

# Instructional Coaching Impact Matrix

## Clear Creek ISD

Impact Performance Standards	Lifting Level of Instruction During Collaborative Planning	Partners with Teachers to Address Specific Student Learning Need	Engages Teachers in Reflective Conversations to Foster Awareness of the Teaching-Learning Connection	Alignment of Goals (District, Campus and Classroom Goals)	Alignment of Curriculum, Instruction, & Assessment	Expand Teachers Use of Various Types of Data
<b>Optimizing (Sustainable)</b>	Teacher leaders, supported by coaches, utilize the campuses' learning agenda for planning, data analysis, and supporting teacher to teacher learning. During planning teachers engage in productive conflict in order to develop shared understandings of student learning processes; develop a "best practice" plan for instruction, and analyze data for evidence of teaching effectiveness.	Teachers consistently utilize planning processes to ensure that the needs of specific students or student groups are explicitly considered-- and provided for-- during both assessment creation and the design of first time instruction. Teachers meet periodically during the teaching of a unit to adjust instructional plans in response to evidence of student learning and misconceptions.	Teachers, individually and in teams, regard their work as opportunities to learn and refine their practice through inquiry and reflective thinking. Coaches plan for, and implement, a time for reflection with teachers they are working with; Coaches craft the appropriate questions (ahead of time or in response to the coaching conversation) that mediate thinking and facilitate growth towards the new learning; Coaches move beyond formal times for reflection and seize any opportunity available	Teachers are involved in the creation or identification of campus learning needs (through data analysis and discussion), understand the relationship of those goals to student outcomes and choose personal goals that advance campus development. Teachers utilize coaches as resources in identifying development goals and in using a cycle of continuous learning to work towards goal attainment. Administrators and	Teachers consistently begin planning by engaging in conversations that create a shared vision of mastery, agreement regarding student success criteria, and evidence of student mastery. They meet consistently during each unit of study to discuss student learning and formative assessment evidence and o collaboratively discuss students' progress towards mastery. Teachers hold themselves accountable to the group to engage in	Teachers methodically utilize multiple forms of data (qualitative and quantitative) as diagnostic information about both teaching and learning. Teachers look across multiple data sources and beyond the level of aggregate measures of success and struggle to uncover root causes, patterns, and trends for classes and for individual students. The resulting understandings are utilized in a timely manner to adjust classroom instruction or to engage in cycles of continuous professional learning. Learning targets, learning progressions,

# Instructional Coaching Impact Matrix

## Clear Creek ISD

			to them; Coaches observe for changes in their own, and teachers' practices as a result of reflection and can point to specific evidence of growth	coaches have an aligned and cohesive plan for supporting teachers' development and activating a campus-wide culture of growth	collaborative inquiry, execute shared decisions, and discuss instructional adjustment needed.	performance standards, and / or the TEKS are used as the criteria for all data discussions.
<b>Meeting (Facilitating)</b>	Coaches facilitate team meetings using learning designs that focus on alignment, assessment writing, and planning for instruction. During these meetings coaches utilize a collaborative style and contribute ideas, resources, and expertise. They support teaching teams engaging in productive struggle.	Coaches facilitate planning that includes an awareness of student learning differences, gaps, and misconceptions. Coaches support teachers in the development of strategies to address student needs and continues targeted support during implementation.	Coaches facilitate reflection by intentional plans for reflective conversations with teachers and prepare thoughtful questions ahead of time to follow up with teachers to assess impact of instructional changes and plan next steps	Coaches facilitate translation of campus goals into content specific strategies and link teachers' observations of students' needs to those goals. Coaches utilize various coaching techniques to support teachers' thinking and practice towards goal attainment.	Coaches facilitate conversations about shared vision of mastery, collaborative assessment writing and formative checks for students understanding. Teachers collaboratively consider goals, choices, and evidence of learning but still feel their primary accountability is to their own practice and to the assessment of their evaluator and not necessarily to each other.	Coaches consistently facilitate teachers' use of quantitative and qualitative data, which may include examination of student work examples or formative assessment results to diagnose immediate student learning needs and to assess instructional effectiveness. All data discussions are grounded in reference to learning targets, performance standards, or TEKS. Common assessment data is analyzed prior to the planning of instruction. Reliance on either qualitative or quantitative data may dominate.

# Instructional Coaching Impact Matrix

## Clear Creek ISD

<p><b>Approaching</b></p>	<p>Coaches lead team meetings that focus on alignment, assessment writing, and planning for instruction. During these meetings, coaches utilize a consulting style to guide or insist upon adherence to a backwards design protocol.</p>	<p>Coaches are aware of the need to do this but do it inconsistently or as a reaction to data</p> <p>Coaches support teachers in responding to student needs that emerge <i>during instruction</i> and guide teachers to reflect upon the impact of those needs while reflecting upon assessment outcomes</p>	<p>Coaches begin to value reflection as a xxx part of the coaching cycle and make attempts to allow time for reflection; they discuss the idea of reflection with teachers; aware that it is missing; coaches take the opportunity to reflect with teachers but don't necessarily make the opportunity; with following up with teachers but are aware that it is important for teacher growth.</p>	<p>Coaches support teachers' work towards attainment of personal goals previously created by the teacher and his or her evaluator</p>	<p>Coaches consistently ask questions of teacher teams regarding alignment issues including both the rigor and scope of assessment items and the choice of instructional options, but teachers may or may not revise instructional plans or assessments.</p>	<p>Coaches' consistently guide teachers in the utilization of common assessment data prior to the creation of a common assessment and the planning of instruction. Student work may occasionally be examined.</p>
<p><b>Emerging</b></p>	<p>Coaches are responsible for assessment writing or checking, planning some or all components of instruction, creation of resources, and / or analysis of data.</p>	<p>Coaches and teachers sometimes consider specific student needs when reviewing summative assessment data</p>	<p>Coaches reflect on their own learning when guided by a coach or coordinator.</p>	<p>Coaches and administrators discuss campus learning goals during regularly occurring meetings.</p>	<p>Coaches are present during team meetings and respond to questions regarding rigor and alignment of assessment items and classroom practices when asked by teachers.</p>	<p>Data is inconsistently collected or cannot be utilized in discussions of teaching effectiveness due to a lack of congruent or shared data.</p>