to Practice<br>(Estimated percentage of participants regularly implementing instructional practices in the classroom) |
| <b>Theory</b><br>(e.g., presenter explains content - what it is, why it is important, and how to teach it)     | 10%  | 5%  | 0%   |
| <b>Demonstration</b><br>(e.g., presenter models instructional practices)                                       | 30%  | 20%   | 0%   |
| <b>Practice</b><br>(e.g., participants implement instructional practices during the session)                   | 60%  | 60%   | 5%   |
| <b>Coaching</b><br>(e.g., participants receive ongoing support and guidance when they return to the classroom) | 95%  | 95%   | 95%  |

Source: Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development

An instructional coach supports and provides training in order to improve classroom instruction that leads to improved student achievement. An instructional coach is one who supports others in building their teaching skills, assists in application of new knowledge, and provides ongoing learning and sustainment. The instructional coach increases the overall quality of effective classroom instruction.

## SECTION II: INSTRUCTIONAL COACHING PRACTICES

### CHARACTERISTICS OF EFFECTIVE COACHES IN AISD

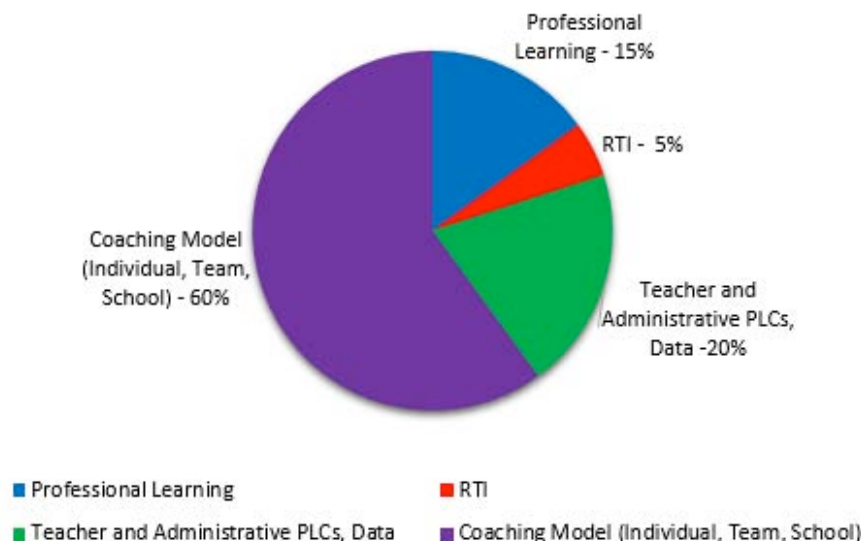
“Just as the quality of teaching determines student success, the quality of coaching determines how well coaching succeeds with teachers. Just as the quality of teaching depends on the teacher’s expertise and classroom conditions, coaching depends on two factors: the coach’s skills and the conditions in which coaching occurs.” (Killion et. al., 2012, p. 28)

| Beliefs  | Teaching Expertise  | Coaching Skills   | Relationship Skills   | Leadership Skills   |
|--|---|---|---|---|
| <p><i>An effective coach...</i></p> <ul style="list-style-type: none"> <li>• is willing to learn.</li> <li>• has a passion for ongoing development.</li> <li>• believes in others’ capacity to grow and develop.</li> <li>• has the attitude that everyone is important.</li> <li>• does not presume to have “The Answer.”</li> <li>• understands his or her own assumptions and makes those transparent.</li> <li>• is committed to continuous improvement.</li> <li>• has moral purpose.</li> <li>• can let go of feeling responsible for another person’s behaviors.</li> </ul> | <p><i>An effective coach:</i></p> <ul style="list-style-type: none"> <li>• is skilled in instructional planning.</li> <li>• possesses, demonstrates, and cultivates the pedagogy of teaching and the ability to select appropriate instructional strategies based on student need.</li> <li>• uses multiple methods of assessing students.</li> <li>• is fluent in multiple methods of delivering instruction.</li> </ul> | <p><i>An effective coach:</i></p> <ul style="list-style-type: none"> <li>• understands and applies knowledge about adult development.</li> <li>• diagnoses teachers’ needs.</li> <li>• aligns support to teachers’ identified needs.</li> <li>• demonstrates effective verbal and written communication skills.</li> <li>• listens skillfully.</li> <li>• uses questioning skills.</li> <li>• understands and employs reflective processes.</li> <li>• is solution driven and effective.</li> </ul> | <p><i>An effective coach:</i></p> <ul style="list-style-type: none"> <li>• has good interpersonal relationships.</li> <li>• wants to be part of a team.</li> <li>• fosters trust.</li> <li>• works effectively with teachers and principals.</li> <li>• is respected by peers.</li> <li>• has patience for the learning process.</li> </ul> | <p><i>An effective coach:</i></p> <ul style="list-style-type: none"> <li>• stays abreast of best practices in professional learning.</li> <li>• engages others in developing plans for improvement.</li> <li>• maintains a productive culture.</li> <li>• communicates the school and district vision.</li> <li>• aligns work with school and district goals.</li> <li>• uses data to make decisions.</li> <li>• understands and applies knowledge about change.</li> </ul> |

Source: Killion, J. & Harrison, C. (2006). Taking the lead: New roles for coaches and teacher leaders. Oxford, OH: National Staff Development Council.

The weekly schedule below shows how effective coaching practices are implemented to facilitate the work of building teacher capacity to impact student achievement is show below:

**Instructional Coach Weekly Schedule**  
*Based on 40 hours per week*



## COACHING CONTINUUM

An effective instructional coach differentiates professional learning opportunities by thinking of coaching as a continuum. The diagram below is a continuum that coaches can utilize to differentiate support so that teachers are able to implement proven practices.

| Mentor   |   | CONTINUUM OF COACHING INTERACTIONS  |  |  | Coach   |         |
|----------|---|---|--|--|---|---------|
|          |   | INFORM  |  |  | SHARE   | MEDIATE |
| Purpose  | Provide information and technical assistance, solve a problem, give advice                                    | Share ideas and problem solve collaboratively                                 |  |  | To improve instructional decision making and increase reflection on practice.   |         |
| Focus    | Includes logistical information on "how we do things around here;" provides content and pedagogical knowledge | Reciprocal support for growth and improvement of practice                     |  |  | Nonjudgmental support for planning, instruction, assessment, reflection, problem solving (cognitive aspects of teaching)                      |         |
| Actions  | Providing resources, demonstrations (including model lessons), offering assistance in accessing resources     | Brainstorming, co-planning/co-teaching, exchanging resources, action research |  |  | Learning- focused conversations which include inquiry, reflection, generation of insights regarding professional practice, and reconstruction |         |
| Language | Pay attention to ... It's a good idea to ... Always ... Keep in mind ...                                      | We might ... Let's ... How might this affect our ...?                         |  |  | What might be some ways to ...? What research supports your decisions to ...?   |         |

Source: Mentoring matters: A practical guide to learning-focused relationships, by Laura Lipton and Bruce Wellman, Arlington, MA: MiraVia LLC, 2001.

