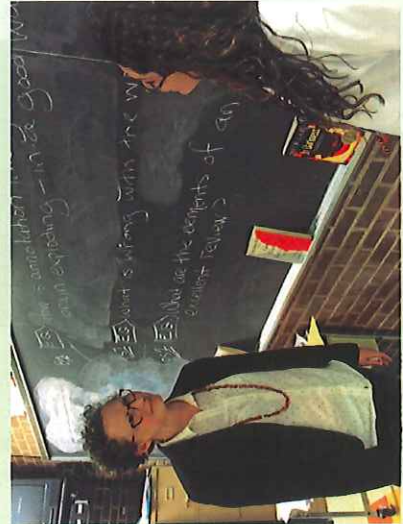


Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming.” -John Wooden, legendary basketball coach

## Why Instructional Coaches?

Coaches work with all staff members in the school, providing support to ensure that instruction meets the diverse needs of learners so all students can demonstrate their learning and achievement.



### INSTRUCTIONAL COACHES:

**Charlotteville High and Lugo-McGinness Academy**  
Carly Nicholson and Cathi Shefski

**Buford Middle School and Lugo-McGinness Academy**  
Annie Evans and Carolyn Swift

**Walker Upper Elementary**  
Yvonne Howdysshell

**Burnley-Moran Elementary**  
Alisha Demchak

**Clark Elementary**  
Linda Butts

**Greenbrier Elementary**  
Luella Anderson

**Jackson-Via Elementary**  
LaTisha Elliott

**Johnson Elementary**  
Ashley FitzGerald

**Venable Elementary**  
Paula Culver-Dickinson



## Instructional Coaching in Charlotteville City Schools



## COACHING SUPPORT STRATEGIES:

- LISTENING
- Helping teachers plan instructional units
- Co-teaching a lesson
- Working with teams of teachers on projects
- Visiting classrooms and holding reflective conversations with teachers
- Examining data with teachers and planning accordingly
- Modeling a lesson
- Helping to analyze student work
- Exploring curriculum
- Providing professional development and in-class follow-up support

At Charlottesville City Schools, the instructional coaches will provide support, training, and coaching to build school and teacher capacity, improving student learning and achievement.

## Roles of Instructional Coaches

There are many roles for our instructional coaches:

**DATA COACH:** Assist teachers in understanding and analyzing data.

**CLASSROOM SUPPORTER:** Increase the effectiveness of classroom instruction by modeling, co-teaching, and observing.

**LEARNING FACILITATOR:** Coordinate a wide range of learning opportunities to develop the knowledge, aptitude, and skills of teachers.

**INSTRUCTIONAL SPECIALIST:** Provide teachers with skills to align instruction with standards.

**CURRICULUM SPECIALIST:** Ensure implementation of adopted curriculum.

**LEARNER:** Keep current with best practices and model self-reflection.

**CHANGE CATALYST:** Create disequilibrium with the current state to explore alternatives to current practices.

**SCHOOL LEADER:** Work collaboratively to plan, implement, and assess school change initiatives.

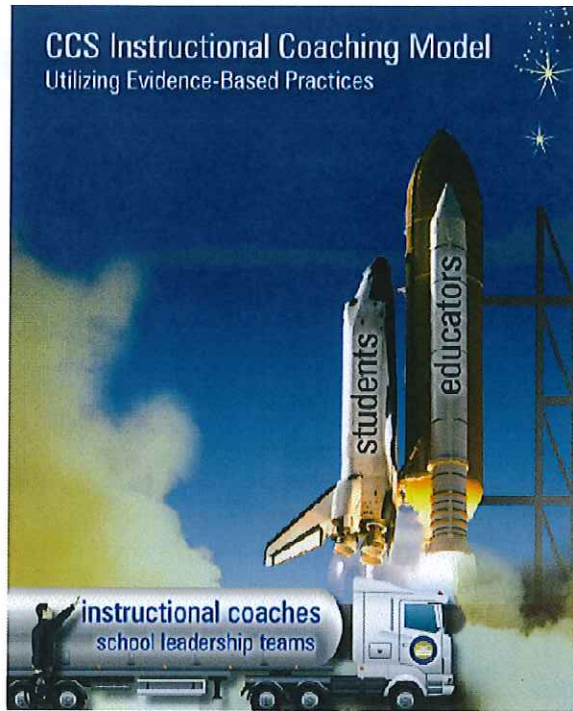
**RESOURCE PROVIDER:** Expand teachers' use of a variety of resources to improve instruction.



**CCS Coaching Team (L-R):**  
Carolyn Swift, Cati Shefski, Luella Anderson, Carly Nicholson, Alisha Demchak, Paula Culver-Dickinson, Linda Butts, Yvonne Howdyshell, Ashley FitzGerald, Annie Evans, and LaTisha Elliott.

## COACHING IS NOT:

- Evaluating teachers
- Providing information to be used in evaluations
- Serving as a substitute teacher
- Serving as the Principal's designee
- Taking primary responsibility for instructing a specific group of students
- Performing clerical duties outside the primary job performance criteria
- Disciplining students in an administrative capacity



## **Instructional Coaching to Improve Professional Practice and Student Learning**



**Charlottesville City Schools**  
**Dr. Rosa S. Atkins, Division Superintendent**

**Carly Nicholson, Instructional Coach**  
[carly.nicholson@charlottesvilleschools.org](mailto:carly.nicholson@charlottesvilleschools.org)

**Catherine Shefski, Instructional Coach**  
[catherine.shefski@charlottesvilleschools.org](mailto:catherine.shefski@charlottesvilleschools.org)

**Carolyn Swift, Instructional Coach**  
[carolyn.swift@charlottesvilleschools.org](mailto:carolyn.swift@charlottesvilleschools.org)

**Gertrude A. Ivory, Associate Superintendent**  
[gertrude.ivory@charlottesvilleschools.org](mailto:gertrude.ivory@charlottesvilleschools.org)



# CHARLOTTEVILLE CITY SCHOOLS

## Instructional Coaching Model Timeline

**Project: Instructional Coaching Model Leader(s): Gertrude A. Ivory**

**Start Date: January 30, 2014 Status Update Date: August 2014**

Target Date (on or before)	Task To Be Completed	Person(s) Responsible	Date Initiated	Status
January 31, 2014	Discuss concept with Superintendent for initial feedback	Dr. Atkins	January 31, 2014	Completed
February 1, 2014	Discuss Instructional Coaching with School Board	Dr. Atkins	February 1, 2014	Completed
February 24, 2014	Continue Research on Instructional Coaching models	Ivory	October 2013	Completed
March 5, 2014	Get input from successful coaches (Swift), coaching experts (McCullough, Armstrong, Dufours, Learning Forward), administrators	Dr. Atkins, Ivory	January 29, 2014 - McCullough, Armstrong and Solution Tree; February 13, 2014 - GotoMeeting session w/ Stacy Erb of Solution Tree; February 25, 2014 - Contacted Learning Forward; February 28, 2014 - talked with Swift	Email exchanges with all three expert contacts; Proposal received from McCullough; info on UVA Coaching Academy received from Armstrong; Proposal received from Solution Tree; Proposal received from Learning Tree



