



# 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 learning 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 Learning

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 learning 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

- **Establishing:** levels of 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 they have learned about coaching. The coach is moving toward becoming more self-directed and independent in their practice.

- **Applying:** a level of development in which the coach is able to coach independently, internalizes, and easily applies what they have learned about coaching.

- **Integrating:** 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 learning into practice.

- **Innovating:** a level of development where the coach often becomes a leader among peers by contributing to the broader educational community through educator development, research, or publication in professional journals.

## FOUNDATIONAL

1.0

### Develops as an instructional leader to advance instructional coaching, the teaching profession, and equitable outcomes for every student.

|   | Establishing   | Applying  | Integrating  | Innovating   |
|---|--|---|--|--|
| 1.1<br><b>Develops and continuously pursues professional growth goals and action plans that are grounded in instructional coaching standards and expectations and are continually informed by coach and teacher data of practice and student learning data.</b> | Develops professional growth goals and implements action plans aligned with mission, coach standards, and expectations. Follows program requirements for reviewing available data of practice and student learning data to assess own progress toward coach goals. | Uses evidence of coaching practice to identify strengths and areas for growth and to develop respective goals and action plans that address coaching practice to strategically accelerate teacher instruction and student learning outcomes. Examines and reflects on coach and teacher data of practice and student learning data with colleagues and/or program leader to assess own progress toward coach goals. | Uses qualitative and quantitative coach and teacher data of practice and current student learning data to inform development, regular review, and adjustment of goals and action plans that address coaching practice to strategically accelerate teacher instruction and student learning outcomes. Engages with coach colleagues, program leader, and the instructional leadership team to strategically design next steps to increase teacher abilities to foster equitable outcomes for every student. | Engages in ongoing examination of and reflection on data of practice and current student learning data with coach colleagues and program leader to inform and advance goals, action plans, and next steps that improve teacher instruction and equitable learning for every student. Leads coach colleagues and the instructional leadership team in developing individual and collective goals and using innovative approaches to their implementation to advance program mission, extend instructional influence, and maximize equitable learning within the school, district, and beyond. |

- When I assess my practice using the instructional coaching standards and expectations, what areas of strength can I identify and what areas of growth can I prioritize?
- In what ways do my instructional coaching professional growth goals serve the program's mission to improve teacher effectiveness and foster equitable outcomes for every student?
- What knowledge and skills do I need to identify inequities in the classroom in order to pursue equitable outcomes for every student with teachers? How do I improve my observation skills and use strategies, stances, tools, and entry points to ensure equitable outcomes for every student?
- What processes and protocols can I use to continually assess qualitative and quantitative instructional coaching data, teacher data, and student learning data to measure progress toward my instructional coach goals? How can my coaching colleagues, and/or program leader, and the instructional leadership team support me in this process?

|   | <b>Establishing</b>   | <b>Applying</b>  | <b>Integrating</b>   | <b>Innovating</b>  |
|---|---|--|--|--|
| 1.2<br>Collects and analyzes instructional coach and teacher data of practice to inform instructional coaching decisions that will improve teacher practice and the academic, social, and emotional learning of every student.  | Follows program guidelines for collection of coach and teacher data of practice. Engages with coach colleagues and/or program leader in structured opportunities to analyze data of practice in relationship to professional teaching standards and teacher goals to guide coaching decisions. Participates in at least one in-field coaching cycle with program leader or lead coach. Responds positively to constructive feedback from program leader and coach colleagues. | Uses coach expectations provided by program to guide collection and analysis of coach and teacher data of practice. Plans instructional coaching decisions that include using entry points to engage teacher in connecting aspects of their practice with professional teaching standards. Uses in-field coaching cycle and resulting formative assessment and feedback to improve coaching strategies in alignment with coach goals. Elicits feedback from teacher on coaching process. | Collects and reviews coach and teacher data of practice regularly and consistently plans for opportunities to use entry points, tools, and protocols to strategically advance teacher practice and ability to reflect on practice in alignment with professional teaching standards and address the academic, social, and emotional learning of every student. Facilitates collaborative processes with other coaches to calibrate and analyze aggregate coach and teacher data and identify insights and next steps to improve teacher practice. Engages with coach peers, program leader, or lead coach in in-field coaching cycles to refine strategic use of stances, strategies, tools, and protocols and better advance teacher practice and student learning. Seeks constructive feedback from coach colleagues and program leader. | Uses knowledge of teacher data of practice, teacher reflections on own practice using professional teaching standards, and students' academic, social, and emotional learning to inform instructional coaching decisions regarding strategic use of entry points, tools, and protocols to further advance coaching, teacher practice, and student learning. Leads coach professional learning community in calibrating interpretations of aggregate coach and teacher data based on professional teaching standards by looking for patterns school-wide, department-wide, and within grade level to expand collective knowledge of effective resources and strategies for instructional coaching. Leverages use of in-field coaching cycles and feedback to inform and deepen reflection on coaching practice and make improvements. Seeks feedback systematically from teacher, coach colleagues, and program leader. |
| <ul style="list-style-type: none"> <li>• How can I analyze data of practice in ways that inform my coaching focus and strategies throughout instructional coaching cycles with teachers? How can research-informed coaching expectations support and guide me and my colleagues in this process?</li> <li>• How often do I elicit feedback from my teachers on the coaching process? In what ways do my words and actions exemplify a commitment to improving practice in service of every learner?</li> <li>• How do I position myself as a learner and actively seek constructive feedback on my practice from coach peers and program leader?</li> <li>• What can I learn about my coaching practice from participating in in-field coaching cycles with coach colleagues and program leader?</li> </ul> |   |  |  |  |

|  | <b>Establishing</b>  | <b>Applying</b>   | <b>Integrating</b>   | <b>Innovating</b>   |
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| 1.3<br><b>Engages in coach professional learning opportunities and contributes fully to the coach community of practice to advance own learning and that of coach colleagues.</b>  | Attends and participates in required coach professional learning. Engages in discussions of coaching practice when prompted. Develops knowledge of coaching stances, developmental needs of teachers, and formative assessment and their impact on improving instruction and student learning. | Engages in coach professional learning opportunities actively seeking to grow coaching skills. Engages with coach colleagues to examine and reflect on elements of coaching practice to gain deeper knowledge of the strategic use of stances, tools, and protocols and their potential impact on improving instruction and learning for every student. Uses respectful, non-judgmental language in dialogue with coach colleagues. | Engages fully in coach professional learning to advance coaching practice. Collaborates with coach colleagues in openly sharing data of practice and new learning and in problem-solving to gain deeper insight into the various applications of coaching stances, tools, and protocols. Supports learning community to uphold norms that advance respectful, non-judgmental dialogue. | Shares in leadership across all aspects of coach professional learning opportunities. Contributes to the development of an inquiry-based professional learning environment in which coaches feel safe taking risks and in honestly sharing sensitive data of practice, conflicts, and difficulties. Demonstrates and cultivates coach inquiry to give and receive evidence-based feedback with genuine desire to improve coaching skills and advance equitable and rigorous learning for every student. |
| <ul style="list-style-type: none"> <li>• How do my behaviors and actions in coach professional learning contribute to building a professional community and upholding the norms of collaboration, reflection, and transparency?</li> <li>• In what ways is my participation in coach professional learning and communities of practice contributing to emotionally and intellectually safe environments for all coaches to learn and grow?</li> <li>• How do I use my own data of coaching practice and that of my coach colleagues to engage in thoughtful dialogue and reflection to solve coaching-related problems?</li> <li>• What is my comfort and skill level in giving and receiving instructionally focused, evidenced-based feedback with my coach colleagues in ways that support inquiry/curiosity and risk-taking?</li> <li>• How do I continually challenge myself to take risks in coach professional learning contexts, such as in-field coaching, and coach professional learning communities, to deepen and expand my instructional coaching knowledge and skills?</li> </ul> |  |   |  |   |