# THE COACHING CYCLE

The AISD Instructional Coaching Model is based on the research of Elena Aguilar (*The Art of Coaching*), Stephen Barkley (*Coaching with the End in Mind*), Jim Knight (*Instructional Coaching*), Kathryn Kee, et. al. (*Results Coaching*), Diane Sweeney (*Student Centered Coaching*) and other coaching experts.

The purpose of the coaching cycle is to build teacher capacity through implementation of effective instructional practices in order to boost student achievement. (Casey, 2008). The cycle is a series of coaching conversations engaging the teacher in pre-conferencing, data collection, post-conferencing, and follow-up. It can be entered into at any of these points.

## Each coaching conversation should:

- move teachers to action,
- be goal oriented,
- create a safe environment, and
- facilitate thinking through reflection.



## THE PRE-CONFERENCE, DATA COLLECTION, AND POST-CONFERENCE

### 1. Pre-Conference

- ❖ Build trust connections.
- ❖ Create an agreement for time, topic, purpose, and outcome of conversation.
- ❖ Asks the teacher questions about the lesson plan, grouping structures, classroom configuration, specific students, instructional focus, etc.
- ❖ Give the teacher an opportunity to provide background information including the make-up of the students in the class; the context of the lesson in the larger unit plan; assessment information, extenuating circumstances; etc.
- ❖ Establish a date and time for data collection.

### 2. Data Collection

| Data Collection |  | Details   |
|-----------------|--|---|
| Modeling        | Show teacher(s) how to do what you are asking them to do (Strategies, Activities, etc.)            | <ul style="list-style-type: none"><li>🍏 Classroom</li><li>🍏 One-on-one conference</li><li>🍏 PD/workshop</li><li>🍏 PLC/Planning sessions</li></ul>   |
|                 | Provide teachers a framework to take notes while you are modeling for them                         | <ul style="list-style-type: none"><li>🍏 Provide guiding questions for teacher based on what is being modeled</li><li>🍏 Provide a form for teachers to record their observations</li></ul> |
|                 | Debrief afterwards with teachers using these guiding questions and based on what is being modeled] | <ul style="list-style-type: none"><li>🍏 Use the guiding questions to guide coaching conversation.</li></ul>   |
|                 | Expect to see teachers implement what you modeled for them   | <ul style="list-style-type: none"><li>🍏 Establish a date and time for debrief (no longer than 48 hours).</li></ul>  |

| Data Collection           |  | Details   |
|---------------------------|--|---|
| Co-Planning               | Plan lesson with teacher   | <ul style="list-style-type: none"> <li>🍏 Help teacher plan daily lessons</li> <li>🍏 Use “think aloud” to show teacher how you would plan</li> <li>🍏 Model for teacher the expectations of lesson planning</li> </ul>  |
|                           | Work with teacher on scripting out lesson  | <ul style="list-style-type: none"> <li>🍏 Role Play lesson</li> <li>🍏 Create checks for understanding/formative assessment</li> </ul>  |
|                           | Use of gradual release of responsibility   | <ul style="list-style-type: none"> <li>🍏 Together create a model for how lesson plans should be</li> <li>🍏 Provide feedback on lesson plan</li> </ul>   |
| Co-Teaching               | Teach alongside teacher  | <ul style="list-style-type: none"> <li>🍏 Elbow teach</li> <li>🍏 Sit next to each other</li> <li>🍏 Shared responsibility for teaching the lesson</li> </ul>  |
|                           | Plan lesson with teacher before co-teaching  | <ul style="list-style-type: none"> <li>🍏 Decide together what part of lesson you will co-teach.</li> <li>🍏 Provide guiding questions for teacher based on what is being modeled</li> </ul>  |
|                           | Debrief afterwards with teachers using these guiding questions and based on what is being modeled] | <ul style="list-style-type: none"> <li>🍏 Use the guiding questions to guide coaching conversation.</li> </ul>   |
| Observation with Feedback | Observing Lessons  | <ul style="list-style-type: none"> <li>🍏 Watch teacher teach lesson</li> <li>🍏 Check in with students to see if they are understanding lesson</li> <li>🍏 Write down quotes from teachers and students</li> <li>🍏 Should take literal notes</li> </ul>   |
|                           | Connection to reaching SMART goals and Performance Management goals                                | After modeling, co-planning and co-teaching observe teachers to see how they are implementing what you are working on together  |
|                           | Provide feedback to teachers   | <ul style="list-style-type: none"> <li>🍏 Feedback preferred to be face to face</li> <li>🍏 Provide written feedback</li> <li>🍏 Feedback should align to purpose of visit</li> <li>🍏 Feedback should include direct quotes from teacher’s lesson</li> <li>🍏 Feedback should be within 24 hours of visit or model (sooner the better)</li> <li>🍏 Give positive feedback as well as suggestions on what to improve</li> </ul> |

Source: adapted from

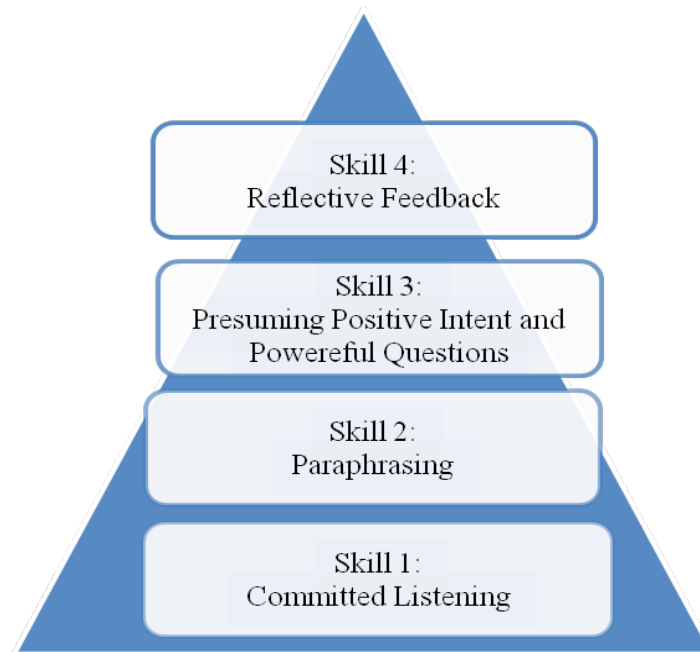
[http://tntp.org/assets/tools/FPCS\\_Coaching\\_Model\\_at\\_Friendship\\_Public\\_Charter\\_School\\_TSLT\\_0311.pdf](http://tntp.org/assets/tools/FPCS_Coaching_Model_at_Friendship_Public_Charter_School_TSLT_0311.pdf), p. 20- 21