# CHARLOTTEVILLE CITY SCHOOLS

Target Date (on or before)	Task To Be Completed	Person(s) Responsible	Date Initiated	Status
March 5, 2014	Present coaching models to Superintendent	Ivory		Completed
March 10, 2014	Present coaching models to building level administrators	Dr. Atkins		Completed
March 5, 2014	Identify Steering Committee to develop CCS Instructional Coaching Model Implementation Plan	Dr. Atkins		Completed
March 30, 2014	Develop CCS Instructional Coaching Model Implementation Plan; Ensure alignment to Strategic Plan; Address roles, expectations, time allocation, schedule, etc.); Get Superintendent approval of model and plan	Team		Consultant will work with Steering Committee to revise evaluation plan.
March 10 - 31, 2014	Develop Instructional Coach hiring protocol (job description, post job, interview questions, interview process, interview panel, notification of selected coaches)	Select team members, Nelson		Completed
April 30, 2014	Develop Instructional Coach professional development plan and handbook (Initial Institute, Monthly sessions)	Select team members		PD Plan complete.
May 30, 2014	Develop all staff communication plan for opening of school professional development	Select team members		Completed
June 2, 2014	Initial meeting with selected instructional coaches to welcome and communicate expectations for upcoming school year	Dr. Atkins		Completed



# CHARLOTTEVILLE CITY SCHOOLS

Target Date (on or before)	Task To Be Completed	Person(s) Responsible	Date Initiated	Status
July 28, 2014 – August 8, 2014	Implement initial phase of Instructional Coaching professional development – Coaching Academy	Select team members/ Consultant		Completed
August 25, 2014	Develop communication plan for parents	Building level administrators and instructional coaches		
Div PD Days/Topics	August 13/14 September 29 November 3 February			

## **Attachment A**

### **Coaches Academy Outcomes**

Coaches will:

Understand how change impacts adult learners.

- Understand Concerns-Based Adoption Model
- Use CBAM to design interventions to address various concerns teachers express about change
- Gain strategies to handle resistance to change
- Understand the fundamental needs of adult learners

Develop a deep understanding of the multiple roles of coaches.

- Identify the multiple roles of coaches
- Identify the knowledge and skills necessary in each role
- Identify and avoid challenges associated with each role

Understand how to create partnership agreements with their principals and teachers regarding services to improve teaching and learning.

- Outline components of effective partnership agreements
- Identify possible areas for discussion in partnership agreements
- Know how to have partnership agreement conversations
- Practice creating partnership agreements with case-based scenarios

Acquire the knowledge and skills necessary to support teachers in the role of classroom supporter including how to maximize demonstration lessons, co-teaching, and observing and giving feedback.

- Understand the continuum of classroom supporter roles
- Understand the challenges of each point along the continuum
- Gain the knowledge, skills, and protocols for each position along the classroom supporter continuum
- Acquire multiple classroom data-gathering tools
- Practice planning conversations to plan classroom instruction
- Practice reflection conversations to debrief classroom observations

Use data to facilitate decisions related to identifying, working on, and monitoring team and individual professional learning goals for student learning.

- Analyze and interpret data about student achievement to identify target areas, root causes
- Support teachers in developing appropriate classroom-based interventions to improve student learning

Build relationship skills to develop trusting relationships.

- Differentiate between trusting and trustworthiness
- Identify strategies for building and sustaining trust
- Understand the different stages of community/team development

Acquire coaching behaviors to support their work with individual and teams of teachers.

- Examine a continuum of coaching behaviors
- Use listening as the foundation for all coaching practices
- Use the tense of conversations to focus actions on future improvement
- Examine alternatives to giving advice

Select from among multiple professional learning designs to facilitate learning for teachers.

- Know multiple designs for professional learning and their appropriate use
- Select from among the designs for professional learning related to school improvement goals
- Know the standards for professional development and use them in guiding the design, implementation, and evaluation of professional learning

### **Professional LEARNING communities**

Build an understanding of the work of effective professional LEARNING communities:

- Explore the definition of PLC work
- Sort examples and non examples of PLC work
- Examine the 4 questions that drive PLC work
- Assess current state of their PLC on the PLC continuum

Apply an understanding of the Change process

- Explore 3 change models and decide what thinking assists them in moving PLC forward at each site
- Continuously refer back to change model to identify initial roll out plan and next steps along the way

Identify strategies for building and sustaining a collaborative culture

- Identify ways to build a collaborative culture
- Create a site plan to build culture of trust and collaborative inquiry

Explore the use of a pLc leadership team

- Explore the work for leadership teams with PLC
- Identify the relationship of leadership teams and PLCS
- Examine purpose statements for leadership teams

- Write a purpose statement for leadership and PLC work

Learn and apply strategies for facilitating pLc teams

- Explore the conditions for effective facilitation (vision/mission, norms, purpose/non purpose statements, decision making models, structures for dialoging about the work)
- Explore possible agendas for PLC work
- Practice designing effective facilitated sessions

Learn and use structures to drive the work of pLc teams

- Explore structures for data driven conversations
- Dialogue about moving the conversation beyond the what of teaching to the how of teaching
- Exploring strategies to support moving conversations beyond the numbers to student work

Problem Solve typical challenges of pLc teams

- Engage in conversations on typical challenges
- Examine strategies to address the challenges
- Make a site plan for addressing challenges

### **“High-Yield” Instructional Strategies Outcomes**

Explore high yield instructional strategies including Marzano’s identified strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing and Providing recognition
- Homework and practice
- Non linguistic representations (would include thinking maps)
- Cooperative Learning overview
- Setting objectives and providing feedback (would include John Hattie’s work)
- Questions, Cues and advance organizers (would include Webb’s Depth of Knowledge)

### **Developing Coaching Program Evaluation Outcomes**

- Identify measurable outcomes for first 3 years
- Create a theory of change
- Design evaluation tools
- Explore alignment among all initiatives in the district
- Examine year 1 data

### **Coaching Labs Outcomes**

- Conduct coaching labs with small groups of coaches
- On site work with feedback
- Set up process for coaches can continue labs without consultant

- Labs include:
  - Coach goal setting
  - On site observation of coach facilitating a group or giving feedback to a teacher or planning instruction with an individual or team
  - Feedback to coach and reflection of coaching team as to next actions
  - Reflection on the learning process

TITLE: Instructional Coach (2014-2015)  
Revised: 7/27/2014

**PRIMARY FUNCTION:** The Instructional Coach is a teacher leader who has both content and instructional expertise particularly in reading, math, and/or a related content area. The Instructional Coach will work collaboratively with classroom teachers, individually and in professional learning communities, to build teacher capacity in implementing effective instructional strategies to increase student achievement and learning.

**EDUCATION AND EXPERIENCE:**

1. A valid Virginia teaching license
2. At least five years of successful classroom experience
3. Master's degree preferred

**DUTIES:**

- Co-plan lessons and units with teachers
- Co-teach and model lessons in partnership with teachers
- Provide individualized, classroom-based coaching with teachers to assist them in implementing effective instructional practices
- Provide coaching in professional learning communities with teams of teachers to assist them in planning, delivering, and assessing quality instruction that enhances student learning
- Facilitate professional collaborative groups among teachers and other instructional coaches in which issues related to implementing effective instruction are considered, current research and writing on effective practice is read and discussed, and student work and data are reviewed
- Facilitate the analysis of data and lead data conversations with individual or teams of teachers
- Engage teachers in reflective thinking while looking at their own instructional practices critically and analytically
- Provide professional development for teachers, departments, grade levels and school staff
- Assist teachers in setting goals for instructional improvement and student achievement
- Help teachers understand the curriculum materials
- Provide targeted and specific feedback on lesson plans
- Provide targeted and specific classroom observation feedback
- Provide resources for teachers and help teachers identify and search for resources
- Help teachers develop assessments
- Help departments diagnose problems and develop action plans for success
- Develop and maintain a confidential, collegial relationship with teachers
- Be an active member of the school leadership team
- Participate fully in professional development for coaches

- Work collaboratively and collegially with other instructional coaches, teachers, and administrators
- Share research, effective instructional practices, and emerging trends
- 

#### REQUIRED QUALIFICATIONS:

The successful candidate should have:

- Pedagogical knowledge and a thorough understanding of how children learn
- Knowledge in content area and working knowledge of SOL
- Knowledge in evidence based practice
- Outstanding oral and written communication and presentation skills
- Excellent interpersonal skills
- Ability to work effectively with adult learners based on their changing needs
- Strong planning and organizational skills
- Technology skills
- Demonstrated ability to transfer research based practices into classroom instruction
- Strong, demonstrated belief in teacher efficacy and the power of continuous learning

#### DESIRED QUALIFICATIONS:

- Demonstrated success as a classroom teacher
- Deep knowledge in effective instructional strategies
- Understanding of assessment for learning and data-driven instruction
- Proven track record of student achievement
- Ability to mentor, inspire, and motivate adults
- Experience in designing and delivering professional development
- Previous coaching or teacher leadership experience
- Knowledge of and/or experience in using a coaching model
- Ability to model instructional strategies, including differentiation techniques, across content areas and grade levels.
- Skills in building collaborative relationships with principals and with teachers at all levels of experience
- Knowledge and experience using a variety of assessment tools and analyzing student data
- Ability to maintain relationships, which are supportive of both teachers and administrators, with student learning as the focus
- Act as a resource who is skillful, reliable, credible, and accessible
- Ability to work with teachers in a way that improves student learning
- Ability to manage multiple projects effectively and meet deadlines
- Ability to manage time and schedules flexibly and in a way that maximizes teacher learning
- Ability to think flexibly and to adapt work to the needs of teachers
- Knowledge of the change process and ability to help teachers make sense of change

- Ability to work with teams to develop goals for improving student achievement
- Demonstrated teacher leadership skills
- Communicate the goals and processes of the coaching model, and use it effectively in working with teachers

REPORTS TO: Building Principal and Associate Superintendent for Curriculum and Instruction

GENERAL INFORMATION: Instructional coaches will work 220 days, 80% of their time devoted to direct instructional support and 20% involved in other services related to instruction and their own professional growth. While coaches may be selected based on expertise in a particular content area, the expectation is that they will work with **all** teachers in the implementation of “great first instruction” using high potential research-based instructional strategies, reflective practice, and operating effective professional learning communities.

## Instructional Coach Interview Questions

1. Tell us a little about yourself, your experience, training, and qualifications as it relates to this position, ending with why you are interested in becoming an instructional coach.
  
2. How will you build a strong partnership with your principal in order to ensure teacher learning is effectively facilitated and leads to increased student achievement?
  
3. One of the primary areas of work of an instructional coach is to help teachers build their capacity and increase their ability to meet the needs of all students. To accomplish this, an instructional coach must be able to identify the essential components of quality instruction. With that in mind, please discuss the following:
  - a. How would you define effective instruction?
  
  - b. What would you define as best practices in literacy instruction?
  
  - c. What would you define as best practices in mathematics instruction?
  
  - d. What instructional practices/strategies would you like to see teachers use more often?
  
  - e. What instructional practices/strategies would you like to see a teacher use less often?
  
4. Teachers in your building will have various skill levels and different needs in regard to support and professional development. How will you determine the focus of your work and what strategies will you use when differentiating your work with adult learners?

5. Please discuss the skills and personality traits that will ensure you are a successful instructional coach. Why are you the right person for this job?
  
6. What is your role in ensuring teachers use the division curriculum and instructional expectations as the foundation for instructional planning?
  
7. Imagine you are sitting down with a team to look at student achievement data. The students haven't performed well and the team starts making excuses: "The test is assessing things we haven't covered yet," "These kids are so low - the test is too hard;" "The kids just don't care about the test;" How would you handle this situation?
  
8. How would you describe the work of a highly functioning team? What does that team do that makes them successful?
  
9. Describe successful professional learning that you have planned and facilitated. Talk through your planning process, what the professional learning experience was, and how you knew that professional learning was successful.
  
10. If you are hired for this position, what support would you need?
  
11. What questions do you have for us?

# CCS 2014-2015 Instructional Coaching Training Calendar – revised 10/31/14

June 23, 24 Coaches Academy Session 1, Session 2

Friday Focus (Coaches only)

- 29 Coaches Academy Session 3
- 30 PLC Session 1 Group A
- 31 PLC Session 1 Group B

JULY 2014						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 20 Coaches Academy Session 5  
Instructional Coaching Steering Committee - Evaluation Team – 3:15pm – 5:15pm
- 21 PLC Session 4 Group A
- 22 PLC Session 4 Group B

- 6 PLC Session 2 Group A
- 7 PLC Session 2 Group B

AUGUST 2014						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

- 9 Instructional Coaching Steering Committee - Evaluation Team - ½ day
- 10 Coaches Academy Session 6

- 29 Instructional Strategies Session 1 Group A
- 30 Instructional Strategies Session 1 Group B

SEPTEMBER 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 10 ½ day Coaches Academy - ½ day Coaching Labs
- 11 Coaching Labs

- 28 PLC Session 3 Group B
- 29 Coaches Academy Session 4  
Instructional Coaching Steering Committee - Evaluation Team – 3:15-5:15
- 30 PLC Session 3 Group A

OCTOBER 2014						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 20 Coaches with Cindy
- 21 Instructional Coaching Steering Committee - Evaluation Team - full day

- 4 Instructional Strategies Session 2 Group A
- 5 Instructional Strategies Session 2 Group B

NOVEMBER 2014						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2015						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2015						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

<b>Component</b> (Cindy Harrison, Trainer, except where indicated)	<b>Target Audience</b>	<b>Dates</b>	<b>Location</b>
Coaches Academy 1	Instructional Coaches, Principals, Assistant Principals,	June 23, 2014	Darden – General Purpose Room
Coaches Academy 2	Instructional Coaches, Principals, Assistant Principals	June 24, 2014	Darden – General Purpose Room
Coaches Academy 3	Instructional Coaches, Principals, Assistant Principals, Division Coordinators	July 29, 2014	The Greencroft Club
Coaches Academy 4	Instructional Coaches, Principals, Assistant Principals, Division Coordinators	October 29, 2014	English Inn
Coaches Academy 5	Instructional Coaches, Principals, Assistant Principals, Division Coordinators	January 20, 2015	Lugo-McGinness Academy Gym
Coaches Academy 6	Instructional Coaches, Principals, Assistant Principals, Division Coordinators	February 10, 2015	Lugo-McGinness Academy Gym
PLC 1	Instructional Coaches, Principals, Assistant Principals, Reading and Math Specialists, Department Chairs, Lead Teachers	July 30 – Group A, July 31 – Group B	The Greencroft Club

PLC 2	Instructional Coaches, Principals, Assistant Principals, Reading and Math Specialists, Department Chairs, Lead Teachers	August 6 – Group A, August 7 – Group B	The Greencroft Club
PLC 3	Instructional Coaches, Principals, Assistant Principals, Reading and Math Specialists, Department Chairs, Lead Teachers	October 28 – Group 1, October 30 – Group 2	29 - PVCC – North Mall Room 30 – English Inn
PLC 4	Instructional Coaches, Principals, Assistant Principals, Reading and Math Specialists, Department Chairs, Lead Teachers	January 21 – Group A, January 22 – Group B	Lugo-McGinness Academy Gym
Instructional Strategies 1 (Heather Clifton, Trainer)	Instructional Coaches, Principals, Assistant Principals, Core Department Chairs, Lead Teachers, AVID Coordinators	September 29 – Group A, September 30 – Group B	CATEC
Instructional Strategies 2 (Chris Bryan, Trainer)	Instructional Coaches, Principals, Assistant Principals, Core Department Chairs, Lead Teachers, AVID Coordinators	November 4 – Group A, November 5 – Group B	CATEC

