



Milestone Credential	Description of Competency	Builds Towards
Instructional Coach	Learning team leader facilitates improvements in instruction and student learning. Teachers on the team are successful in applying new knowledge about content and pedagogy to advance classroom practice.	Teacher Leader

To earn the milestone credential, the learning team leader must:

Earn Micro-credentials	Earn the following micro-credentials: Standards Ambassador, Learning Facilitator, Instructional Specialist.
Prepare to earn the milestone credential	<p>Teams engaging in collaborative inquiry cycles critically examine their practice and adjust their instruction to improve student learning. These adjustments include the adoption of new instructional strategies or instructional materials that improve teaching and provide students with opportunities to learn at high levels.</p> <p>Before launching the inquiry cycle, the team selects a research-based tool to use to guide instructional adjustments and establish a common language for planning, reflection, and collaboration. (Examples of appropriate research-based tools include the Achieve the Core Instructional Practice Guide, Danielson Framework for Teaching, Marzano’s Teacher Practice Rubric, TNTP Core Teaching Rubric, Marshall Teacher Evaluation Rubric, etc.)</p> <p>For this milestone, you will summarize an inquiry cycle, including the changes in teacher practice that are evident in planning and observable in instruction for at least 2 members of your team. You will make an explicit connection between the student learning goal, resulting team actions, and changes in teacher practice.</p>

<p>Lead the inquiry cycle and collect evidence of changes in teacher practice</p>	<p>Team establishes student learning goal by analyzing evidence. Team unpacks relevant standards.</p> <p>Collect baseline data on teacher practice: Teacher leader or team observes lessons to understand instructional gaps OR Teachers self-assess using framework.</p> <p>Teachers learn and implement new instructional strategies.</p> <p>Team analyzes student work/ teacher practice and adjusts instruction.</p> <p>Collect end of cycle data on teacher practice: Teacher leader or entire team observes lessons to reflect on changes in teacher practice</p> <p>Team evaluates progress related to student learning and teacher practice</p>
<p>Submit evidence</p>	<p>Answer the following questions in an online questionnaire:</p> <ol style="list-style-type: none"> 1. What subject area(s) did your team focus on this cycle? 2. What grade level(s)? 3. What was your team’s student learning goal for this cycle? 4. What standard does the goal address? 5. What research-based tool did you use to observe and reflect on changes in teacher practice? 6. To what extent did your team make progress related to the student learning goal? <ol style="list-style-type: none"> a. A great deal of progress was made and we met our goal b. Good progress was made, but we did not quite meet our goal c. Some progress was made d. Little or no progress was made 7. To what extent did your team make progress related to an identified area of teacher practice? <ol style="list-style-type: none"> a. A great deal of progress was made b. Good progress was made c. Some progress was made d. Little or no progress was made <p>Submit the following:</p> <ol style="list-style-type: none"> 1. Inquiry Cycle Snapshot - Instructional Coach Worksheet <ol style="list-style-type: none"> a. Inquiry Cycle Snapshot - Math Example

	<ol style="list-style-type: none"> 2. Baseline data on teacher practice based on a lesson for 2 teachers on the team - This can be: <ol style="list-style-type: none"> a. the teacher leader’s low-inference observation notes aligned with specific indicators on the research-based framework OR b. teacher self-assessment for specific indicators on a research-based framework, with justification. 3. End of cycle data on teacher practice for the same 2 teachers on the team - This can be: <ol style="list-style-type: none"> a. the teacher leader’s low-inference observation notes aligned with specific indicators on the research-based framework from observing a lesson for each teacher OR b. teacher self-assessment for specific indicators on using a research- based framework, with justification. 4. Lesson plans from the end of cycle observations.
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To earn this milestone credential, members of the teacher leader’s team apply new knowledge of standards, content or pedagogy to their classrooms.

Inquiry Cycle Snapshot Scoring Guide:

TMI Coach reviews the Inquiry Cycle Snapshot and completes the chart below:

Look Fors:	Demonstrated? (Y) (N)	Notes:
Basic: The submission includes an answer to all questions in the Inquiry Cycle Snapshot template.		
Based on the responses to the questions in the snapshot, it is clear that the team engaged in a coherent inquiry cycle that included implementation of instructional strategies that addressed the instructional gaps identified by the team.		
The snapshot includes a critical analysis of changes in teacher practice that reflects a strong understanding of progress made and the instructional gaps that remain and explicitly references a research-based framework (eg Danielson, IPG, etc.).		
The snapshot includes clear and appropriate next steps to advance teacher learning.		



Artifacts Scoring Guide:

TMI Coach reviews the lesson plans and pre-/post- observation data submitted and completes the chart below:

Look Fors:	Demonstrated? (Y) (N)	Notes:
The artifacts submitted demonstrate that the team used a research based framework appropriately to reflect on teacher practice pre-implementation, and assess progress post-implementation.		
The post-implementation artifacts demonstrate that teachers have made progress on targeted areas of the research-based framework.		
The lesson plans demonstrate classroom application of an instructional strategy that aligns with the team's targeted instructional gaps during this inquiry cycle.		