### 3. Post-Conference

- ❖ Build trust connections.
- ❖ Create an agreement for time, topic, purpose, and outcome of conversation.
- ❖ Share and analyze data collection.
- ❖ Provide teachers opportunities to self-reflect on their lessons with guidance and support through powerful questioning and reflective feedback.
- ❖ Collaborate about how you will follow-up to observe discussed instructional practices.

# COACHING COMMUNICATION SKILLS

*“Coaching is relational, and coaches need to know how to build relationships that make it possible for them to speak the truth so it will be heard by collaborating teachers. Below are powerful communication skills to help the coachee move to action based upon their own thinking, doing, and being.” (Kee et. al, 2010, p. 29)*



## **Skill 1: Committed Listening**

Committed listening is crucial and is the foundational skill for all communication skills. “As committed listeners, we listen to:

- gain clarity about an issue;
- understand the needs, perceptions, and emotions of the speaker;
- gather data for feedback;
- allow the speaker to refine thinking by speaking to an attentive listener;
- seek patterns of behavior; and
- lay a path for building responses and solutions.” (Kee et. al, 2010, p. 95)

There are also unproductive patterns of listening such as: (1) Judgment and Criticism, (2) Autobiographical listening, (3) Inquisitive listening, and (4) Solution Listening.

Judgment occurs when listening is focused on seeing flaws or greatness in what a person is saying. Criticism also runs the risk of halting the discussion or the other person’s ability to speak freely. Autobiographical listening occurs during a conversation when the focus is on making personal connections to the listener for purposes of being able to tell a personal story. Inquisitive listening occurs when the listener becomes curious about something said by the speaker that is irrelevant to the main issue. Solution listening occurs when one listens in a conversation with the intent to give suggestions and solve problems. (Kee et. al, 2010, p. 95-102)

A barrier to committed listening is internal distractions such as physical barriers, emotional reactions, and biases and judgments. External distractions from the environment can also present a barrier. The purpose of committed listening is to be fully present in the conversation. (Kee et. al, 2010, p. 103-106)

## **Skill 2: Paraphrasing**

A paraphrase sends three messages (Kee et. al, 2010, p. 108):

1. I am listening.
2. I am interested - I care.
3. I understand you, or I'm trying to understand you.

The first level of paraphrasing is to acknowledge and clarify. Acknowledge and clarify means “to restate the essence of someone’s statement by identify and calibrating content and emotions.” (Kee et. al, 2010, p. 111) The second level of paraphrasing is to summarize and organize. When there is a great amount communicated or a long stream of knowledge, the listener can “offer themes and containers that shape the initiating statement or separate jumbled issues.” (Kee et. al, 2010, p. 113). The third level is to shift the conceptual focus “of the thinking by surfacing assumptions, beliefs, core values, and mental models. Metaphors, analogies, perspective taking, and reframing shift the focus upward or downward.” (Kee et. al, 2010, p. 113-114)

Helpful suggestions from *Results coaching* is to take the “I” out of paraphrasing - “I believe you said...”, “What I heard you say was...” - and replace it with “you”. (Kee et. al, 2010, p. 108) The book also explains the following principles of paraphrasing (Kee et. al, 2010, p. 108-109):

1. Fully attend.
2. Listen with the intent to understand.
3. Capture the essence of the message in a paraphrase that is shorter than the original statement
4. Reflect the essence of voice tone and gestures.
5. Paraphrase before asking a question.

## **Skill 3: Presuming Positive Intent and Powerful Questions**

*“...our strong belief in the positive was articulated and influences our approach to teaching and supporting others. Our point of view is founded in the belief that people grow from their successes and strengths.”*  
(Kee et. al, 2010, p. 118)

### **Presuming Positive Intent**

In the school system, using positive presuppositions presume that others (Kee et. al, 2010, p. 119):

- have done prior planning,
- have done prior thinking,
- have noble purpose and intent (i.e., others want to be responsible, dependable, competent),
- have articulated standards (we can only expect if we know), and
- have articulated expectations (we can only meet if we know).

Positive presuppositions communicate that others are acting with positive intentions. An environment of trust and respect is created such that others can feel safe to think out loud and interact in meaningful conversations (Kee et. al., 2010, p. 119). Some examples include (Kee et. al, 2010, p. 120):

- “What was the easiest thing about your homework?” rather than “Did you do your homework?”
- “What literacy strategies are having the best results for you?” rather than “Do you know any literacy strategies?”
- “Based on the performance of your students in math, what goals have you set for yourself this year?” rather than “Do you have any goals?”

Positive presuppositions offer opportunities to ask powerful questions while affirming: effort, prior knowledge and skills, integrity, competence, caring, and commitment.

## Powerful Questions

Presuming positive intent bears up powerful questioning. Powerful questions are open-ended questions with no hidden agendas and are asked for the sole purpose of providing maximum benefit to the receiver of the questions. An example of a powerful questions is: “Knowing how committed you are to strong results for all of your students, what has become clear since we last met?” (Kee et. al, 2010, p. 129) They have the following characteristics:

- Reflect active and powerful listening and understanding of the teacher’s perspective
- Presume positive intent
- Demonstrate high expectations
- Evoke discovery, insight, commitment, or action on behalf of the teacher
- Create greater clarity, possibility, or new learning
- Move the teacher towards what he or she desires
- Move the thinking forward to current and future actions and are not focused on having the teacher justify or look backwards. (Kee et. al., 2010, pg. 127)