Coaches Academy /Coaching Labs 1	Instructional Coaches	March 10	Lugo-McGinness Academy Gym
Coaching Labs 2	Instructional Coaches	April 20	Lugo-McGinness Academy Gym
Evaluation Team	Instructional Coaching Steering Committee	October 29, 2014 – 3:15pm-5:15pm	English Inn
Evaluation Team	Instructional Coaching Steering Committee	January 20, 2015 – 3:15pm-5:15pm	Lugo-McGinness Academy Gym
Evaluation Team	Instructional Coaching Steering Committee	February 9, 2015 – ½ day	Lugo-McGinness Academy Gym
Evaluation Team	Instructional Coaching Steering Committee	April 21, 2015 – full day	Lugo-McGinness Academy Gym

Group A

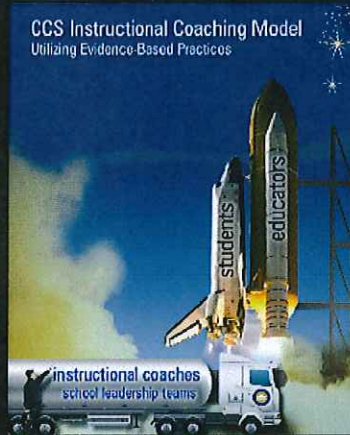
Burnley-Moran  
Clark  
Greenbrier  
Jackson-Via  
Johnson  
Venable

Group B

Walker  
Buford  
CHS  
HALC



# Instructional Coaching



# Instructional Coaching

We are all professionals. We all want to get better. The purpose of the CCS Instructional Coaching Model is to support teachers in improving their professional practice so that all students learn at high levels.

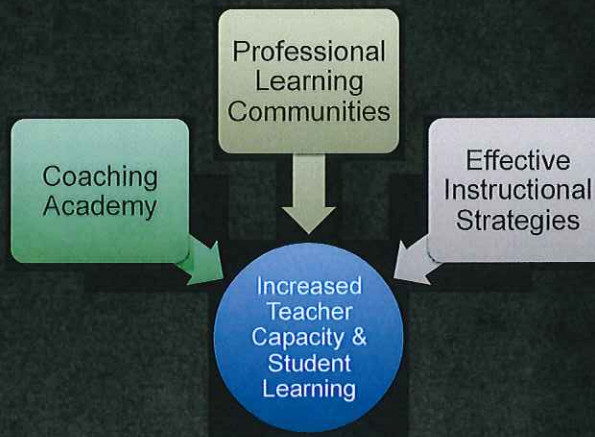


## Goals

- ❖ Build teachers' capacity and efficiency in delivering high quality "great first instruction" through job-embedded professional development, collaboration, and reflective practice
- ❖ Increase coaching, communication, and relationship skills of building level administrators, instructional coaches, and teacher leaders
- ❖ Build trusting and professional relationships through a culture of collegial collaboration
- ❖ Enhance learning of all students and teachers



## Components of the CCS Instructional Coaching Model



# CCS Instructional Coaching Model Pre-Implementation Survey

Thank you for completing this survey. Your feedback is important to us. Your responses will be kept confidential. The purpose of this survey is to establish baseline data regarding teacher knowledge, readiness, experience, and expectations about the CCS Instructional Coaching Model. We will use this information to plan additional professional development, tailor our model to the needs of CCS teachers, and answer questions you may have about our model. At this time we ask that only teachers complete this survey. Thank you!

\* Required

1. How many years of experience do you have in education? \*

Mark only one oval.

- First year
- 1-3
- 4-9
- 10 years or more

2. Which best describes the current grade level(s) you teach? \*

Check all that apply.

- Elementary PreK-4
- Upper Elementary 5-6
- Middle 7-8
- High 9-12
- All
- Other: .....

3. What do you know about instructional coaching and the purpose of instructional coaching? \*

.....

.....

.....

.....

.....

4. Have you ever worked directly with an instructional coach before? YES / NO \*

If YES, in what ways?

.....

.....

.....

.....

.....

5. What are the best ways for the instructional coach to support teachers in looking at student performance data and discussing ways to enhance learning? How often should that occur? \*

Mark only one oval per row.

	Frequently	Occasasionally	Seldom
Attend PLCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide PD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom observation of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist with data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual meeting with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In what ways do you want the instructional coach to provide feedback to you regarding your classroom instruction? \*

.....

.....

.....

.....

.....

7. What is your comfort level with having an instructional coach work with you? \*

Mark only one oval per row.

	Indifferent	Anxious/Nervous	Motivated with high stress	Motivated with some stress	Motivated and stress free
When you're planning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you're teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you're in a PLC?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you're working with small groups?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you co-teach?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the coach is modeling a lesson or strategy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In what ways do you see yourself helping the CCS Instructional Coaching Model be successful? \*

.....

.....

.....

.....

.....

9. What questions do you have and what support will you need to help make this innovation successful? \*

.....

.....

.....

.....

.....



# Instructional Coaching

Charlottesville City Schools

[Count On Me - Bruno Mars Lyrics - YouTube](#)

We are all professionals. We all want to become better. The purpose of the CCS Instructional Coaching Model is to support teachers in improving their professional practice so that all students learn at high levels.



## Purpose:

Communicate the Charlottesville City Schools' vision and expectations for Instructional Coaching

## Process:

- ★ Increase awareness of the CCS Instructional Coaching Model for staff
- ★ Share some of the feedback from the pre-implementation survey
- ★ Solicit additional feedback
- ★ WICOR

## Payoff:

- ★ Clarify the roles of the coaches
- ★ Enhance and maintain division cohesiveness around this innovation
- ★ Better understanding of how this model will impact YOU

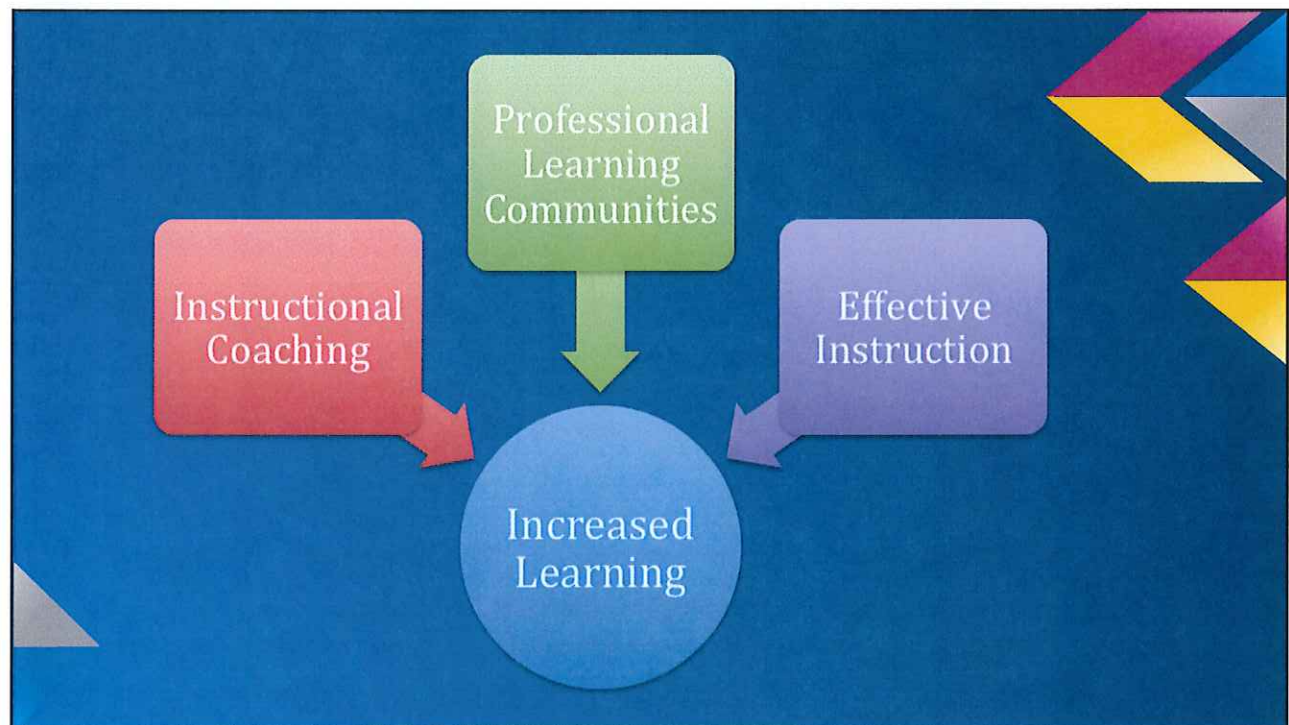
## Components of the CCS Instructional Coaching Model:

**Instructional Coaching** (Coaches, Building and Division Level Administrators - 55 participants)

**Professional Learning Communities** (Coaches, Building and Division Level Administrators, Department Chairs, Lead Teachers - 120 participants)

**High-Potential Instructional Strategies**

(Coaches, Building and Division Level Administrators, Lead Teachers - 70 participants)



## Key Assumptions/Beliefs:



**Equality:** Instructional Coaches and teachers are equal partners.

**Choice:** Teachers should have choice regarding what and how they learn.

**Voice:** Professional learning should empower and respect the voices of teachers.

**Praxis:** In partnership, teachers and coaches reflect on new knowledge and skills and then put those ideas into practice.

## Key Assumptions/Beliefs:



**Dialogue:** Professional learning should enable authentic dialogue about their practice.

**Reflection:** Reflection is an integral part of professional learning.

**Reciprocity:** Instructional coaches and teachers should expect to get as much as they give.

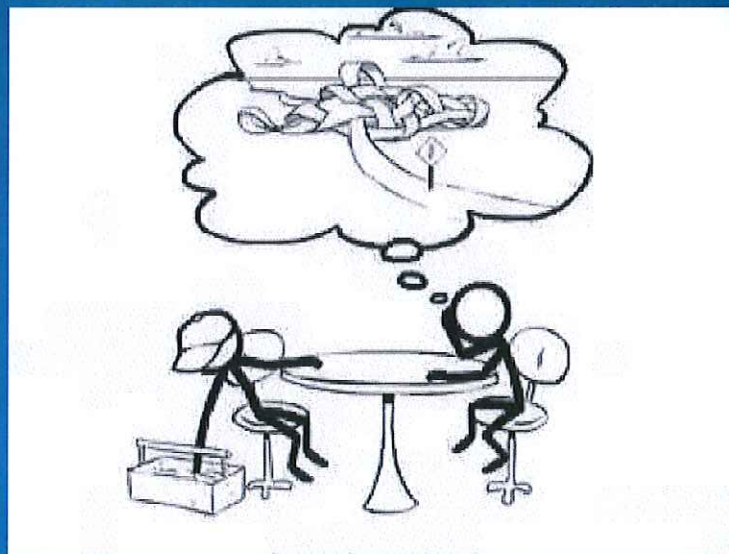
# Why Coaching?

We are all professionals.  
We all learn and want to get better.

## Comic Strip Frame 1:

Draw/sketch/or describe in words an area in your practice that you are interested in improving this year. Share a few examples.

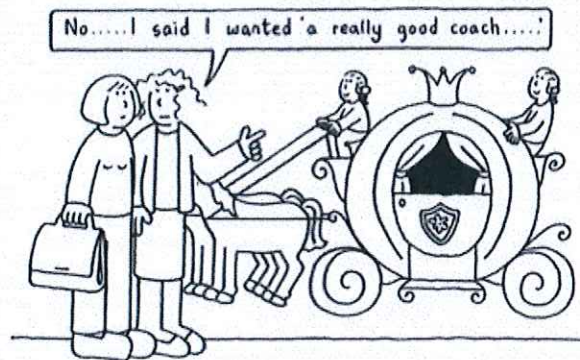
# How Coaching Works...



## How Coaching Works...

Turn to a neighbor in front of you or behind you and brainstorm 2-3 key ideas or ways you see the benefits of instructional coaching as described in the video...

- ★ Be ready to share one idea from your group!



Great coaching is about actively listening.....

## **Roles and Responsibilities: Division Level Administration**

- ★ Establish policies and procedures pertaining to work, performance expectations and evaluation
- ★ Provide initial and ongoing professional development for coaches, teachers and administrators
- ★ Evaluate the coaching program
- ★ Establish a work calendar for coaches that includes time for preparation and initial and ongoing professional learning

## **Roles and Responsibilities: Building Administration**

- ★ Determine school-wide initiatives
- ★ Set expectations for staff related to their interactions with the coach
- ★ Respect partnership agreements
- ★ Foster a culture of collaboration
- ★ Provide evaluative feedback to all staff

## **Roles and Responsibilities:** **Teachers**

- ★ Provide high quality “great first instruction”
- ★ Use informal and formal assessment to gather data
- ★ Analyze data to drive instruction
- ★ Collaborate with other staff members
- ★ Commit to ongoing, collegial professional learning

## **Roles and Responsibilities:** **Specialists**

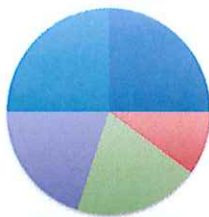
- ★ Provide tiered instruction for students
- ★ Collaborate with other staff members
- ★ Serve as the content specialists
- ★ Collect and analyze student data to drive instruction

# Roles and Responsibilities: Instructional Coaches

★ Data Coach	★ Learning Facilitator
★ Classroom Supporter	★ Instructional Specialist
★ School Leader	★ Curriculum Specialist
★ Resource Provider	★ Catalyst for Change
★ Learner	

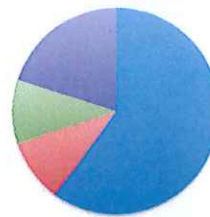
## Getting the Right Fit

**Jackson-Via**



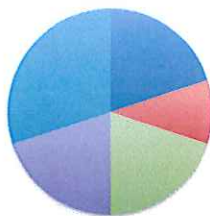
- Instructional Specialist
- Data Coach
- Learning Facilitator
- Learner
- Classroom Supporter

**Johnson**



- Instructional Specialist,  
Classroom Supporter
- Data Coach
- Learning Facilitator
- Learner

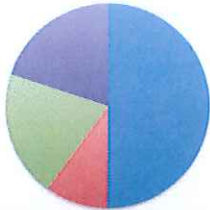
**Venable**



- Instructional Specialist
- Data Coach
- Learning Facilitator
- Learner
- Classroom Supporter

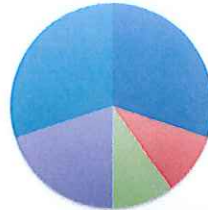
# Getting the Right Fit

**Burnley-Moran**



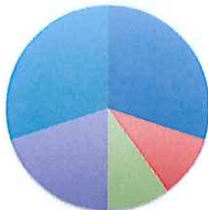
- Instructional Specialist & Classroom Supporter
- Data Coach
- Learning Facilitator
- Learner

**Clark**



- Curriculum and Instructional Specialist
- Data Coach
- Learning Facilitator
- Learner
- Classroom Supporter

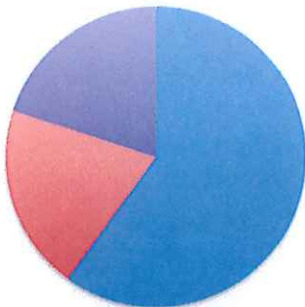
**Greenbrier**



- Instruction and Curriculum Specialist
- Data Coach
- Learning Facilitator
- Learner
- Classroom Supporter