|   | <b>Establishing</b>  | <b>Applying</b>   | <b>Integrating</b>   | <b>Innovating</b>  |
|---|--|---|--|--|
| 1.4<br>Builds collaborative partnerships with school and district instructional leaders, teacher leaders, and school communities to advance the teaching profession and advocate for equitable outcomes for every student.  | Identifies school and district instructional leaders and becomes familiar with format and timing of meetings and methods of communication. Positions self as a learner to understand the district's teacher development system. Responds when asked to share instruction-related program information and impact of coaching program on teacher effectiveness and equitable outcomes for every student. | Meets with school and instructional leadership team, teacher leaders, and school communities to share how instructional coaching contributes to achievement of school and district instructional goals and priorities. Uses entry points in dialogue to identify and pursue opportunities for collaboration and for advocacy for teachers and students. | Deepens and expands role as an instructional leader in partnerships with school and instructional leadership team, teacher leaders, and school communities to improve rigorous, standards-aligned instruction and increase equitable learning outcomes for every student. Advocates for job-embedded professional learning for teachers. | Maintains ongoing communication with instructional leaders and engages fully in collaborative partnerships to problem-solve and address common issues in ways that advance school and district goals and priorities and program and coaching goals. Advocates for conditions that support effective learning environments to meet the variable learning needs of every student and improvements that advance equitable outcomes for every student. |
| <ul style="list-style-type: none"> <li>• In what ways do I see myself as an instructional leader?</li> <li>• How do I position myself as a learner and leader within the instructional leadership team?</li> <li>• What opportunities can I seize upon, such as joining instructional leadership teams on learning walks, to build collaboration and advance teacher development in schools and district-wide?</li> <li>• How can I create and leverage opportunities to learn from and collaborate with instructional leadership team members and other teacher leaders to advance standards-aligned instruction and equitable outcomes for every student?</li> <li>• What opportunities do I have to collaborate with school and district leaders to inform and/or advance school-based instructional goals and priorities?</li> <li>• What is my comfort and skill level in describing to other teacher leaders the instructionally focused, standards-based nature of my coaching work and its impact on teacher effectiveness and equitable outcomes for every student?</li> <li>• In what ways can I advocate for conditions that support optimal learning environments that address the variable learning needs of every student?</li> </ul> |  |   |  |  |

|   | <b>Establishing</b>   | <b>Applying</b>   | <b>Integrating</b>   | <b>Innovating</b>  |
|---|---|---|--|--|
| 1.5<br>Promotes, designs, and/or facilitates teacher professional learning that is aligned with professional teaching standards, school and district instructional goals, and program vision, mission, and goals and promotes development of optimal learning environments and rigorous content learning for every student.   | Promotes and/or designs and facilitates professional learning that consists of periodic networking sessions aligned with program vision, mission, and goals and professional teaching standards. Articulates the importance of taking into account developmental needs when designing professional learning and the expressed needs and interests of the teacher. | Promotes and/or designs and facilitates professional learning that employs research-based adult learning principles and is aligned with the district's system of teacher development and school and district instructional goals and priorities. Engages with program leader, instructional leadership team, and/or coach colleagues to ensure that design includes use of norms that promote an emotionally, intellectually, and physically safe environment for learning. Ensures that design takes into account assessment of teacher needs and interests and reflects qualities of effective professional learning. | Promotes, designs, and/or facilitates professional learning that is differentiated to address assessed needs and interests, developmental needs, and individual contexts. Ensures that design provides opportunities for problem-solving and structured inquiry into practice. Collaborates with program leader, instructional leadership team, and/or coach colleagues to ensure design is research-based and includes focus on developing optimal learning environments, providing rigorous standards-aligned instruction, and meeting the variable learning needs of every student. | Advocates for, designs, and facilitates professional learning that is research-based, that fosters teacher leadership, and that deepens commitment to diversity, equity, and inclusion. Supports and/or facilitates additional opportunities for professional learning through targeted problem-solving and collaborative inquiry within and across sites to address common needs and interests. |
| <ul style="list-style-type: none"> <li>• How do I collaborate with my coach colleagues and the instructional leadership team to differentiate teacher professional learning based on adult learning principles and assessed needs and interests of the teachers?</li> <li>• How will the teacher professional learning environment model classroom environments that are emotionally, intellectually, and physically safe?</li> <li>• How will teacher professional learning ensure alignment to teaching standards and rigorous content standards?</li> <li>• How will teacher professional learning ensure alignment to school/district goals and priorities and program vision and goals?</li> </ul> |   |   |  |  |

## FOUNDATIONAL

2.0

### Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.

|  | Establishing  | Applying  | Integrating  | Innovating  |
|--|---|---|--|---|
| 2.1<br>Deepens and maintains own knowledge of grade-level content standards and standards-aligned tasks, lessons, and curriculum to ensure that every student has access to rigorous, standards-aligned content. | Becomes familiar with grade-level content standards in the content areas taught by teachers. Attends program professional learning focused on deepening content knowledge and use of coaching strategies and formative assessment tools designed to support planning rigorous, standards-aligned lessons. | Engages in program professional learning to deepen and maintain own knowledge of what constitutes standards-aligned rigor in content areas taught by teachers. Seeks to improve knowledge and abilities needed to recognize and track alignment of tasks, lessons, and curriculum to standards. | Engages in professional learning opportunities with coach colleagues and school and district instructional leaders to deepen and maintain own knowledge of rigorous content described by standards and related instructional strategies. Expands content knowledge to more effectively coach teachers and support them in providing every student with equitable access to rigorous content by developing students' skills needed to meet the standards. | Engages with professional organizations, learning communities, and/or educational journals to deepen and maintain knowledge of grade-level content standards and rigorous, standards-aligned content instruction that ensures every student access. Initiates learning opportunities with coach colleagues in learning community to improve knowledge of rigorous content described by standards and expands repertoire of related instructional strategies to better support teachers to provide rigorous, standards-aligned instruction that meets the diverse learning needs of every student. |

- How do I develop knowledge of what constitutes rigor in the content areas taught by teachers? Examples: For math, how do I develop and maintain basic knowledge of the major work of the grade? For ELA/literacy, how do I develop and maintain basic knowledge of text complexity and academic vocabulary of grade-appropriate texts?
- How do I use my knowledge of content standards and task alignment to engage teachers and advance their ability to plan and deliver instruction that develops both the content knowledge and student skills required by the standards?
- What additional knowledge and skills do I need to support teachers' ability to deliver standards-aligned instruction in ways that promote learner agency and opportunities for self-directed learning?

|   | <b>Establishing</b>   | <b>Applying</b>  | <b>Integrating</b>   | <b>Innovating</b>   |
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| 2.2<br><b>Deepens and maintains own knowledge of research-based practices that create emotionally, intellectually, and physically safe classroom environments for every student.</b>  | Becomes familiar with school and district policies and procedures regarding student safety. Participates in professional learning to increase knowledge of practices that create emotional, intellectual, and physical safety in the classroom and the ways in which teachers can build positive, kind, caring, and respectful relationships with and among students. | Engages in professional learning with program leader to deepen knowledge and skill of how classroom procedures, routines, and design can be structured to increase emotional, intellectual, and physical safety. Seeks to expand knowledge of the varied ways that teachers can prompt and respond to students to encourage persistence with rigorous content and challenging tasks. | Engages with program leader, instructional leadership team, and coach colleagues to extend professional learning and deepen knowledge of research-based strategies for designing and managing a learning environment in which students demonstrate interest in learning and respect for varying viewpoints, are able to express emotions in healthy ways, take risks intellectually and emotionally, and grow in their resilience and capacity to sustain struggle with rigorous content and challenging tasks. Seeks to deepen knowledge of coaching strategies to use at varied points in the coaching cycle that foster teacher inquiry into the quality of the learning environment. | Seeks to deepen and maintain own knowledge of emotional, intellectual, and physical safety by learning from program leader, instructional leadership team, and coach colleagues, professional organizations, learning communities, and/or educational journals. Initiates learning opportunities with instructional leadership team and coach colleagues to explore how to best advance teachers' abilities to be responsive to the evolving dynamics of emotional, intellectual, and physical safety in the learning environment. Seeks to refine knowledge of how to best guide teachers in internalizing the inextricable connection between social and emotional learning and academic achievement. |
| <ul style="list-style-type: none"> <li>• What research-based resources and skills do I need to learn about and integrate into my practice to help teachers embrace a growth mindset and create a classroom characterized by positive, trusting relationships, supported risk-taking, learner agency, productive struggle, and healthy expression of emotions?</li> <li>• What data and research-based resources can I incorporate into my coaching practice to help teachers deepen their knowledge of the inextricable connection between social and emotional learning and academic achievement?</li> <li>• What research-based strategies and guidelines can I draw upon for coaching teachers to create procedures, routines, and classroom designs that support safe and engaged student interactions?</li> <li>• How do I engage with program leader and coach colleagues within and outside of professional learning to expand my knowledge of how teachers purposefully use language and design and structure classroom routines and procedures in ways that promote safe and engaged teacher/student and student/student interactions?</li> <li>• How do I seek out and use additional resources to further my knowledge of the practices that contribute to emotional, intellectual, and physical safety?</li> <li>• How do I deepen my knowledge of and ability to articulate the inextricable connection between social and emotional learning and academic achievement?</li> </ul> |   |  |  |   |