## Skill 4: Reflective Feedback

Reflective feedback is an important part in everyone’s life, a major role in learning, and a vital skill in coaching. In order to open up more opportunities for learning and for creativity and openness in dialogue, one must be able to utilize the appropriate form of reflective feedback. According to a study done by Costa & Garmston, feedback usually is given in the following forms:

| Judgment   | A type of personal observation  | Inference   | Some type of data  | Questions  |
|--|---|---|--|--|
| <ul style="list-style-type: none"><li>• Important information was missing</li><li>• Great tool!</li><li>• Poor job</li></ul> | <ul style="list-style-type: none"><li>• I like...</li><li>• I was moved by the story...</li><li>• I loved it!</li></ul> | <ul style="list-style-type: none"><li>• It sounds as if there are many hidden agendas</li><li>• Her failure to respond is diminishing your enthusiasm</li></ul> | <ul style="list-style-type: none"><li>• You called on nine students</li><li>• You paraphrased four times</li></ul> | <ul style="list-style-type: none"><li>• Have you thought about using...?</li><li>• Are you planning to...?</li></ul> |

Source: Adapted from Results Coaching by Kathryn Kee et. al., 2010, p. 130

On the other hand, reflective feedback provides three options:

| Reflective Feedback Options   | Examples   |
|---|--|
| <b>1. Clarifying questions or statements for better understanding</b>                             | “How do you see this objective different from...?”   |
| <b>2. Feedback statements that identify value or value potential.</b>                             | “Your commitment to being in classrooms 70% of the time has the potential for dramatically impacting high levels of learning for all students in your school.” |
| <b>3. Feedback to mediate thinking through the use of reflective questions for possibilities.</b> | “As you consider best practice, what strategies will you use to achieve your goal?”  |

Source: Adapted from Results Coaching by Kathryn Kee et. al, 2010, p. 133

When using reflective feedback, some important issues to keep in mind are the following:

- Be specific.
- Be generous.
- Ask permission.
- Remember the goal is self-directed learning.
- Even with below par or poor performance, negative feedback has little impact.
- Giving effective, reflective feedback requires thought and practice.
- Feedback is not the answer; rather, it is but one powerful answer.

## SECTION III: COACHING AND NON-COACHING ROLES

### TEN ROLES OF COACHING

| Role                            | Purpose   | Example  |
|---------------------------------|---|--|
| <b>Resource provider</b>        | To expand teachers' use of a variety of resources to improve instruction  | Gathers information and/or resources (articles, materials, etc.) for teachers  |
| <b>Data coach</b>               | To ensure that student achievement data is used to drive decisions at the classroom and school level  | Works with individuals or groups to facilitate conversations around data-driven instructional decisions  |
| <b>Curriculum specialist</b>    | To ensure implementation of the adopted curriculum  | Helps teachers unpack required curriculum  |
| <b>Instructional specialist</b> | To align instruction with curriculum to meet the needs of all students  | Coaches teachers on methodologies and best practices that can be used to deliver content   |
| <b>Mentor</b>                   | To increase the novice teacher's instructional skills and to support school-wide induction activities   | Works with novice teachers and at the induction level  |
| <b>Classroom supporter</b>      | To increase the quality and effectiveness of classroom instruction  | Visits teacher's classroom to model, co-teach, or observe; conducts pre-and post-visit conferences with teacher to facilitate reflection   |
| <b>Learning Facilitator</b>     | To design collaborative, job-embedded, standards-based professional learning  | Assists with coordinating and planning effective school-level professional learning  |
| <b>School Leader</b>            | To work collaboratively (with formal and informal leaders) to plan, implement, and assess school change initiatives to ensure alignment with and focus on intended results, and to monitor transfer of practice from professional development into action | Participates as a "learning walk" team member to monitor transfer of knowledge into practice<br><br><i>*A <b>Learning Walk</b> is a brief classroom visit utilizing a researched-based tool that provides principals and teachers opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement.</i> |
| <b>Change Catalyst</b>          | To create disequilibrium with the current state as an impetus to explore alternatives to current practice   | Challenges current practices and supports teachers as they make changes  |
| <b>Learner</b>                  | To constantly seek to become better at what he/she does   | Continually updates own professional repertoire  |

Source: Adapted from *Taking the lead: New roles for teachers and school-based coaches*, by Joellen Killian and Cindy Harrison, Oxford, OH: National Staff Development Council, 2006, p. 27-91

### Additional Coaching Roles:

#### Campus Instructional Leadership Team

To support and communicate campus and district initiatives with the community, including but not limited to:

- working collaboratively with the campus leadership teams to design, implement, and assess change initiatives ensuring goal alignment and focus on intended results.
- using data to establish campus improvement goals and action plans.
- involving teachers in the implementation of the campus and district instructional goals to support district and campus improvement plans.
- informing teachers about instructional practices that impact students.

- advocating for student learning based on data to improve instruction.
- participating in all district meetings and professional learning sessions that pertain to their roles and sharing with their campus.

### District Partner

To foster a shared responsibility between campuses and the district to know every student by name and need, and to respond to those needs by, including but not limited to:

- attending and participating in all district Instructional Coaching Professional Learning meetings.
- synthesizing and applying instructional learning through providing job-embedded campus professional development for teachers and staff.
- ensuring the responsibilities and the instructional coaching roles are carried forth to guarantee the fidelity of the Instructional Coaching Program.
- fostering a partnership between campus and district.

## WHAT THE ROLE OF THE COACH (IC/TSI) DOES NOT INCLUDE...

| A Coach is...  | A Coach is NOT...   |
|--|---|
| <b>a colleague who observes teachers and offers feedback to improve teaching.</b>  | an administrator who evaluates teachers.  |
| <b>a colleague who co-plans with a teacher.</b>  | a colleague who plans lessons for the teacher.  |
|  | a paraprofessional or someone who performs clerical duties outside of the primary job performance criteria.   |
|  | someone who administers individual student assessments.   |
|  | someone who sorts or keeps inventory of textbooks and instructional materials.  |
| <b>a colleague who co-teaches or models a strategy to improve teaching.</b>  | a colleague who teaches a lesson without the teacher present (or while grading papers etc).   |
|  | a tutor or someone who teaches small groups of students.  |
| <b>a colleague who provides resources to a teacher.</b>  | a colleague who makes copies for teachers.  |
| <b>a colleague who listens and remains confidential.</b>   | a colleague that reports confidential conversations to the office.  |
| <b>A colleague who covers classes so a teacher can observe another teacher for short periods of time. (20 minutes or less)</b> | a substitute teacher or someone who covers others areas.  |
| <b>a colleague who facilitates professional development or provides training for staff.</b>                                    | a meeting facilitator who leads regular meetings.*<br><i>(a coach may go through a coaching cycle with a team leader to build the capacity of that leader by modeling, co-facilitating, or observing a meeting and providing feedback.)</i> |
| <b>a colleague who assists teachers in looking at ways to use data to drive instruction.</b>                                   | a data analyst who disaggregates data and prepares data for teachers without building the capacity of and empowering teachers to be able to prepare and analyze data on their own.  |
| <b>a colleague who handles classroom discipline during co-teaching/modeling</b>  | a semi-administrator who monitors students sent to the office for discipline reasons.   |
| <b>an on-site professional developer who supports the principal's and district's initiatives</b>                               | the instructional leader of a campus  |

Source: Adapted from Killion, et. al, (2006), Tool 16.1

## COACHING HEAVY VS. COACHING LIGHT

The roles of coaching can have a light or heavy impact on teacher capacity. In the table below sample descriptors are mentioned to provide additional clarity in the work of the coach.