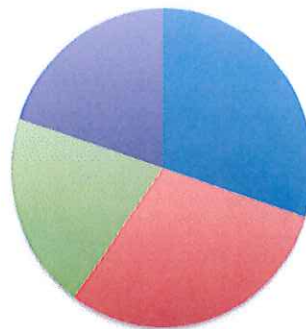
# Getting the Right Fit

**Walker**



- Instructional Specialist, Classroom Supporter, Learning Facilitator
- Data Coach
- Learner

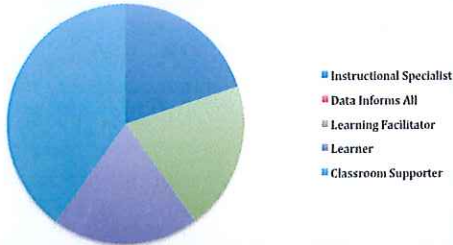
**Buford**



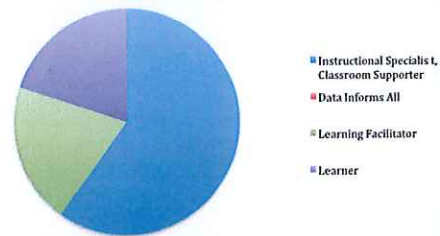
- Instructional Specialist, Classroom Supporter
- Data Coach
- Learning Facilitator
- Learner

## Getting the Right Fit

Hope Academy



Charlottesville High School



## What does this mean for you?

- **Comic Strip Frame 2:** Draw/sketch/describe how/where could your instructional coach assist you in these areas - data coach, instructional specialist, learner, learning facilitator, classroom supporter?

## Non-negotiables:

- Coaches work with *all* teachers -- individually, in teams, and in small and whole groups.
- Coaches are cross curricular and focus on high yield instructional strategies.
- 80% in the school/20% at the division level
- Coaches are colleagues and NOT evaluators.
- Confidentiality between teachers and coaches is preserved at all times *unless student safety is a concern.*

## A Coach IS...

## A Coach is NOT...

A colleague who co-teaches or co-models a lesson	Someone who teaches small groups or classes
A colleague who co-plans with teachers	A paraprofessional
A colleague who observes teachers and offers feedback to improve teaching	Someone who administers individual student assessments (except statewide assessments)
A colleague who assists teachers in looking at ways to use data to drive instruction	A data analyst
A colleague who handles classroom discipline during co-teaching/modeling	A semi-administrator who monitors students sent to the office for discipline reasons
A colleague who assists with developing classroom management plans	An administrator who evaluates teachers
A colleague who covers classes so a teacher can observe another teacher for short periods of time	A substitute teacher

## What does this mean for you?

- **Comic Strip Frame 3:** Draw/sketch/describe some possible outcomes from this collaboration or one question you still have about coaching? Share your comic strip with a partner.

And the survey says...



## **We are all committed to...**

- ★ Building trusting and collegial relationships.
- ★ Working collaboratively with others rather than in isolation.
- ★ Student success using multiple measures.
- ★ Ongoing learning and growth for ourselves and our students.


## **We appreciate your support and commitment.**

### **Credits:**

Adapted from *Taking the Lead: New Roles for Teachers and School-Based Coaches* by: Joellen Killion and Cindy Harrison

## Let's get the ball rolling!!!



- ★ How do you envision working with your Instructional Coach?
  - ★ What is one role of the Instructional Coach?
  - ★ What are the benefits of instructional coaching?
  - ★ What is one non-negotiable?
  - ★ How is an Instructional Coach different from an administrator or specialist?
  - ★ What is one new understanding you now have about Instructional Coaching?
- 



### 1. What is instructional coaching?

Instructional coaching is a professional development process in which education professionals assist each other in negotiating the distance between acquiring new skills or teaching strategies and applying them skillfully and effectively in instruction. Instructional coaching helps transform the school culture to one characterized by collegial, trusting relationships. The ultimate purpose of instructional coaching is to build the instructional capacity of teachers that results in improved student learning.

### 2. What is an instructional coach?

An instructional coach is an on-site teacher leader whose professional responsibility is to bring evidence-based instructional practices into classrooms by working with teachers and school leaders, with the goal of increasing the engagement and learning of teachers and students.

### 3. What qualities did CCS look for when selecting our instructional coaches?

We selected individuals who care deeply about teachers and students, have been successful educators with proven records of raising student achievement, are visionary, willing to change and adapt to the needs of students and teachers. Our instructional coaches are knowledgeable about effective instructional strategies and best practices, have strong pedagogical knowledge, content expertise, and interpersonal capabilities.

### 4. What are the goals of the CCS Instructional Coaching Model?

**The goals of the CCS Instructional Coaching Model are to:**

- Build each teacher's capacity and efficiency in delivering high quality "great first instruction" through job-embedded professional development, collaboration, and reflective practice.
- Increase communication, relationship and coaching skills of building level administrators, instructional coaches, and teacher leaders.
- Build trusting and professional relationships through a culture of collegial collaboration.
- Enhance learning of all students and teachers.

### 5. What does the instructional coach do?

The basic role of the instructional coach is to increase instructional capacity in our schools. By working with individual and groups of teachers and administrators, planning, observing, co-teaching, and assisting with data review, they provide instructional staff job-embedded professional development.



### 6. How do instructional coaches work with teachers?

Instructional coaches work with all teachers in a variety of ways. Support may include:

Co-planning lessons and units with teachers;

Co-teaching and modeling lessons in partnership with teachers;

Providing individualized, classroom-based coaching with teachers to assist them in implementing effective instructional practices;

Working within professional learning communities with teams of teachers to assist them in planning, delivering, and assessing quality instruction that enhances student learning;

Facilitating professional collaborative groups among teachers and other instructional coaches in which issues related to implementing effective instruction are considered, current research and writing on effective practice is read and discussed, and student work and data are reviewed;

Facilitating the analysis of data and leading data conversations with individual or teams of teachers;

Engaging teachers in reflective thinking while looking at their own instructional practices critically and analytically;

Providing professional development for teachers, departments, grade levels and school staff;

Assisting teachers in setting goals for instructional improvement and student achievement;

Helping teachers understand the curriculum materials;

Providing targeted and specific feedback on lesson plans and classroom observations;

Helping teachers locate, identify and secure resources;

Helping teachers develop assessments;

Helping departments diagnose problems and develop action plans for success;

Developing and maintaining a confidential, collegial relationship with teachers;

Being an active member of the school leadership team; and

Participating fully in professional development for coaches.

### 7. Do coaches only work with certain subject areas or grade levels?

No. Instructional Coaches can work with all teachers, in every content and program area, including preschool and special education teachers to promote enhanced instruction. The support provided to teachers will be differentiated.

### 8. What communication is there between the coach and the principal?

The instructional coach and the principal are expected to meet weekly to discuss school needs and coaching plans. Details of all coaching sessions with teachers are **confidential** and will only be shared with administration with the prior approval of the teacher unless student safety is a concern.



### 9. Will the coach evaluate teachers?

No. The instructional coach is your colleague and supporter, not your evaluator.

### 10. Do coaches work with students?

Coaches work with students in support of teachers (demonstrating a strategy, co-teaching, etc.).

### 11. How does instructional coaching work?

The key to a successful coaching program is a trusting relationship between teachers, administrators, and coaches, but training and support are vital as well. Coaching is **confidential, non-evaluative, and supportive**. Coaches work one-on-one and in small groups with teachers on specific teaching strategies or issues, focusing on practical changes they can make in their classrooms. This ongoing one-on-one work is supplemented by other professional development activities.

### 12. How does coaching relate to professional development?

**Coaching relates to professional development in the following ways:**

- **Coaching is an established professional practice.**

Many professions ensure that their practitioners benefit from the assistance of experienced colleagues — in other words, coaches. Some professions require coaching as an essential part of mastering the requisite skills. In medicine, for example, internships and residencies provide required coaching for doctors new to the profession or specialty. In the legal profession, senior partners mentor junior associates. The education profession has embraced coaching as a promising strategy for building teacher expertise, raising student achievement, and advancing school reform.