|   | <b>Establishing</b>  | <b>Applying</b>   | <b>Integrating</b>  | <b>Innovating</b>   |
|---|--|---|---|---|
| 2.3<br><b>Deepens and maintains own knowledge of strategies and research-based frameworks designed to support teachers to expect, plan for, and meet the variable learning needs of every student.</b>  | Participates in program professional learning and uses program resources to deepen knowledge of strategies and research-based frameworks related to meeting the variable learning needs of students. | Uses professional learning opportunities to increase knowledge of research-based frameworks and strategies related to learner variability and planning for groups of students with similar needs. Seeks to increase own abilities to support teachers to recognize that planning for the variable learning needs of students is to be expected. | Seeks outside resources to deepen and maintain knowledge of specific strategies to address varied needs of individual students in teachers' classrooms. Expands knowledge of research-based strategies for working within and across groups to meet the variable learning needs of every student. | Expands knowledge of the full range of learner variability and ways to engage students in knowing and respecting their variable learning needs and how to empower students to be leaders in advancing their own learning and that of their classmates. Initiates learning opportunities with program leader, instructional leadership team, and coach colleagues to refine knowledge of the ways that strategies may be designed for individual students and adjusted to match teachers' evolving abilities to implement them to meet the varying needs of every student. |
| <ul style="list-style-type: none"> <li>• How prepared am I to scaffold learner strategies and frameworks into my coaching practice and share with teachers?</li> <li>• How can I expand my repertoire of research-based, standards-aligned instructional strategies that support the variable learning needs of every student to improve my coaching of teachers? How can I collaborate with colleagues to build expertise in my use of research-based, standards-aligned instructional strategies with teachers?</li> <li>• How do I participate in professional learning, engage with others, and do personal research to improve my knowledge of strategies and frameworks for meeting the variable learning needs of every student?</li> <li>• What research can I reference with teachers to underscore that having variable learners in the classroom and planning for each one of them is to be expected?</li> </ul> |  |   |   |   |

|  | <b>Establishing</b>  | <b>Applying</b>  | <b>Integrating</b>  | <b>Innovating</b>   |
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| 2.4<br>Deepens and maintains own knowledge of equity principles and culturally responsive pedagogy to identify and address inequitable practices and engage teachers in using an equity lens to reflect on their practice. | Participates in program professional learning to deepen knowledge of what constitutes equity and culturally responsive pedagogy in the classroom and their potential impact on student learning. | Engages in professional learning to refine knowledge, skills, and leadership stances related to equitable practices and culturally responsive pedagogy. Seeks to increase knowledge of coaching strategies to engage teacher in data-based dialogue to develop awareness of issues of equity, inclusion, and bias and commit to making improvements. | Engages in professional learning opportunities with coach colleagues and the instructional leadership team and seeks other resources to fill identified gaps in knowledge, skills, and leadership stances related to culturally responsive practices appropriate to teachers' students and their local communities. Deepens knowledge of self through examination of own adherence to equity principles and ability to identify and address inequitable practices comfortably and non-judgmentally. Draws on knowledge, personal insights, and reflection to engage teachers in authentic equity-focused conversations and reflection that leads to action. | Engages with professional organizations, learning communities, and/or educational journals to deepen and maintain knowledge, skills, and leadership stances related to equity principles and culturally responsive pedagogy. Initiates learning opportunities with coach colleagues and the instructional leadership team to grow skills in carrying on equity-focused conversations with teachers, including conversations about race. Deepens knowledge and abilities in coaching to enhance teacher abilities to identify inequities, bias, stereotyping, and assumptions about cultures and members of cultures resulting in increased teacher capacity and commitment to address issues. |

- What is my definition of equity in education and my role in it?
- How does my background and experience shape my views, interactions, and beliefs? What are my biases?
- How do I deepen my comfort and skill level in having equity-based conversations, including conversations about race, with teachers, peers, and the instructional leadership team?
- What are the connections between high expectations, rigorous content and curriculum, and equity?
- What additional knowledge, skills, and leadership stances do I need to recognize and promote curriculum that is culturally responsive and inclusive?

## STRUCTURAL

3.0

**Creates and maintains collaborative, respectful, instructionally focused coaching partnerships with individual and groups of teachers to foster teacher ownership of continuous improvement of practice and to advance the learning of every student.**

|  | Establishing   | Applying   | Integrating   | Innovating  |
|--|--|--|---|---|
| 3.1<br>Cultivates relational trust, caring, mutual respect, and honesty with individual and groups of teachers to build ownership, solve problems, and foster teacher agency, resilience, and commitment to the success of every student.  | Builds a positive relationship with teacher and groups of teachers. Listens actively, shows respect for teachers' backgrounds and cultures, maintains appropriate confidentiality, and honors commitments. | Maintains an effective relationship of trust, caring, respect, and honesty with individual and groups of teachers. Adopts a growth mindset about teachers and engages them in taking responsibility for making changes in practice to meet the diverse learning needs of students. | Builds relationship in which individual and groups of teachers feel safe in sharing struggles, in problem-solving challenging classroom issues, and in accepting feedback. Models a growth mindset in ongoing conversations that examine teaching practice and student learning for the purposes of improvement and growth for every student. | Fosters and sustains a trusting, caring relationship based on professional honesty, mutual respect, full commitment to teacher success, and an unwavering belief in their abilities and potential for growth. Facilitates teachers' abilities to analyze complex teaching issues and concerns and take responsible risks to advance practice and maximize learning for every student. |
| <ul style="list-style-type: none"><li>• In what ways do I convey empathy, caring, honesty, and respect in my instructional coaching conversations?</li><li>• How am I modeling a growth mindset in my words and actions with teachers, their students, and myself as a coach?</li><li>• How do I help teachers value their own background experiences and knowledge and see the connections between what they already know and the problems they are trying to solve?</li><li>• How do I build on teachers' comments and questions to extend their knowledge and sense of teacher agency and autonomy?</li><li>• In what ways can I leverage relational trust to support teachers' ability to analyze complex teaching issues and take responsible risks to improve instructional practice to meet the variable learning needs of every student?</li><li>• To what extent have I established an emotionally and intellectually safe environment with individual and collaborative groups of teachers in which they are willing to engage in productive struggle and responsible risk-taking to address complex issues?</li></ul> |  |  |   |   |

|  | <b>Establishing</b>  | <b>Applying</b>  | <b>Integrating</b>   | <b>Innovating</b>   |
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| 3.2<br>Uses coaching language and stances to engage teachers in collaborative, instructionally focused, problem-solving conversations and reflective analysis to promote teacher agency and improved student academic, social, and emotional growth.   | Becomes familiar with coaching language and stances. Listens attentively to teachers and attempts to respond appropriately. Attempts to engage teachers in strengths-based collaborative problem-solving and reflection. | Studies and selectively uses coaching language, stances, and applications with teachers in collaborative, instructionally focused conversations. Uses coaching language stems to facilitate teacher problem-solving and reflection. Seeks to increase knowledge of coaching language to better engage teachers who may be resistant. | Identifies strategic coaching language stems when planning for specific coaching conversations. Uses coaching language and stances in ways that promote teacher agency in identification of classroom issues, problem-solving, and reflective analysis to address student academic, social, and emotional needs. Uses coaching language effectively in addressing sensitive issues and when encountering teacher reluctance or resistance. | Uses broad repertoire of coaching language and strategies flexibly and responsively to move between stances in ways that advance teacher agency and willingness to engage in complex problem-solving with an attitude of curiosity and persistence to improve student academic, social, and emotional growth. |
| <ul style="list-style-type: none"> <li>• How do I differentiate the types of coaching language I use to facilitate strengths-based, reflective conversations?</li> <li>• How can I expand and deepen my use of coaching language stems to facilitate teacher reflection, agency, and willingness to engage in complex problem-solving with curiosity and persistence?</li> <li>• What contextual factors can I consider when employing different coaching stances: instructive, collaborative, and facilitative? To what extent am I moving fluidly between stances to support teacher agency, reflection, and ownership in our instructionally focused conversations?</li> <li>• To what extent do I identify strategic coaching stems when planning for specific coaching conversations?</li> <li>• How can my strategic use of coaching language and stances support teachers to engage in productive struggle in the use of rigorous content standards?</li> </ul> |  |  |  |   |

