

## PROCESS:

### 1. TLC Members Review the TLC Rubrics & Identify An Essential 10-15 Elements for Your Specific Role

- a. Instructional Coach - Elementary
- b. Instructional Coach - Secondary
- c. Instructional Specialist - Elementary
- d. Instructional Technology Coach
- e. Special Education Instructional Coach
- f. ESOL/ELP Instructional Coach (separate if best)
- g. Instructional Mentors

### 2. Administrators/Evaluators Review & Add Feedback

*Evaluator Feedback in Blue Font*

- *Agree - Place an asterisk after the statement*
- *Additional Things to Consider or Wonders - Type within the justification section*
- *Additions: If you feel an element is missing - Add an additional row and fill in all areas*

### 3. TLC Site Team Review - May Meeting

### 4. Creation of a Final Draft for Feedback from TLC members & Admin: August 2024

## TLC STANDARDS

### Domain: Leadership

1. Interacts with teachers in a way that reflects trust, transparency, and positive intention which improves professional practice. (From ISSL: Standard 7)
2. Establishes a culture for ongoing instructional improvement. (From Danielson 2b)

### Domain: Data-Driven Decision-Making

3. Leads teachers in using formative and summative classroom assessment data to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. (adapted from ISSL: Standard 4)
4. Builds the capacity of teachers to use district-level data to monitor the effect of their practice on students' progress and achievement. (adapted from ISSL: Standard 7)

### Domain: School Improvement

5. Designs and delivers professional learning opportunities for teachers to reflect, learn from each other, and engage in new learning aligned to a shared vision and goals to improve instructional practice and student learning. (From ISSL: Standard 7)
6. Works with district and building leadership teams to create and implement an integrated tiered system of supports that meets the diverse needs of student learners. (From ISSL: Standard 4)

### Domain: Effective Teaching & Learning

7. Provides support to individual teachers and professional learning communities to implement the guaranteed and viable curriculum within and across grade levels and courses. (adapted from ISSL: Standard 4)
8. Provides support to individual teachers and professional learning communities to implement high-impact instructional strategies, and multiple and varied assessments through modeling, coaching cycles, and coaching conversations. (adapted from ISSL: Standard 4)
9. Builds the capacity of teachers to implement effective instructional practices to ensure accessible education for all learners. (ISSL: Standard 10)

Standard Connection	Domain	Specific Element	Justification
			<p><b>Justification</b></p> <p><b>**How does it align with your specific role?</b> <a href="#">JOB DESCRIPTIONS</a></p> <p><b>**What impact does this element have on teaching &amp; learning in the areas you support?</b></p> <p><b>**Quantify: What percent of your teacher leadership time connects to this element?</b></p>
Standard 1 ▾	Leadership ▾	L1a: Communication	Modeling open and honest communication, while maintaining rapport, in the effort to address and make change when presented with crucial conversations or topics.
Standard 1 ▾	Leadership ▾	L1b: Teacher Partnership	Building efficacy and confidence in individual teachers enhances the strength as a SPED group. Recognize and utilize the strengths of the group.
Standard 1 ▾	Leadership ▾	L1c: Relationships	Having open, trustworthy relationships with teachers is key to having an open honest conversation. Being able to demonstrate trust, confidentiality, empathy, and ability to listen is key to staff being vulnerable during a conversation and coaching.
Standard 3 ▾	Data-Drive De... ▾	D3a: Data-Driven Goal Setting	Data Driven Decision Making is at the core of Special Education Services. Partnering with sped teachers to identify a clear, measurable, and student focused goal is important. Not just saying data driven modeling data driver goal setting through coaching.
Standard 3 ▾	Data-Drive De... ▾	D3b: Classroom Data Analysis & Interpretation	Supporting teaching in using assessment data to drive planning of specially designed instruction as well as the development of SMART IEP Goals
Standard 3 ▾	Data-Drive De... ▾	D3c: Instructional Response	A core piece of our coaching cycles and coaching conversations support options that teachers can engage in throughout the school year.
Standard 5 ▾	School Improv... ▾	S5a: Professional Learning Opportunities	Work done through providing district-wide and building specific Professional Development
Standard 5 ▾	School Improv... ▾	S5c: Professional Learning Facilitation	We have to be able to actively engage teachers in professional learning that results in teaching reflection and action in their classroom. We have to know what we are expecting and build capacity in others.
Standard 6 ▾	School Improv... ▾	S6a: Understanding District Processes	We have to be familiar with district and department processes to know how to lead our teachers. This happens through hard conversation and

			modeling expectations. Having an understanding of what needs to be done, and when you don't dig to learn to then lead.
Standard 6 ▾	School Improv... ▾	S6c: Instructional Knowledge	Must have a high level of knowledge when it comes to suggesting or guiding teachers in selecting appropriate curriculum and instructional strategies.
Standard 7 ▾	Effective Teac... ▾	E7a: Alignment	Providing information and clarity to teachers (PLCs), administrators, and support staff around district directives and expectations.
Standard 7 ▾	Effective Teac... ▾	E7b: Access to Resources	Support identification and application of various resources (ACHIEVE, academic instruction programs such as RGR, Numeracy, Step Up To Writing, etc.)
Standard 7 ▾	Effective Teac... ▾	E7c: Content Knowledge & Pedagogy	Planning and designing building/PLC specific supports around instruction materials and implementation in response to individual/team needs
Standard 7 ▾	Effective Teac... ▾	E7d: Assessment Literacy	Working with teachers to evaluate the effectiveness of selected or required assessments (goal specific, state, district, etc)
Standard 8 ▾	Effective Teac... ▾	E8a: Instructional Strategy Implementation Support	Key components of our coaching cycles and conversations (observations, fidelity checks) Would add E8b to this as well. We need to be able to give feedback to teachers that was observed. Can we combine these? LOL
Standard 8 ▾	Effective Teac... ▾	E8c: Assessment Implementation Support	Supports in organization of and effectiveness of assessments (appropriateness of goals, assessments, etc)

\* A large portion of SPED Instructional Coach falls in Standards 3, 7, & 8

\* Standards 1, 5, & 6 help to support those standards and are often embedded in daily work/tasks