*So what does coaching light and coaching heavy look like in practice? In practice, coaches use similar strategies for coaching light and heavy. For example, they may hold pre- and post-observation meetings with teachers before and after visiting the teacher's classroom. However, the topics and the intensity of the professional learning differ. In coaching light, the coach invites the teacher to name a focus for the observation without reference to anything other than his or her preference. In coaching heavy, the coach encourages the teacher to select a focus for their work together, based on the content of professional learning, the school's specific improvement goals, the teacher's own performance improvement goals aligned with the district's performance standards, or student learning goals within the teacher's team or classroom." (Killion, 2010, p. 8)*

| Coaching Light  | Coaching Heavy  |
|---|---|
| <b>Focus on teaching practices identified by teachers</b>                       | Focus on student learning and the use of specific practices within the school's or district's instructional framework, teachers' performance standards, or aligned with the adopted curriculum. |
| <b>Feedback on teaching practices</b>   | Feedback on the interaction between student engagement in learning performance, and achievement and teaching  |
| <b>Teacher self-assessment based on perceptions or opinions</b>                 | Data-driven assessment based on student data  |
| <b>Voluntary coaching – only those teachers who request coaching receive it</b> | Expectation for all teachers to engage in coaching – all teachers engage in continuous improvement with specific feedback and support from the coach  |
| <b>Focus on adapting or refining instructional strategies</b>                   | Focus on transforming practice, examining beliefs, and testing assumptions  |
| <b>Focus on implementing strategies</b>   | Focus on deep understanding of the theory and research underlying strategies to ensure executive control  |
| <b>Emphasis on feeling supported</b>  | Emphasis on developing expertise  |

Source: Adapted from Learning Forward Teachers Leading: Reprise coaching heavy and coaching light article by Joellen Killion, 2010, p. 9

## ***SECTION V: CAMPUS IMPLEMENTATION OF COACHING PROGRAM***

### **A. How does a campus implement the Instructional Coaching Program?**

**Campuses implement instructional coaching through a process such as the following:**

- Campus Leadership Team communicates with staff the purpose and the roles of the IC/TSI and how the coaching model supports improvement of student learning.
- IC/TSI and Campus Leadership Team review relevant data and the CIP to determine campus focus for coaching through the decision making process.
- IC/TSI and administrators participate in district trainings relevant to instructional coaching.

**Throughout the implementation of coaching at a campus, IC/TSI are able to:**

- Provide opportunities to engage teachers through the coaching process.
- Facilitate and participate in learning walks to see and learn from other classrooms (within and between campuses)
- Organize study groups, job embedded workshops and book studies
- Work with collaborative groups to examine student work and plan instruction.
- Attend all coaching trainings and share information and strategies with the Campus Instructional Leadership Team and campus staff.
- Help to establish shared vocabulary, background knowledge and experiences, and collaborative relationships.
- Collaborate with the Campus Instructional Leadership Team to establish a calendar for professional learning.
- Adapt to changing needs of student and teachers.

### **B. How does a campus assess the effectiveness of the Instructional Coaching Program?**

**Campuses assess the instructional coaching program by consistently identifying ways in which the program is effective and determining areas of growth through a variety of data sources such as, but not limited to:**

- Conduct campus instructional surveys that allow staff to share successes and challenges that have occurred during the year in supporting student learning as a direct impact of the coaching program.
- Personal reflection on behalf of the IC/TSI that leads to further development of the instructional coaching Program through the instructional coaching reflection tool.
- Analysis of student performance data as it relates to the CIP.

The Campus Instruction Leadership Team collects and analyzes the data sources to revise and sustain the implementation of the Instructional Coaching Program through a reflective process.

# TEACHER-COACHING ROLES IN THE INSTRUCTIONAL COACHING PROGRAM

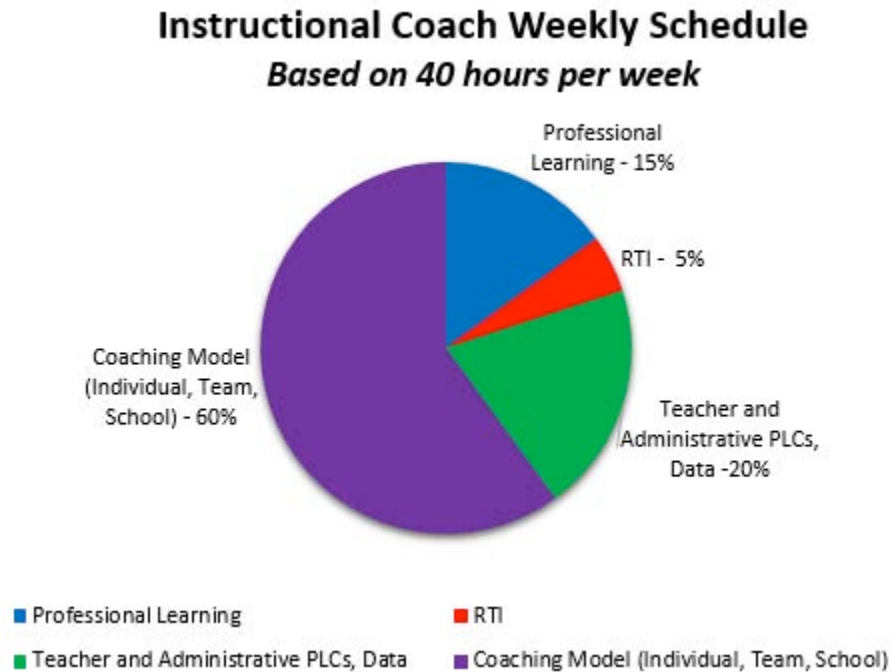
*If the principal-coach relationship is the heart of the program, the teacher-coach relationship is the hands. Without a good relationship with teachers, coaches cannot get the work done. To have a productive relationship, teachers and coaches need to trust one another, respect each other professionally, commit to keeping their partnership agreements, and clearly define the work they will do together. Teachers must believe that the coach supports them and that the coach's top priority is student achievement. The coach must believe that teachers are committed to continuous improvement and that the teachers' top priority is student academic achievement."*  
(Killion, et. al, 2012, p. 115)