|  | <b>Establishing</b>  | <b>Applying</b>   | <b>Integrating</b>  | <b>Innovating</b>  |
|--|--|---|---|--|
| 3.3<br>Creates strategic coaching outcomes and plans for meetings with teachers to advance teacher practice and the learning of every student.   | Assesses needs of individual and groups of teachers informally prior to each meeting. Identifies overall plan for each meeting using awareness of teachers' needs and knowledge of program expectations. | Reflects prior to meeting on teacher data of practice collected with instructionally focused formative assessment tools. Develops coaching outcomes for each meeting using reflections on data and knowledge of the goals, context, development, and social and emotional needs of individual and groups of teachers. | Analyzes formative assessment data of practice and reviews knowledge of teacher and group of teachers and their professional goals and related needs, student learning needs, and upcoming school and program requirements before meeting with teacher. Determines strategic coaching outcomes to advance instructionally focused conversations and comes prepared to use entry points to further short- and long-range outcomes. | Analyzes and reflects continuously on relevant teacher data of practice, patterns or trends in practice, impact on learning of each student, and role coaching has played in improvements in order to develop and refine coaching outcomes. Prioritizes and integrates short- and long-range coaching outcomes when possible to be both responsive to the immediate needs of individual and groups of teachers and prepared to flexibly advance multiple strategic outcomes. Identifies and uses entry points that connect the professional goals and expressed needs of individual and groups of teachers to strategic coaching outcomes. |
| <ul style="list-style-type: none"> <li>• What do I know about teachers' current context and social and emotional needs?</li> <li>• What aspects of their teaching practice might be most appropriate to address developmentally? By extension, what are my strategic outcomes for individual and groups of teachers in the short and long range?</li> <li>• What instructional focus would be most strategic at this time? What entry points can I listen for?</li> <li>• How can I be responsive to individual and groups of teachers' immediate needs in each coaching conversation and maintain focus on my short- and long-range strategic outcomes for them?</li> </ul> |  |   |   |  |

|   | <b>Establishing</b>  | <b>Applying</b>   | <b>Integrating</b>   | <b>Innovating</b>   |
|---|--|---|--|---|
| 3.4<br>Uses coaching and collaboration time effectively to implement instructionally focused tools and protocols that advance instruction and the learning of every student.  | Schedules regular meetings with teacher and groups of teachers that follow research-based expectations and program requirements for duration and frequency of coaching meetings. Follows through on time commitments with individual and groups of teachers. | Seeks to balance meeting time to address both immediate needs of teachers and coaching outcomes developed for the meeting to advance instruction and student learning. Reflects on amount and types of interactions with individual and groups of teachers using interaction data and tool use data to guide decisions regarding use of time. Supports individual and groups of teachers to follow through and attend scheduled meetings for times allotted while being reasonably responsive to unexpected changes in teachers' schedules. | Moves reflective conversations forward in a timely and productive manner using instructionally focused tools, data of practice, and knowledge of teacher professional learning to drive and inform ongoing teaching-coaching cycles and improve standards-aligned instruction and learning for every student. Analyzes interaction data to pre-plan use of time with individual and groups of teachers and ensure focus on standards-aligned instruction and student learning. | Uses coaching and collaboration time effectively in meeting the needs of individual and groups of teachers and providing seamless integration of program requirements, use of high-leverage, instructionally focused formative assessment tools, and teacher implementation of professional learning. Employs coaching procedures, routines, and tools to purposefully prepare for and use during meetings to increase quality and efficiency of interactions, improve practice and student learning, and deepen teachers' investment in the professional learning experience of coaching to advance own practice. Engages with coach colleagues in learning community to share innovations and develop collective knowledge of effective preparation processes and creative and flexible uses of time with individual and groups of teachers that achieve coach and program goals for the teachers while being responsive to changing needs. |
| <ul style="list-style-type: none"> <li>• How do I ensure that I am prioritizing and committing to mutually agreed-upon time to meet with individual and groups of teachers for durations and frequencies that align with research-based expectations and program requirements?</li> <li>• How am I using interaction data to assess the amount and types of interactions I have with individual and groups of teachers and the extent to which those interactions focus on standards-aligned instruction and evidence of student learning?</li> <li>• How do I support individual and groups of teachers to commit to mutually agreed-upon times to meet? How do I engage with the program leader and school leaders to problem-solve if lack of teacher prep time or other systemic issues lead to inadequate time for teacher/coach meetings?</li> <li>• How do I use my coaching time to more effectively blend program requirements, meet the needs of individual and groups of teachers, address issues that surface in data of practice, and forge them into relevant strategies for teacher professional learning?</li> <li>• How do I prioritize coaching time available to effectively balance my strategic coaching outcomes with the immediate needs of individual and groups of teachers and ensure teacher ownership?</li> </ul> |  |   |  |   |

|  | <b>Establishing</b>  | <b>Applying</b>   | <b>Integrating</b>  | <b>Innovating</b>  |
|--|--|---|---|--|
| 3.5<br>Facilitates reflective conversations about race, culture, and the diversity of the school and community to improve instruction and ensure that every student has what they need to be successful socially, emotionally, and academically. | Collaborates with teachers to gather information about race, culture, and diversity among students and within the school, families, and community. Upholds for teachers the importance of having high expectations for every student. Listens with respect and responds with non-judgmental honesty in conversations about diversity, equity, race, and culture. | Engages teachers in reflective conversations regarding data of classroom practice and student learning to identify successes and challenges in providing an equitable and inclusive learning environment for every student. Collaborates with teachers to consider the role race, culture, diversity, and perceptions about families and community play in student success socially, emotionally, and academically. | Surfaces issues of equity using targeted data on instruction to engage teachers in reflective conversations focused on how instructional design, race, culture, diversity, and implied or built-in bias are impacting student success. Shares own self-reflections on racial lens, privilege, and recognizing bias and invites teacher to self-reflect. | Facilitates teacher inquiry into local, historical, and systemic bias and assumptions regarding race and culture and the impact they have had on their students. Facilitates examining implications for instruction, the learning environment, and interactions with students and families and supports implementation of improvements to mediate bias and negative impacts on student learning. Builds teacher capacity to take a leadership stance to engage with school leaders regarding issues of personal, professional, and/or institutional bias that impact student learning. |

- How do I foster equity-focused conversations that are characterized by respectful listening, perspective-taking, and honesty?
- How do I help teachers develop a knowledge of historic and current systemic inequities and embrace high expectations for every student?
- How do I become more comfortable and prepared to share my own self-reflections regarding my racial lens, bias, and privilege, despite discomfort it may cause?
- How am I supporting teachers to develop the knowledge, mindsets, and skills to recognize and take leadership to address bias in their classrooms and in the school environment?
- How do I become more comfortable and prepared to initiate tough conversations about equity?

|  | <b>Establishing</b>   | <b>Applying</b>  | <b>Integrating</b>  | <b>Innovating</b>  |
|--|---|--|---|--|
| 3.6<br>Builds teacher capacity to create effective partnerships with families and local communities to improve instruction and learning for students of all backgrounds. | Models for teachers positive and respectful engagement with families and members of local communities as opportunities arise. Supports teachers to be aware of the critical role families play in student achievement and to plan for meetings with families as partners in discussing classroom accomplishments, learning needs, specific incidents, and/or other issues that impact learning. Expands teachers' knowledge of resources offered by local communities and how instruction and student learning are strengthened by making connections to local communities. | Uses knowledge of teachers, students, and families to select and share methods of two-way communication and resources to support teachers in developing strengths-based, collaborative partnerships with families that enhance student learning. Supports teachers to engage in partnerships with school leaders and other school personnel to identify ways for families and students to use available resources within the school and community. | Builds teacher capacity to proactively engage in two-way communication with families at regular intervals in ways that improve equitable learning outcomes for students of all backgrounds. Collaborates with teachers to deepen knowledge of how to adjust interactions with families to take into account cultural norms so that families are more comfortable contributing to productive conversations that improve outcomes for students. Supports teachers to improve skills related to creating collaborative partnerships with relevant school and community leaders to increase student and family access to resources that advance student learning. | Supports teachers to proactively apply leadership skills and a wide variety of strategies to foster productive partnerships with each family to improve instruction and advance the learning of every student. Builds teacher-capacity to engage with key local community members as partners in support of families, advance and advocate for the equitable achievement of their children, and bring local community partners and resources into the classroom in ways that are mutually beneficial. Takes leadership in coach learning community to build coach capacity and commitment to support teachers to foster effective partnerships with families and key members of local communities. |