- **Instructional coaching is one-on-one professional development.**

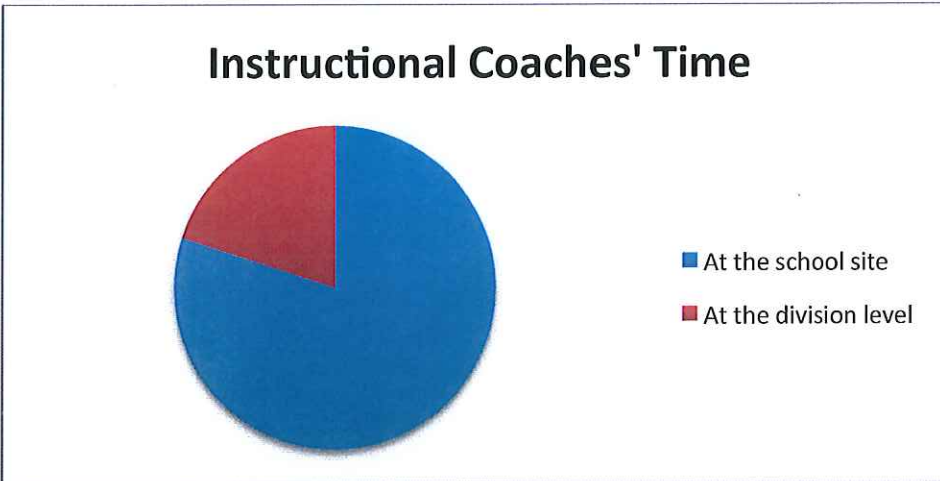
At its core, instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning. Coaches also are also responsible for providing or arranging professional development activities for all teachers in a school or division.

- **Instructional coaching is high-quality professional development.**

Instructional coaching reflects the growing consensus about what constitutes high-quality professional development for teachers. It is job-embedded, addressing issues teachers face daily in their classrooms. It is ongoing, not a one-shot workshop. It is aligned to state standards, curriculum, and assessment. And its goal is twofold: improved instructional practice and improved student learning.



### 13. How do coaches spend their time?



### 14. What is the time allocated for coaches and teachers to work together?

Coaches, administrators, and teachers work together to make time for collaboration to happen before, during, and after the school day. They also work together during the PLC times.

### 15. What are the components of the CCS Instructional Coaching Model?

Our coaching model includes three prongs – Instructional Coaching, Professional Learning Communities (PLC), and implementation of effective Instructional Strategies. Each of these components is included in our model. Different cohorts participate in different trainings. Building administrators and coaches attend the coaches training. School-based teams comprised of 7 to 17 teacher leaders, building administrators and coaches participate in the PLC training and will share the information with the other teachers at their school. We will also expect teacher leaders to participate in Instructional Strategies training.

### 16. What is the main difference in the work of the coach and the work of the reading/math specialists?

Coaches work with teachers to improve instruction. Specialists work with students directly providing interventions and support. Coaches work with teachers and work with students in support of teachers. Specialists work with students and work with teachers in support of students.

### 17. What are the work hours for the coaches?

Instructional Coaches work 8 hours daily. On days that Instructional Coaches work in their assigned buildings they work one hour longer than the teacher workday. For example, they may report to work 30 minutes before the start of the teacher workday and stay 30 minutes after the end of the teacher workday, but that schedule may be adjusted based



## CCS Instructional Coaching FAQ's

---

on the needs of the school. On Fridays, coaches report to their offices in the Division Annex/CHS working from 8:00-4:30 with a 30 minute lunch break. This time is used for their professional growth and tasks related to their coaching work in the schools.

### **18. What is the extra time commitment for Instructional Coaches?**

Instructional coaches work 220 days. The extra days are for training, planning professional development, and coaching.

### **19. Who will take care of the content coordinator responsibilities?**

We have designated the following individuals as Division Point of Contact for the respective areas in which there is no longer a division-level coordinator:

Elementary Literacy – Alisha Demchak (Burnley-Moran)

Secondary Literacy – Jean Pfautz (CHS)

Elementary Math – April Douglas (Greenbrier)

Secondary Math – Carolyn Swift (Buford)

Social Studies – Annie Evans (Buford)

These individuals will help facilitate communication and leadership for the content area at the level indicated.

### **20. Will there be a schedule or process for visits from coaches?**

The ultimate manner in which you and your coach interact will vary from building to building and teacher to teacher. Throughout the next few days, your building administrators and coach will communicate building level expectations and the procedures.

### **21. How often will I get to work with my coach and how will I receive feedback?**

You and your coach will need to determine the frequency, duration, and the scope of your work together. Additionally, how and when you receive feedback will be an agreement between you and your coach.

### **22. Are instructional coaches primarily concerned with raising test scores or are there other areas of equal importance?**

Instructional coaches are focused on improving instruction and promoting more collaborative and reflective teacher practices.

### **23. Some coaches are more specialized than others. Are the coaches working together to bring their strengths to various schools?**

The coaches will be collaborating to leverage each other's strengths and to share



resources and strategies across the division.

### **24. Will I get PD points for working with a coach?**

PD points will be awarded for working with a coach if that work is beyond the expected workday teacher/coach interaction. For example the teacher and the coach work on a project outside of contract time. In order for PD points to be awarded this work must be approved beforehand by an administrator.

Coaching Activity Log

Date	Name (Who I Worked With)	Activity Code (Circle all that apply)	Outcome of Work (What We Did)	Next Steps	Reflections (Successes, Challenges)
		PD C Cf CT ML SA DA M KB O			
		PD C Cf CT ML SA DA M KB O			
		PD C Cf CT ML SA DA M KB O			
		PD C Cf CT ML SA DA M KB O			
		PD C Cf CT ML SA DA M KB O			
		PD C Cf CT ML SA DA M KB O			
		PD C Cf CT ML SA DA M KB O			
		PD C Cf CT ML SA DA M KB O			
		PD C Cf CT ML SA DA M KB O			

**PD(Professional Development)** Planning/Providing/facilitating professional development **C (Coaching)** Observing teachers in classrooms and providing feedback **Cf (Coach-Teacher Conference)** Conferencing with teachers about lesson planning, grouping, instruction, and intervention strategies **CT (Co-Teaching)** Partnering with the teacher to deliver instruction to students **ML (Modeling Lessons)** Demonstrating model lessons in classrooms **SA (Student Assessment)** Facilitating the creation of student assessments **DA (Data Analysis)** Facilitating a teacher or group of teachers in analyzing student data **M (Meetings)** Attending meetings in my school or district, including PLC meetings **KB (Knowledge Building)** Building knowledge through personal study or professional development **Other** (Describe)

### 2014-2015 Coaching Logs Data Summary

**August 2014** Please enter the total number of each activity for this month.

Coach	PD	C	Cf	CT	ML	SA	DA	M	KB	O
A	4	10	2	0	0	3	1	19	13	7
B	6	16	7	0	0	1	0	10	2	1
C	1	2	1	0	0	0	1	6	6	7
D	5	2	17 (47)	2	2	4 (13)	7 (26)	12 (41)	1	0
E	3	33	0	0	0	0	1	13	8	18
F	3	18	2	0	1	0	6	10	12	3
G	6	12	9	0	3	1	3	10	5	5
H	1	18	3	1	1	0	0	8	5	3
I	6	16	12	0	0	0	1	11	4	1
J	9	17	8	3	0	0	1	12	12	2
K	3	7	6	4	4	1	0	18	1	2
<b>TOTALS</b>	<b>47</b>	<b>151</b>	<b>67</b>	<b>10</b>	<b>11</b>	<b>10</b>	<b>21</b>	<b>129</b>	<b>69</b>	<b>49</b>