| Key Elements for Coaches   | Teacher-Coach relationship  |
|--|---|
| Create Effective Partnership Agreements<br>(See Appendix- Tool B for example)  | <ul style="list-style-type: none"> <li>• Agree in advance on how you will work together and the kind of work you will do.</li> <li>• Discuss confidentiality. If teachers think the coach tells the principal or other colleagues about their practices, they are less inclined to want to work with the coach or see the coach as a support.</li> </ul>  |
| Build teacher leadership capacity  | <p>Coaches can model leadership practices and make their practices transparent so that other teachers can learn to coach.</p> <ul style="list-style-type: none"> <li>• Invite other teachers to facilitate a team meeting, and guide and support novice facilitators.</li> <li>• Seek other teachers' support with complex challenges related to student learning and teaching.</li> <li>• Invite teachers to add resources, examples, models, or ideas to conversations.</li> <li>• Invite teachers to discuss their instructional decisions so that others understand the theoretical, research, or contextual rationale for the decision.</li> <li>• Coach team, grade-level, or department chairs on their leadership skills.</li> <li>• Pair teachers as peer observers to provide each other feedback.</li> <li>• Encourage teachers to open their classrooms for other teachers to visit.</li> </ul> |
| Communicate about coaching services  | <p>Coaches can provide teachers with:</p> <ul style="list-style-type: none"> <li>• A brochure of services, an electronic or print menu listing the coach's support options, newsletter, survey, flyer, etc.</li> </ul>  |
| Allow teachers to identify their needs and choose how a coach provides support | Coaches should give teachers a choice and a voice in interactions. They can collaborate with teacher to identify teacher needs during a pre-conference or other coaching conversations.   |
| Encourage feedback   | Coaches can actively seek feedback to use for professional learning through periodic surveys and at the end of post-conferences.  |
| Manage resistance and conflict   | <p>Some strategies include:</p> <ul style="list-style-type: none"> <li>• Get to the bottom of the resistance through deep listening</li> <li>• Be genuinely friendly such as asking for their help, advice, or assistance</li> <li>• Be cordial such as greeting the teacher, talking about nonteaching-related topics</li> <li>• Involve the teacher in conversations with others.</li> </ul>  |

Source: Adapted from Learning Forward Teachers Leading: Reprise coaching heavy and coaching light article by Joellen Killion, 2012, p. 116-124

## SECTION VI: THE EVALUATION PROCESS

Evaluating individual coaches' performance is required by state statute, administrative code, and teacher association contract for those working in schools and who hold certifications or licenses issued by TEA. The evaluation gives individual coaches and central office information to improve practices and results. The AISD evaluation system is based on the categories shown in the Instructional Coach Weekly Schedule below.



### COACHING SCHEDULE AND EVALUATION RUBRIC COMPARISON

| IC/TSI Work Category         | Professional Learning 15%  | RTI 5%  | PLC, Data 20%   | Coaching Model 60%   |
|------------------------------|----------------------------|---|---|--|
| Evaluation Rubric Domain     | Coach as a Learner         | <ul style="list-style-type: none"> <li>Strategic Design</li> <li>Strategic Actions</li> </ul> | <ul style="list-style-type: none"> <li>Strategic Design</li> <li>Strategic Actions</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge Base</li> <li>Relationships</li> <li>The Coaching Conversation</li> <li>Strategic Action</li> </ul> |
| Evaluation Rubric Dimensions | 6a, 6b, 6c, 6d, 6e, 6f, 6g | 3a<br>5c  | 3b, 3c, 3d, 3e<br>5b, 5d  | 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a, 2b, 2c, 2d<br>4a, 4b, 4c, 4d, 4e, 4f, 4g<br>5e, 5f   |

**Note:** The Coach Evaluation rubric can be found in the Appendix.

# TOOLS TO SUPPORT THE INSTRUCTIONAL COACH/TSI

Each instructional Coach/TSI should keep a portfolio of progress made throughout the year that reflects personal accomplishments, skills, experiences, and attributes. The sections of the portfolio are the evaluation rubric domains. Examples of items inside the portfolio can be found in the appendix, and are:

## Introduction

- A. Mission/Vision Statement
- B. Core Values
- C. SBEC Certification
- D. Principal-Coach Agreements
- E. Midyear Reflection Report
- F. End of Year Reflection Report

## Domain VI: Coach as a Learner

- A. Monthly Certificates of Attendance to In and Out of District Professional Learning Sessions
- B. Book Study Reflections
- C. Surveys/Questionnaires

## Domain I: Knowledge Base

- A. Work Plan with Rationale
- B. Coach Reflection Tool
- C. Agendas and sign-in sheets from professional learning facilitated by coach
- D. Minutes from meetings facilitated

## Domain II: Relationships

- A. Surveys/Questionnaires
- B. Emails
- C. Newsletter
- D. Introduction Powerpoint/Brochure
- E. Coaching Agreements

## Domain III: Strategic Design

- A. Agendas
- B. Data Gathering Tools
- C. Instructional practices and strategies implemented with teacher individually or campus-wide

## Domain IV: The Coaching Conversation

- A. Coaching Log
- B. Classroom Observation Tool
- C. Guiding Questions from Data Collection
- D. Teacher-Coach Agreements
- E. Coaching Request Forms submitted by teachers
- F. T-S Interaction Tracking Tool
- G. Record of Coaching Conversation
- H. Data Gathering Tools

## Domain V: Strategic Actions

- A. Weekly Calendar
- B. Weekly Log
- C. Time Chart

## SECTION VII: PROFESSIONAL LEARNING AND SUPPORT FOR ICs & TSI

### EDUPHORIA WORKSHOP

AISD Professional Learning utilizes Eduphoria Workshop as our learning management system. The purpose of professional learning is for educators to develop the knowledge skills, practices, and dispositions they need to help students perform at high levels. Eduphoria can be accessed from the main [www.aisd.net](http://www.aisd.net) home page. The username and password will be the same as it applies to initially logging into the AISD network. All learning sessions are located here for easy access.