- To what extent do teachers understand the role of the family in student achievement? What knowledge and skills do teachers need to cultivate effective, strengths-based partnerships with families and to understand the critical role of the family in student achievement?
- How do I ensure that the communication structures, resources, and supports I offer are culturally responsive and will strengthen teachers' partnerships with families and local communities?
- How do I guide teachers in communicating with families in ways that are timely, welcoming, and responsive to individual student and family needs and that convey respect and knowledge of cultural norms?
- How do I support teachers to become familiar with students' communities and to feel comfortable and capable engaging with community members to inform and strengthen instruction and support for families and students?
- How do I improve my knowledge of local communities and resources to support teachers in making connections for families and students to advance student learning?

## STRUCTURAL



### Engages school leaders and instructional leadership team in partnerships to advance teacher effectiveness and the learning of every student.

|  | Establishing  | Applying   | Integrating   | Innovating   |
|--|---|--|---|--|
| 4.1<br>Initiates collaborative partnerships with school leaders to establish instructional coach roles and responsibilities and identify alignments to school and district instructional priorities.   | Arranges for an introductory meeting with school leaders to describe roles and responsibilities of instructional coaching with teachers. Meets in follow-up sessions with school leaders to discuss program, to clarify work, and/or to increase knowledge of essential school-related information, such as evaluation processes. Uses coaching language and stances in meetings with school leaders to foster collaborative, two-way communication and mutual trust and respect. | Initiates periodic check-ins with school leaders to establish partnership in support of school's instructional goals and priorities and examine the extent to which they align with teacher professional learning, the school's evaluation system, and appropriate instructional coaching supports. Shares instructionally and/or content-related program information and instructional materials and resources and identifies supports needed for teachers to have protected time for individual coaching and for collaborative inquiry with colleagues. Consistently uses protocols when meeting with school leaders that identify next steps, future meeting times, and individual responsibilities. Uses coaching language to respectfully respond to questions posed by school leaders regarding an individual teacher's or group of teachers' practice without divulging details or attitudes that might compromise teacher trust. | Meets, communicates, and collaborates regularly with school leaders to advance common goals and instructional priorities, share and receive timely information, raise instructional issues on behalf of teacher and students, and engage in collaborative problem-solving. Periodically engages with school leaders in opportunities to assess the school's instructional landscape, such as participating in learning walks. Gets advance permission from teacher and plans for opportunities to share instructional data of practice with school leaders in ways that uphold confidentiality and amplify supports provided to teacher. Engages with school leaders in ways that honor confidentiality to use the connections between instructional coaching supports and areas identified through evaluation to enhance teacher growth. | Collaborates in partnership with school leaders to maximize aligned efforts to support and improve teacher instructional practice and student learning and foster teacher leadership school-wide. Collaborates with school leaders to consider how instructional coaching tools and processes can be aligned with teacher evaluation while consistently maintaining formative, non-evaluative, and confidential relationship with teacher. Leverages role as instructional leader to advocate for improved working conditions and addressing systemic barriers to improved instruction, such as inequitable number of preps, prep time, resources, and/or class scheduling that hinders collaboration and professional learning. |
| <ul style="list-style-type: none"> <li>• How do I draw on coaching language and stances in my meetings with school leaders in order to build collaboration and trust and foster collaborative, two-way communication that advances support of the individual and groups of teachers I support?</li> <li>• What instructional coaching conversation protocols do I use to guide collaborative conversations with school leaders that result in clearly identified next steps, that specify who will do what by when, and that confirm next meeting times?</li> <li>• How do I elicit in-depth responses from school leaders regarding their vision and instructional goals and priorities for the school?</li> <li>• How do I reinforce the role of relational trust and guidelines for confidentiality between instructional coach and teacher and articulate the impact they have on improved teacher practice?</li> <li>• How do I share information about an individual teacher's practice in ways that do not compromise trust? How do I decide what needs to be shared specifically and what could be generalized?</li> <li>• How do I articulate the alignments between the school's instructional goals and priorities and my own instructional coaching goals to advance standards-aligned instruction and equitable outcomes for every student?</li> <li>• What supports do I need from the program leader and instructional coach community of practice to have discussions with school leaders about opportunities to align instructional supports with teacher evaluation?</li> <li>• How do I capitalize on entry points in discussions with school leaders to address barriers and promote optimal working conditions and protected time for teachers' professional learning?</li> </ul> |   |  |   |  |

|  | <b>Establishing</b>   | <b>Applying</b>  | <b>Integrating</b>   | <b>Innovating</b>  |
|--|---|--|--|--|
| 4.2<br><b>Deepens school leaders' and instructional leadership team's knowledge of the standards-aligned, formative assessment teaching-coaching cycle and its impact on instruction and equitable outcomes for every student.</b>   | Provides school leaders with information on formative assessment tools and the teaching-coaching cycle when explaining the content-driven instructional focus of coaching work. Collaboratively explores with school leaders opportunities for sharing information with instructional leadership team and school-based professional learning communities. | Shares with school leaders and instructional leadership team how standards-aligned formative assessment tools and processes, coaching language, and coaching stances all work together to support the teaching-coaching cycle and provide data to assess instruction, leading to more equitable outcomes for students. Continually uses entry points with instructional leadership team to engage in shared inquiry into all aspects of the teaching-coaching cycle and makes connections to the school's instructional landscape. | Frames instructional successes and areas for growth in terms of the teaching-coaching cycle, seeking to improve school leaders' and instructional leadership team's knowledge of the impact that standards-aligned formative teaching-coaching cycles have on advancing equitable instruction for every student. Uses selected artifacts, anecdotes, and student learning data to support school leaders and instructional leadership team in making connections between implementing teaching-coaching cycles and advancing school-based instructional goals. | Deepens and expands school leaders' and instructional leadership team's capacity to advocate for and use standards-aligned formative assessment tools and processes and the teaching-coaching cycle in multiple instructional settings and across levels of experience for teachers. Plans for and capitalizes on entry points to advocate for the key ways that standards-aligned formative teaching-coaching cycles advance school improvement goals and priorities and foster teacher leadership. Seeks opportunities to raise awareness about school-wide patterns of instructional inequities that may have surfaced through the teaching-coaching cycle. |
| <ul style="list-style-type: none"> <li>• How do I deepen and expand awareness and knowledge of the instructionally focused teaching-coaching cycle and formative assessment tools and processes I use with members of the instructional leadership team and the school leader? What entry points, such as learning walks, can I leverage to collaboratively explore their relevance to school-based instructional goals?</li> <li>• How do I use formative assessment artifacts, anecdotes, and student learning data to illuminate the potential impact that the teaching-coaching cycle can have on teacher effectiveness and improved outcomes for every student?</li> <li>• How do I use data from the instructional coaching program appropriately to demonstrate the ways in which instructionally focused teaching-coaching cycles contribute to students' continuous academic, social, and emotional growth?</li> <li>• What is my comfort level in raising awareness about school-wide patterns of instructional inequities that may have surfaced in the course of the teaching-coaching cycle?</li> </ul> |   |  |  |  |