**PD (Professional Development)** Planning/Providing/facilitating professional development **C (Coaching)** Observing teachers in classrooms and providing feedback  
**Cf (Coach-Teacher Conference)** Conferencing with teachers about lesson planning, grouping, instruction, and intervention strategies **CT (Co-Teaching)** Partnering with the teacher to deliver instruction to students **ML (Modeling Lessons)** Demonstrating model lessons in classrooms **SA (Student Assessment)** Facilitating the creation of student assessments **DA (Data Analysis)** Facilitating a teacher or group of teachers in analyzing student data **M (Meetings)** Attending meetings in my school or district, including PLC meetings **KB (Knowledge Building)** Building knowledge through personal study or professional development **Other** (Describe)

## 2014-2015 Coaching Logs Data Summary

**September 2014** Please enter the total number of each activity for this month.

Coach	PD	C	Cf	CT	ML	SA	DA	M	KB	O
A	4	17	21	1	0	0	2	30	15	7
B	22	22	14	0	0	1	18	37	13	0
C	4	18	9	0	5	0	0	26	10	12
D	2	6	28	4	0	7	21	27	6	0
E	5	47	12	4	0	0	8	18	14	12
F	17	40	5	2	2	3	2	27	13	3
G	7	16	12	0	8	0	3	24	13	9
H	17	6	6	0	0	2	6	29	17	2
I	5	36	18	7	1	0	0	7	7	1
J	8	39	14	7	0	3	3	11	8	7
K	3	15	11	7	4	9	5	14	3	5
<b>TOTALS</b>	<b>94</b>	<b>262</b>	<b>150</b>	<b>32</b>	<b>20</b>	<b>25</b>	<b>68</b>	<b>250</b>	<b>119</b>	<b>58</b>

**PD (Professional Development)** Planning/Providing/facilitating professional development **C (Coaching)** Observing teachers in classrooms and providing feedback  
**Cf (Coach-Teacher Conference)** Conferencing with teachers about lesson planning, grouping, instruction, and intervention strategies **CT (Co-Teaching)** Partnering with the teacher to deliver instruction to students **ML (Modeling Lessons)** Demonstrating model lessons in classrooms **SA (Student Assessment)** Facilitating the creation of student assessments **DA (Data Analysis)** Facilitating a teacher or group of teachers in analyzing student data **M (Meetings)** Attending meetings in my school or district, including PLC meetings **KB (Knowledge Building)** Building knowledge through personal study or professional development **Other** (Describe)

### 2014-2015 Coaching Logs Data Summary

**October 2014** On the row with your name, please enter the total number of each activity for this month. (17 Coaching Days)

Coach	PD	C	Cf	CT	ML	SA	DA	M	KB	O
A	3	46	15	6	4	0	2	16	14	6
B	6	27	22	2	1	1	15	32	7	3
C	8	20	22	0	1	0	5	26	5	0
D	20	12	25	21	2	2	9	32	11	2
E	14	34	20	0	1	1	5	34	19	8
F	15	18	13	1	0	9	7	17	9	0
G	8	18	19	1	16	0	6	15	10	6
H	13	14	15	1	2	0	4	28	15	11
I	13	36	23	3	0	0	2	14	10	1
J	5	16	11	7	0	0	0	10	4	14
K	5	24	18	10	1	6	5	23	8	7
<b>TOTALS</b>	<b>110</b>	<b>265</b>	<b>203</b>	<b>52</b>	<b>28</b>	<b>19</b>	<b>60</b>	<b>247</b>	<b>112</b>	<b>58</b>

**PD (Professional Development)** Planning/Providing/facilitating professional development **C (Coaching)** Observing teachers in classrooms and providing feedback  
**Cf (Coach-Teacher Conference)** Conferencing with teachers about lesson planning, grouping, instruction, and intervention strategies **CT (Co-Teaching)** Partnering with the teacher to deliver instruction to students **ML (Modeling Lessons)** Demonstrating model lessons in classrooms **SA (Student Assessment)** Facilitating the creation of student assessments **DA (Data Analysis)** Facilitating a teacher or group of teachers in analyzing student data **M (Meetings)** Attending meetings in my school or district, including PLC meetings **KB (Knowledge Building)** Building knowledge through personal study or professional development **Other** (Describe)

### 2014-2015 Coaching Logs Data Summary

**November 2014** Please enter the total number of each activity for this month. (12 Coaching Days)

Coach	PD	C	Cf	CT	ML	SA	DA	M	KB	O
A	6	22	4	1	0	0	0	14	6	10
B	12	5	18	0	0	3	7	20	4	0
C	3	10	10	0	4	2	2	10	2	0
D	7	11	7	18	2	1	11	17	6	3
E	10	13	20	7	2	5	9	23	4	3
F	8	17	15	7	3	3	4	7	4	2
G	10	10	7	1	10	1	5	21	9	1
H	9	9	0	0	0	2	1	12	7	1
I	13	8	16	10	7	0	1	13	8	0
J	9	11	7	16	0	1	1	9	4	10
K	3	12	9	7	3	4	3	14	9	3
<b>TOTALS</b>	<b>90</b>	<b>128</b>	<b>113</b>	<b>67</b>	<b>31</b>	<b>22</b>	<b>44</b>	<b>160</b>	<b>63</b>	<b>33</b>

**PD (Professional Development)** Planning/Providing/facilitating professional development **C (Coaching)** Observing teachers in classrooms and providing feedback  
**Cf (Coach-Teacher Conference)** Conferencing with teachers about lesson planning, grouping, instruction, and intervention strategies **CT (Co-Teaching)** Partnering with the teacher to deliver instruction to students **ML (Modeling Lessons)** Demonstrating model lessons in classrooms **SA (Student Assessment)** Facilitating the creation of student assessments **DA (Data Analysis)** Facilitating a teacher or group of teachers in analyzing student data **M (Meetings)** Attending meetings in my school or district, including PLC meetings **KB (Knowledge Building)** Building knowledge through personal study or professional development **Other (Describe)**

# Charlottesville City Schools Instructional Coaching Model: Teacher Survey

We respect your privacy. All individual survey responses will remain anonymous.

\* Required

How many years of experience do you have in education? \*

In what ways have you interacted with the instructional coach(es)? How often has that occurred?

	Frequently (Once a week or more)	Occasionally (Once a month or more)	Seldom (Less than once a month)	Not yet
Attend PLCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide PD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom observation of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist with data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual meeting with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where is your current placement? \*

- Buford Middle School
- Burnley-Moran Elementary School
- Charlottesville High School
- Clark Elementary School

- Greenbrier Elementary School
- Jackson-Via Elementary School
- Johnson Elementary School
- Lugo-McGinness Academy
- Venable Elementary School
- Walker Upper Elementary School
- Other:

**My instructional coach(es) have supported me in the following ways:**

(Choose all that apply.)

- Data coach: support in understanding and analyzing data
- Classroom supporter: support through observations and feedback
- Classroom supporter: support through modeling of instruction
- Classroom supporter: support through co-teaching
- Resource provider: support with a variety of resources
- Learning facilitator: support with coordinating professional learning opportunities
- Instructional specialist: support with providing teachers with skills to align instruction with standards
- Instructional specialist: support with planning instruction
- Curriculum specialist: support with implementation of curriculum
- Other:

**What is the most helpful professional development your instructional coach(es) has/have delivered?**

**What has been most beneficial in working with your instructional coach(es)?**

**After reflecting on the first quarter, what suggestions or recommendations do you have for the instructional coaching model?**

**What changes have you made in your classroom practice?**

**Which of these, if any, have been as a result of your work with a coach?**

Submit

*Never submit passwords through Google Forms.*

Powered by

This form was created inside of Charlottesville City Schools.

[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)