### PROFESSIONAL LEARNING EXPECTATIONS

District - Two foundational learning sessions are scheduled for all K-12 campus teachers, campus support staff and administrators to attend. The two sessions are PBIS in the Classroom and Multi-level Instruction for a total of 6 hours. Types of support for continuous learning will vary in form. The learning will focus around the program of the coach, skill of the coach, and role of the coach. Professional Learning Specialists support each coach as it pertains to their individual professional learning around their work at the campus.

Program - IC/TSIs are expected to attend **all** Program professional learning opportunities. Regular District-wide Instructional Coaching PD will be held monthly. Network meetings occur approximately every six weeks. Please ensure TEAMS reflects a staff development day for these trainings. **Coaches and TSIs should plan to attend all dates for the entire duration.**

Continuous Learning – Additional out-of-district learning opportunities, including conferences, institutes, or online courses may be available with principal-approval.

Campus Support – Specialists work directly with principals, instructional coaches, and teacher support interventionists to support the implementation of the Instructional Coaching Program,

| 2015-2016 PROFESSIONAL LEARNING DATES    |                      |                    |                    |                    |
|--|----------------------|--------------------|--------------------|--------------------|
| All Meetings are scheduled 8:30am-4:00pm |                      |                    |                    |                    |
| Regular Meetings                         | Network Meetings     |                    |                    |                    |
|  | Bowie /<br>Arlington | Seguin /<br>Martin | Lamar              | Sam Houston        |
| September 25, 2015                       | September 9, 2015    | September 10, 2015 | September 16, 2015 | September 15, 2015 |
| October 16, 2015                         | October 23, 2015     | October 26, 2015   | October 27, 2015   | October 30, 2015   |
| November 13, 2015                        |                      |                    |                    |                    |
| December 4, 2015                         |                      |                    |                    |                    |
| January 15, 2016                         | January 25, 2016     | January 26, 2016   | January 28, 2016   | January 29, 2016   |
| February 12, 2016                        |                      |                    |                    |                    |
| March 4, 2016                            | March 7, 2016        | March 8, 2016      | March 9, 2016*     | March 9, 2016*     |
| April 8, 2016                            | April 18, 2016       | April 19, 2016     | April 20, 2016*    | April 20, 2016*    |
| May 20, 2016                             |                      |                    |                    |                    |

\* Trainings will occur the same day at different locations. Locations TBD.

## ***SECTION VIII: HIRING PROCESS FOR INSTRUCTIONAL COACHES/TEACHER SUPPORT INTERVENTIONIST***

### **INSTRUCTIONAL COACH/ TEACHER SUPPORT INTERVENTIONIST POOL**

#### **The Applicant Pool Process**

Applicants are selected from TEAMS based on needs and qualifications.

- The pre-screening process includes a scored preliminary SCREENING (by video or phone) AND an online written TASK (in-person). This is considered Round 1 and 2 conducted by a Professional Learning Specialist. All staff meeting the criteria are entered into the pool.
- Principals may begin interviewing applicants after the pool is compiled. This is considered Round 3.
- A set of interview questions will be provided for principals to use for campus interviews, and a specialist should be invited to partner with you on the interview.
- Once a candidate is identified by the campus interview committee, the principal completes a "Recommendation for Hire" form from the HR department and recommends in TEAMS.
- Once a confirmation is made by HR, an email from the principal will need to be sent to the Professional Learning Department of the new hire.
- Candidates will stay in the pool for one academic year. Anyone not picked up after the last day of school will be dropped from the pool.
- ***A principal reference is required for internal Arlington ISD candidates.***

***Pre-Screenings will occur in April and May, and again in December/January.***

Human Resources will always have the most up-to-date list.

#### **Campus Leader Recommending Staff**

- If you have a current teacher you want to recommend for screening to enter the pool, please send their name to a Professional Learning Specialist (Joetta Wesley or Gaya Jefferson).
- There is no guarantee that recommended staff will be entered into the 2015-2016 pool.

#### **Surplused Coaches (And Current Coaches Interested In a New Campus Assignment)**

Coaches surplused during the school year will need to re-apply in TEAMS for the Instructional Coach position. Additionally, if a current coach is interested in applying for another coaching assignment they will need to re-apply in TEAMS as well.

- Candidates in the pool will stay in place for 1 academic school year. If not placed at a campus within a year, they will need to re-apply the following year.

**NOTE: There is no a guarantee that a surplused/current coach will be entered into the current pool.**

# INSTRUCTIONAL COACHING JOB DESCRIPTION

**JOB TITLE:** Campus Instructional Coach  
**REPORTS TO:** Campus Principal  
**DEPT/SCHOOL:** Campus

**WAGE/HOUR STATUS:** EXEMPT  
**PAY GRADE:** Teacher  
**# OF DAYS:** 193

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## PRIMARY PURPOSE

To positively impact student achievement at assigned site(s) through support, training, and coaching which build school and teacher capacity to increase classroom achievement.

## QUALIFICATIONS

### Education/Certification:

- Master's degree in education preferred
- Meet NCLB highly qualified requirements

### Experience:

- Five or more years successful teaching experience required

### Special Knowledge/Skills:

- Meet NCLB highly qualified requirements
- Thorough knowledge of effective professional development
- Excellent communication and interpersonal skills
- Extensive knowledge of instructional best practices, assessment, team development
- Demonstrate the ability to work effectively with adult learners.
- Establish positive relationships between teachers and administrators.

## MAJOR RESPONSIBILITIES AND DUTIES

1. To coach teachers' professional growth through:
  - Conferencing
  - Co-teaching
  - Demonstration lessons
  - Focused classroom visits
  - Assisting in the analysis of data to determine instructional needs
  - Staff development
  - Study groups (i.e. professional learning communities, book studies, task forces)
2. To provide support to campus administration and staff through:
  - Assisting with local and state documents and reports
  - Identification of campus-wide instructional needs
  - Communication of district information/requirements and staff development opportunities
3. To facilitate own professional growth through:
  - Attendance at instructional coach meetings and colleague groups
  - Establish and maintain required instructional coach records
  - Participate in peer training sessions
  - Keep abreast of current research and practice

**OTHER RESPONSIBILITIES** Other duties as requested by campus principal.

# TEACHER SUPPORT INTERVENTIONIST JOB DESCRIPTION

**JOB TITLE:** Teacher Support Interventionist  
**REPORTS TO:** Campus Principal (s)  
**DEPT/SCHOOL:** Non-Title Campus

**WAGE/HOUR STATUS:** EXEMPT  
**PAY GRADE:** Teacher  
**# OF DAYS:** 193

## PRIMARY PURPOSE

To support teachers during the RTI process through facilitation, collaboration and strategy demonstration. This position is dedicated to working directly with teachers.