|   | <b>Establishing</b>   | <b>Applying</b>   | <b>Integrating</b>   | <b>Innovating</b>   |
|---|---|---|--|---|
| 4.3<br>Strengthens collaborative partnerships with instructional leadership team to better meet the developmental needs of all teachers, ensure coaching aligns with school instructional priorities, and foster a learning environment in which every student can be successful.   | Introduces self to individual members of instructional leadership team and explains instructional coach role. Invites each to consider instructional coaches as partners in advancing school instructional priorities. Seeks clarity and support from school leaders to participate as a member of the instructional leadership team. | Engages instructional leadership team in opportunities for shared inquiry into the school's instructional landscape, such as participating in learning walks. Collaborates with individual members of instructional leadership team to identify and secure specific resources and targeted support strategies and/or expertise to meet the variable learning needs of students in teachers' classrooms. Facilitates collaborative processes with instructional leadership team and/or teachers to calibrate and analyze student and teacher data and identify insights and implications for strategic next steps. | Initiates collaboration with instructional leadership team to identify alignment and integration of instructional coaching processes and content-focused goals to help drive improvements in school instructional priorities and activities of the instructional leadership team. Plans for and capitalizes on entry points to collaboratively calibrate and analyze student learning data and work samples with instructional leadership team. Shares exemplar artifacts used in the teaching-coaching cycle to foster dialogue about how analyzing evidence of student learning can improve instruction and student learning. Engages instructional leadership team in prioritizing teachers' areas for growth and instructional coaching needs and continually adjusts coaching supports for individual and groups of teachers accordingly. | Establishes self as key leader on the instructional leadership team and fosters ongoing partnerships with individuals and the team to leverage alignments and integrate relevant coaching activities into school's strategic plan for improving instruction and the learning of every student. Recognizes potentially sensitive school-wide issues related to learning environments and uses entry points to influence productive problem-solving to address them and advance equitable learning for every student. |
| <ul style="list-style-type: none"> <li>• How do I engage the instructional leadership team to collaboratively share resources, strategies, and expertise that will advance teacher practice and support the variable learning needs of every student?</li> <li>• How can I collaborate with the instructional leadership team to calibrate teacher and student observation data to ensure alignment and foster shared understanding and aligned approaches to teacher development?</li> <li>• How can I guide individuals and groups of teachers to select appropriate data and artifacts of their practice to share with instructional leaders?</li> <li>• How do I collaborate with the instructional leadership team to deepen their understanding of the effectiveness of analyzing student learning within the teaching-coaching cycle? How can I help them see the value and relevance of the analyzing student learning process for site-based professional learning communities and grade-level teams striving to address school-wide instructional goals and improve learning outcomes for every student?</li> </ul> |   |   |  |   |

# INSTRUCTIONAL



## Engages teachers in instructionally focused inquiry cycles to accelerate teaching practice and equitable outcomes for every student.

|   | Establishing  | Applying   | Integrating  | Innovating  |
|---|---|--|--|---|
| 5.1<br>Advances standards-aligned instruction and student learning of rigorous content by engaging teachers in ongoing teaching-coaching cycles to advance equitable learning for every student.  | Engages individual and groups of teachers in using formative assessment tools and processes to focus conversations on planning and delivering standards-aligned instruction, knowing students, and analyzing student learning to improve instruction and student access to rigorous content. Advises teachers on needed content knowledge for lessons and/or seeks content-related resources for support. | Collaborates with individual and groups of teachers in the teaching-coaching cycle using formative assessment tools and processes in timely ways that are responsive to teachers' contexts and identified school priorities. Supports teachers to analyze lessons and tasks for alignment with standards and make adjustments as needed to ensure alignment. Recognizes teachers' gaps in content knowledge when they surface in the teaching-coaching cycle and finds entry points to support growth. | Initiates collaborative inquiry into student learning of rigorous, standards-aligned content using the teaching-coaching cycle with individual and groups of teachers and uses entry points to build teacher leadership throughout the process. Strengthens teacher capacity to determine alignment of lessons, tasks, and curriculum and to design adjustments as needed. Facilitates individual and groups of teachers in ongoing examination of formative assessment data to address instructional issues that impact student learning of rigorous content. Guides teachers to continually self-assess own needs to deepen content knowledge and engage in professional learning and/or secure resources to meet needs. | Facilitates teacher agency and leadership in ongoing teaching-coaching cycles to advance standards-aligned instruction that supports equitable learning of rigorous content for every student. Encourages and models ways for teachers to assume leadership within teams and school-wide to continually collect and use instructional data in innovative ways, to deepen knowledge of the varying impacts of instruction on individual students or groups, and persevere in adjusting instruction to ensure improved learning outcomes for every student. Encourages teacher leadership to advocate for the ways in which teaching-coaching inquiry cycles impact equitable instructional practices that support the learning of every student. |
| <ul style="list-style-type: none"> <li>How do I engage individual and groups of teachers in delivering and reflecting upon rigorous, standards-aligned lessons through ongoing teaching-coaching cycles of inquiry in ways that are timely and responsive to teachers' varied developmental needs?</li> <li>How do I use formative assessment tools and processes at each stage of the teaching-coaching cycle to surface issues that impact student learning of rigorous, standards-aligned content and engage teachers in making instructional modifications to address them?</li> <li>What entry points can I seize upon with individual and groups of teachers to introduce specific formative assessment tools and processes at each stage in the teaching-coaching cycle and to surface gaps and potential areas for growth in teachers' knowledge of rigorous content within the standards? How can I use the teaching-coaching cycle to initiate collaborative inquiry, deeper learning, and improved instruction among groups of teachers? How do I secure resources that deepen teachers' knowledge of rigorous content standards?</li> <li>Which formative assessment tools and processes can teachers and I use to analyze the extent to which lessons, tasks, and curriculum are aligned to rigorous, grade-level content standards? If there is not alignment, how can I use the teaching-coaching cycle with individual and groups of teachers to deepen teacher capacity to determine what adjustments need to be made to the lesson, task, or curriculum to ensure alignment to the standards?</li> <li>How can my facilitation and modeling of teaching-coaching cycles inspire collective ownership, teacher leadership, and a shared commitment to provide every student with equitable access to rigorous, standards-aligned content?</li> </ul> |   |  |  |   |

|  | <b>Establishing</b>   | <b>Applying</b>   | <b>Integrating</b>   | <b>Innovating</b>   |
|--|---|---|--|---|
| 5.2<br>Strengthens teacher capacity to use appropriate assessments of student academic, social, and emotional skills to advance the learning of every student.   | Engages individuals and groups of teachers to deepen knowledge of the important role that academic, social, and emotional assessments play in advancing equitable learning. Collaborates with individual and groups of teachers to assess and draw conclusions about students' academic, social, and emotional strengths and needs. | Collaborates with individuals and groups of teachers to select, create, and use a variety of assessment strategies to inform instruction based on knowing students' academic, social, and emotional strengths and needs and individual learning preferences. Facilitates the calibration and interpretation of student assessment data to identify learning needs, gaps, and trends to inform and guide instructional next steps. | Strengthens the capacity of individual and groups of teachers to use multiple methods to aggregate, disaggregate, triangulate, and communicate a broad range of student assessment data. Facilitates individual and groups of teachers to calibrate formative teacher and student data to ensure consistency, accuracy, and reliability of assessments. Facilitates collaboration and reflection among individual and groups of teachers on how design and interpretation of assessments may be influenced by cultural perspectives and learner variability and how assessments can expand or limit student opportunity to demonstrate knowledge, strengths, and needs. Collaborates with teachers to select, design, and/or adjust student assessments to diminish bias and support every learner to demonstrate the range of their knowledge, strengths, and needs on multiple levels. | Facilitates the systematic school-wide calibration, analysis and interpretation of a wide range of student assessments to inform improvements in students academic, social, and emotional success. Strengthens capacity of emerging teacher leaders to facilitate groups of colleagues in sharing assessments of student social and emotional skills to broaden professional knowledge of their impact on academic achievement and influence improvements for students school-wide. |
| <ul style="list-style-type: none"> <li>• How do I support teachers to identify their students' individual learning preferences, strengths, and areas for growth academically, socially, and emotionally?</li> <li>• How do I strengthen teacher capacity to create or select assessments and sources of information about individual students and skillfully use them to support students' individual learning preferences, social and emotional skills, and academic performance?</li> <li>• How do I engage individuals or groups of teachers in designing student assessments that have a range of appropriate options for students to demonstrate their learning and provide a complete and accurate picture of their skills and needs?</li> <li>• How do I engage individuals or groups of teachers in analyzing student assessments for bias and revise them to reflect equity principles? How do I facilitate professional teacher conversations with school leaders to address bias apparent in required assessments?</li> <li>• How do I strengthen teacher capacity to calibrate a variety of formative data to ensure consistency, accuracy, and reliability of assessments?</li> </ul> |   |   |  |   |

