SUMMER ACADEMY

Coaching for School Improvement
-Components of an Effective System-

Culture of Coaching	Not Present	Beginning	Refining	Optimizing	Notes
1. We have identified and defined our instructional priorities					
2. We have identified and defined specific look-fors connected to our instructional priorities					
3. Our look-fors drive our system for coaching					
4. Administrators, Coaches and Teachers understand that everyone is a coach with a goal to improve teacher capacity and improve student outcomes					
5. Our coaching process: • Identifies a focus for coaching *and* • Determines a method to coach *and* • Reflects on coaching and refines the process as a result of reflection/admin feedback					

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Monitoring	Not Present	Beginning	Refining	Optimizing	Notes
6. Our coaching system is visible through completion and submission of evidence in the form of: • Support logs • Schedules • Teacher reflection • Coach reflection • Coaching Support Plans • Tiering Document					
7. We measure **individual *teacher* successes** through documented walkthroughs, feedback and reflection					
8. We measure **individual *coach* successes** through documented walkthroughs, feedback and reflection					
9. We use *evidence* to determine if current supports should continue or if adjustments are necessary					
10. Administrators, Coaches and Teachers understand their roles in monitoring coaching					
11. We measure success of my coaching system through: • Walkthrough trends over time • Reflections over time • Feedback over time • Student outcomes over time					