## QUALIFICATIONS

### Education/Certification:

- Masters' degree in education preferred
- Meet NCLB highly qualified requirements

### Experience Required:

- Five or more years successful teaching experience

### Experience Preferred:

- One or more years providing RTI facilitation and teacher support with intervention strategies

### Special Knowledge/Skills:

- Thorough knowledge and skills of Response to Intervention requirements
- Thorough knowledge and skills of effective instructional intervention strategies
- Excellent communication and interpersonal skills
- Extensive knowledge of technology and instructional application
- Extensive knowledge of curriculum, instruction, and assessment
- Extensive knowledge of Texas curriculum (TEKS) and state assessments
- Excellent organizational and time management skills

## MAJOR RESPONSIBILITIES AND DUTIES

**Support teachers' in the Response to Intervention process and professional learning of best instructional practices for student success including as needed:**

### 1. Teacher support/coaching:

- Co-planning and co-teaching
- Demonstration lessons
- Focused classroom support to improve student success
- Assisting in the analysis of data to determine instructional needs
- PLCs based on student needs focused on instructional intervention strategies

### 2. Campus and administrative support:

- Assisting in the analysis of data to determine student/campus needs
- Assessment evaluation and analysis
- Identification of campus-wide instructional intervention needs
- Collaboration and alignment between grade levels and/or departments
- Collaboration and communication of professional learning opportunities





### 3. Participation in the following to strengthen and grow one's own professional knowledge:

- Colleague groups, peer support sessions
- Keep abreast of current research and practice

**OTHER RESPONSIBILITIES** Other duties as requested campus principal

## ***SECTION IX: Resources***

### **PROFESSIONAL LEARNING DEPARTMENT CONTACTS**

|  |  |
|--|--|
| <b>Dr. Jacqueline Kennedy</b><br>Executive Director of Teaching and Learning   |   |
| <b>TBA</b><br>Director of Professional Learning  |  |
| <b>Joetta Wesley</b><br>Professional Learning Specialist<br>Email: <a href="mailto:jwesley@aisd.net">jwesley@aisd.net</a><br>Phone: 682-867-7501                     |   |
| <b>Gaya Jefferson</b><br>Professional Learning Specialist<br>Email: <a href="mailto:gjeffers@aisd.net">gjeffers@aisd.net</a><br>Phone: 682-867-7509                  |   |
| <b>Almita Rojas</b><br>Secretary Executive Director of Teaching and Learning<br>Email: <a href="mailto:arojas1@aisd.net">arojas1@aisd.net</a><br>Phone: 682-867-7461 |  |

## ***SECTION X: TECHNOLOGY***

Instructional Coaches will receive technology equipment funded by Title 1 from the Professional Learning Department. The technology equipment will be recorded on campus inventory. However, the instructional coach, upon leaving the position, is responsible for returning the technology equipment to the Professional Learning Department. Please contact the Professional Learning Department before submitting help tickets.

Teacher Support Interventionists will receive technology through their home campus.

## ***SECTION XI: FAQs***

### **1. How am I evaluated?**

Instructional Coach Evaluation Rubric

[Appraisal Documents](#) AISD>Intranet>Forms & Docs>Appraisal Documents

### **2. Should I be tutoring all/most of the day?**

No. Coaches should impact student achievement by building the capacity of the teacher.

### **3. Do coaches help with the bookroom?**

Coaches are not responsible for the bookroom due to the fact that helping to manage the bookroom does not directly impact teacher practices.

### **4. Do I have to use TEAMS when I attend meetings?**

Yes. Please record an absence anytime you are off campus. IC/TSI professional learning is a staff development coded absence, and it should be documented.

### **5. Will all of my professional development needs be met through our meetings?**

As an onsite professional developer, it is important to remain abreast of current educational practices. The IC/TSI are encouraged to participate in book studies, PLC's with other IC/TSI, and attend professional learning opportunities to hone their skills.

### **6. How do I learn about professional development opportunities?**

Search Eduphoria ([eduphoria.aisd.net](http://eduphoria.aisd.net)) for courses in which are interested.

### **7. Will the Professional Learning Department pay for professional learning opportunities?**

Generally, the campus is responsible. However, the Professional Learning Department occasionally offers out of district professional development opportunities that support the district goals.

### **8. How do I find/check out materials from the Professional Learning Department?**

To check out materials, email Gaya Jefferson or Joetta Wesley. Books may be sent to you through school mail. Video resources must be picked up at the office (or if we are visiting a school near you, we will drop off materials). Meetings are also a good time to deliver/return materials.

### **9. Will the Professional Learning Department purchase professional books for an Instructional Coach/campus?**

The Professional Learning Department purchases books used in meetings and book studies. As with any Title I purchase, materials must meet an identified need in the CNA and be included in the CIP/DIP.

### **10. How can I help others understand the Instructional Coach role?**

The IC/TSI can share communications such as a newsletter or brochure to introduce themselves to the staff. Also, you should have weekly meetings with your administration. Ask for an opportunity to have him/her share with the staff the role of the coach. You may also be a part of that session to share a powerpoint or coaching video samples to aid in understanding of what coaching is.

### **11. Who do I contact for help?**

Refer to the Contacts sections of the handbook.

## SECTION XII: REFERENCES

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# APPENDIX

## Rubric

### Portfolio Document Samples

- A. Confidentiality Agreement
- B. Principal-Coach Agreements
- C. Midyear Reflection
- D. Strategic Plan
- E. Weekly Schedule
- F. Work Plan with Rationale
- G. Coach Reflection Tool
- H. Surveys/Questionnaires
- I. Data Gathering Tools
- J. Coaching Log
- K. Classroom Observation tools
- L. Teacher-Coach Agreements
- M. Weekly Calendar
- N. Weekly Log
- O. Time Chart
- P. Instructional Strategies
- Q. Coaching Request Form
- R. Mind the Gap
- S. Sphere of Control

Elena Aguilar's Tools <http://www.elenaaguilar.com/#!/coachingtools/c24vq>