|  | <b>Establishing</b>   | <b>Applying</b>   | <b>Integrating</b>  | <b>Innovating</b>  |
|--|---|---|---|--|
| 5.3<br>Builds teacher capacity to analyze student assessments to guide the planning and delivery of standards-aligned instruction that meets the variable learning needs of every student.   | <p>Engages individual and groups of teachers in analyzing student assessments to identify varying needs of individuals and groups of students.</p> <p>Supports teachers in planning and delivering standards-aligned lessons in response to assessed student needs and incorporating modifications and accommodations identified in Individualized Education Programs, 504 plans, or other designated services.</p> | <p>Facilitates individual and groups of teachers to use student assessments to analyze the variable learning needs and strengths of students and use results to plan and deliver standards-aligned, differentiated lessons that address students' identified needs and strengths.</p> <p>Collaborates with teachers to seek assistance from support personnel or other resources as needed to advance the learning of individual or groups of students.</p> | <p>Builds capacity of individual and groups of teachers to analyze evidence of student learning and to design differentiated lessons that include strategic scaffolds that meet the evolving learning needs of students and appropriately challenge them to improve.</p> <p>Creates opportunities for teachers to develop and share lesson plans that allow for adjustments during delivery of instruction to ensure that every student is able to meet the demands of learning rigorous content throughout the lesson.</p> <p>Creates opportunities for teacher leader roles and encourages them to facilitate collaborations with colleagues to analyze student assessments and design effective, standards-aligned lessons that meet the variable learning needs of every student.</p> | <p>Fosters a culture of teacher leadership in the ongoing, systematic analysis and interpretation of student assessments school-wide.</p> <p>Facilitates teacher agency in using results of student assessments to plan and deliver innovative, differentiated instruction that offers multiple pathways to learning, is responsive to the evolving learning needs of every student, and allows for flexible use of challenges and scaffolds to ensure every student maintains engagement in and has equitable access to learning rigorous, standards-aligned content.</p> |
| <ul style="list-style-type: none"> <li>• How do I build teacher capacity to analyze and use evidence of student learning to strategically plan and adjust instruction that is aligned with rigorous content standards and that provides appropriate challenge and scaffolds to meet the needs of each learner?</li> <li>• How do I use formative assessment tools and processes for observation and analysis of student learning to engage individual and groups of teachers in surfacing students' variable learning needs and in strategically planning ways to support every learner to meet the demands of rigorous content standards?</li> <li>• How do I hold myself and the teachers I coach accountable for providing every student with equitable access to rigorous, standards-aligned content and improving each student's learning outcomes?</li> <li>• How do I model a growth mindset in which learner variability is understood, expected, and welcomed when analyzing student assessments and planning and delivering standards-aligned instruction to meet the needs of every student?</li> <li>• What support personnel or additional expertise can I seek out to ensure that the variable learning needs of every student are being addressed?</li> </ul> |   |   |   |  |

|   | <b>Establishing</b>   | <b>Applying</b>   | <b>Integrating</b>  | <b>Innovating</b>   |
|---|---|---|---|---|
| 5.4<br><b>Deepens teacher capacity for continuous improvement through professional goal-setting based on assessments of practice and student learning, school and district instructional priorities, and professional teaching standards.</b>   | Uses formative assessment tools and processes and/or school and district processes with individuals and groups of teachers to identify short-term goals and plans to improve teacher practice and the learning of every student. Guides teachers toward goals that align with school and district instructional priorities and teacher evaluation focus. Models a growth mindset for teachers to employ when reflecting on evidence of practice and student learning. | Guides collaboration with individuals and groups of teachers to self-assess and co-assess practice and set short-term goals and action plans using evidence from formative assessment data and students' academic, social, and emotional assessments. Guides teachers to reference rigorous content standards and professional teaching standards in the goal-setting process. Capitalizes on entry points to ensure teachers recognize own strengths in improving students' learning and social and emotional skills. Collaborates with program leader, instructional leadership team, and district leaders to support the school leader's evaluation focus. | Deepens capacity of individuals and collaborative groups to integrate data from inquiry cycles with self- and co-assessments to design short- and long-range professional goals. Fosters teacher leadership in sharing professional growth action plans within communities of practice. Supports and scaffolds teacher leader roles and opportunities for collaboratively analyzing, modifying, and prioritizing short- and long-term goals that better align with student learning needs, rigorous standards-aligned content, school and district instructional priorities, the school leader's evaluation focus, and professional teaching standards. | Fosters individual and group leadership in the ongoing development, review, and revision of goals in ways that inspire collective will and commitment to providing equitable learning opportunities for every student. Inspires teachers to take leadership to proactively share their evidence of success with colleagues to demonstrate impact on instructional priorities and to foster professional learning and advance equitable instruction school-wide. |
| <ul style="list-style-type: none"> <li>• How can I collaborate with teachers individually and in groups to create relevant and meaningful professional goals that are aligned with school instructional goals and priorities, grounded in their knowledge of rigorous, grade-appropriate content standards and professional teaching standards, and informed by a wide variety of data on instruction and student learning?</li> <li>• How do I facilitate the teacher self-assessment and professional goal-setting process using results of academic, social, and emotional assessments? How do I capitalize on entry points to foster teacher inquiry into strategies for becoming more skillful in meeting the academic, social, and emotional needs of every student?</li> <li>• What do I need to do to be fully prepared to engage with individuals and groups of teachers to co-assess their content knowledge and support related goal-setting?</li> <li>• How do I foster a sense of teacher agency and a growth mindset throughout the professional goal-setting process?</li> </ul> |   |   |   |   |

# INSTRUCTIONAL

6.0

**Builds teacher capacity to advance equitable and inclusive learning by providing an optimal learning environment that meets the diverse academic, social, and emotional needs of every student.**

|   | Establishing  | Applying  | Integrating   | Innovating  |
|---|---|---|---|---|
| 6.1<br><p>Engages individual and groups of teachers in developing and applying research-based knowledge, skills, and strategies to create emotionally, intellectually, and physically safe optimal learning environments for every student.</p>   | <p>Ensures that teachers know school and district safety policies and procedures. Engages teachers in dialogue about the foundational role that relationships play in creating a safe and effective learning environment. Models and reinforces expectations that relationships with and among students are characterized by caring, kindness, and respect.</p> | <p>Engages individual and groups of teachers in applying research-based procedures, routines, and classroom designs that promote socially, emotionally, intellectually, and physically safe learning environments and foster students' intellectual risk-taking and persistence with challenging tasks. Collaborates with teachers to analyze observation data and/or other appropriate formative assessment data to identify strengths and areas for improvement in the learning environment with regard to emotional, intellectual, and physical safety. Builds capacity of individuals and groups of teachers to analyze lessons for potential emotional, intellectual, and physical safety issues and modify as needed.</p> | <p>Builds capacity of individual and groups of teachers to expand knowledge of and skill in implementing research-based strategies for designing and managing a learning environment in which students demonstrate interest in and respect for varying viewpoints, are able to express emotions in healthy ways, take risks intellectually and emotionally, and grow in their resilience and capacity to struggle with rigorous content and challenging tasks. Builds capacity of teacher leaders to facilitate collaborative inquiry into the quality of the learning environment as a fundamental part of teaching-coaching cycles.</p> | <p>Facilitates teacher agency with in the ongoing cycle of inquiry to improve the quality of the learning environment to promote emotional, intellectual, and physical safety for every student. Engages individual and groups of teachers in exploration of situational and systemic issues that impact students' emotional, intellectual, and physical safety and the knowledge, skills, and leadership needed to address such issues. Builds teacher capacity to advocate for students' emotional, intellectual, and physical safety within and beyond the school community.</p> |
| <ul style="list-style-type: none"><li>• How do I foster a shared knowledge of the connections between social and emotional growth and academic achievement?</li><li>• How do I ensure that when I am coaching individuals and groups of teachers, we collaboratively and deliberately focus on individual student strengths to support academic, social, and emotional growth?</li><li>• How do I continually model a growth mindset and dialogue with teachers about its role in fostering socially and emotionally safe learning environments?</li><li>• How do I foster cycles of inquiry into classroom conditions that are conducive to learning and that support positive, caring relationships, risk-taking, and healthy expression of emotions? What research-based resources, knowledge, and skills can I draw on to support teacher success in implementing innovative strategies that improve the learning environment?</li><li>• What formative assessment tools and processes can I use with teachers to observe for and provide feedback on conditions of social and emotional safety in their classroom?</li></ul> |   |   |   |   |

|  | <b>Establishing</b>  | <b>Applying</b>  | <b>Integrating</b>   | <b>Innovating</b>   |
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| 6.2<br>Builds teacher capacity to advance equitable and inclusive instruction for every student based on principles of equity and the use of culturally responsive pedagogy. | <p>Collaborates with teachers in using formative assessment tools and processes to identify sociocultural and linguistic issues impacting students and how they influence access to rigorous, grade-level content and explore possible contributing factors.</p> <p>Supports individual and groups of teachers to provide each student with equitable access to content, including students with special needs. Deepens and expands understanding of equity principles and culturally responsive pedagogy.</p> | <p>Engages individual and groups of teachers throughout the teaching-coaching cycle to regularly examine issues of diversity, equity, and inclusion in relationship to students' abilities and access to grade-level content.</p> <p>Engages teachers in considering sociocultural and linguistic factors when analyzing evidence of student learning to gain broader knowledge of student strengths and needs and guide instructional planning that improves equitable access to learning for every student. Supports teachers to plan lessons that apply the use of equitable practices and culturally responsive instructional strategies to meet identified sociocultural and linguistic needs and provide appropriate and responsive scaffolds for every student to have access to rigorous, grade-appropriate content.</p> | <p>Capitalizes on entry points to engage individual and groups of teachers in authentic, equity-focused conversations, including those focused on potential bias in the curriculum. Guides teachers to recognize historic inequities and a range of other factors that contribute to the diverse experiences of their students and the impact these factors have on equity and inclusion in their classroom learning environments.</p> <p>Collaborates with teachers to identify and routinely implement culturally responsive instructional strategies, equitable practices, and appropriate scaffolds to meet identified needs and advance equitable learning for every student. Engages individuals and groups of teachers on issues of race, language, culture, socio-economics, gender, sexual orientation, disability, and giftedness when planning instruction and to maintain inclusive learning environments.</p> | <p>Builds teacher capacity to apply an equity lens to the teaching-coaching cycle and to initiate their own inquiries to identify systemic patterns of inequities, bias, and stereotyping, including assumptions about culture, members of cultures, and race as they impact student learning.</p> <p>Fosters teacher agency, capacity, and commitment to address issues of equity and integrate an equity and inclusion perspective into all instruction. Supports and encourages teachers to take leadership in raising issues of diversity, equity, and inclusion within the school community.</p> |

- How do I convey my professional commitment to diversity, equity, and inclusion in words and actions?
- How do I apply an equity lens throughout my instructional coaching conversations with individual teachers? How am developing their cultural competence and their capacities to effectively use culturally responsive pedagogy?
- What tools and resources can we use to assess the needs of second language learners and build teacher capacity to ensure that curriculum and instruction are scaffolded, accessible, and responsive to every student's language learning needs?
- If equitable access to curriculum is not observed in a classroom, how do I use formative assessment tools and processes to surface issues? When issues surface, how do I engage teachers in ways that help them feel safe to reflect and problem-solve collaboratively?
- How can conversations about diversity, equity, and inclusion fortify teachers' professional commitment to providing rigorous, standards-aligned, scaffolded instruction that supports the variable needs of every student?
- When and how do I facilitate reflective conversations with teachers that illuminate their expanding roles as teacher leaders and help them recognize the opportunities they have to advocate for equitable and inclusive optimal learning environments for every student?

|   | <b>Establishing</b>   | <b>Applying</b>  | <b>Integrating</b>  | <b>Innovating</b>  |
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| 6.3<br>Expands teacher capacity to advocate for, establish, and maintain equitable and inclusive classroom environments that foster self-regulation and learner agency. | Supports individual and groups of teachers to recognize the impact that learner self-perceptions of belonging and capability have on motivation for self-regulation and agency. Collaborates with teachers to assess students' perceptions of belonging, feeling capable, and other data and co-design routines and procedures that foster learning environments that are characterized by persistence, practice, and sustained engagement. | Seeks entry points with school leaders and instructional leadership team to discuss issues of diversity, equity, and inclusion in classrooms throughout the district. Expands capacity of individual and groups of teachers to use formative assessments to analyze data of practice and identify successes and challenges related to a diverse, equitable, and inclusive learning environment and create strategic next steps. Supports teachers to guide students to set learning goals and monitor their own progress in using appropriate assessment data. | Engages school leaders and instructional leadership team in examining patterns of diversity, equity, and inclusion in classrooms school-wide. Integrates an equity and inclusion perspective into all coaching activities with individual and groups of teachers. Uses targeted formative assessment tools and processes to elevate teacher understanding of the range of factors that contribute to the diversity of their students and the impact that these factors have on equity, inclusion, and the learning of every student. Expands teacher capacity to engage students in routinely analyzing data about their academic, social, and emotional strengths and needs, setting goals, and monitoring progress. | Facilitates personal inquiries into diversity, equity, and inclusion among individuals and groups of teachers and encourages teacher leadership in raising issues within and across the school community. Collaborates with teachers to facilitate student leadership in maintaining a classroom culture that values the importance of each member in the learning community as co-learners and contributors with the shared responsibility of advancing the learning of every student. Expands capacity of individuals and groups of teachers to design instruction that advances student agency through self-selecting study topics and options for presenting learning within the classroom and beyond. |

- What formative assessment observation tools and inquiry processes do I use with teachers to collect data to assess ways in which the classroom environment is equitable and inclusive?
- What research-based resources, knowledge, and skills can I draw on to engage teachers in creating innovations that support equitable and inclusive classroom environments?
- How do I facilitate coaching conversations that address students' perceptions of belonging in the classroom and the impact they have on learning and learner agency?
- What entry points can I capitalize on to support teachers to continually innovate on routines and procedures that foster student self-regulation and learner agency?
- How do I encourage teachers to share inspiring stories about equity and inclusion in their own classrooms and build their capacity to advocate for effective, research-based inclusion strategies school-wide?

|  | <b>Establishing</b>   | <b>Applying</b>  | <b>Integrating</b>   | <b>Innovating</b>   |
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| 6.4<br>Strengthens teacher capacity to equitably meet the diverse learning needs of every student through the instructional use of technology.   | Collaborates with teachers to identify and problem-solve issues regarding students' equitable access to technology in the classroom. Collaborates with school leaders, instructional leadership team, and technology support staff to address immediate needs and to ensure that teachers have reliable and equitable access to classroom and school-wide technology. | Collaborates with individual and groups of teachers to increase regular use of technology in instruction to improve meeting diverse learning needs of students. Engages teachers in identifying student access to technology outside of school before designing class projects or research that require outside access. Provides resources and supports collaborations with technology support staff and/or instructional leadership team to enhance use of technology to support the learning of every student. | Guides individuals and groups of teachers in the strategic use of technology to scaffold instruction to meet identified needs of individual students and provide varied pathways to learning for students. Encourages individual and groups of teachers to create and share innovative uses of classroom and school technology to mediate inequitable access outside of school and/or modify assignments. Engages teachers in fostering student agency in the use of technology to advance students' own learning. | Collaborates with teachers, school leaders, and instructional leadership team to implement innovative, research-based, instructional uses of technology to equitably meet the diverse learning needs of every student school-wide. Strengthens teacher leadership and capacity to advocate for uses of classroom and school-wide technology that equitably enhance and advance the learning of every student. |
| <ul style="list-style-type: none"> <li>• To what extent do teachers and their students have equitable access to technology in the classroom? If there are inequities, in what ways can I advocate for access?</li> <li>• How do I capitalize on entry points to explore technology-based strategies for scaffolding instruction and/or providing varied learning pathways to meet the needs of every student?</li> <li>• How do I engage teachers in assessing student access to and use of technology outside of classroom/school for research and projects related to classroom assignments? How do I support teachers to leverage use of technology in class/school to mediate students' varying levels of access to and use of technology outside of school and advance equitable learning for every student?</li> <li>• How do I build teacher capacity to advocate for systematic and intentional uses of classroom and school-wide technology that enhance and advance equitable learning for every student?</li> </ul> |   |  |  |   |







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