

# INSTRUCTIONAL COACHING PROGRAM STANDARDS



Over the last 20 years, New Teacher Center (NTC) has worked with teachers, teacher leaders, schools and school districts, researchers, state agencies, policy-making organizations, and a range of educational institutions to define the characteristics and fundamental elements of high-quality coaching. The goal of NTC's *Instructional Coaching Program Standards* is to accelerate teacher effectiveness, build teacher leadership, increase student learning, and support equitable outcomes for every learner. These standards are carefully framed to support maximum impact on teaching and learning, regardless of context.

## FOUNDATIONAL

### **1.0** Program Vision, Goals, and Institutional Commitment

**1.1** Program leader and key decision-makers create a program vision, mission, and program design focused on advancing equitable student learning and teacher effectiveness within a comprehensive system of development for all educators.

**1.2** Program leader and key decision-makers develop specific program goals based on program vision and mission, program standards, research, school and district initiatives, and state and local policy to guide program implementation and improvement.

**1.3** Program leader and key decision-makers allocate time and sufficient financial resources to accomplish program goals, support continuous program improvement, and ensure long-term sustainability.

**1.4** Program leader and key decision-makers ensure that a broad coalition of stakeholders are well-informed and collaborate on and advocate for effective, research-based program implementation that aligns with the school's and district's vision, mission, and instructional priorities.

**1.5** Program leader and key decision-makers work to establish and maintain inclusive and equitable school cultures and improve conditions that affect teacher success and the learning of every student.

### **2.0** Program Leadership and Communication

**2.1** Program leader has the knowledge, commitment, and experience required to lead the program and is given organizational and decision-making influence, along with adequate support, time, and resources to maximize program impact and sustainability.

**2.2** Program leader collaborates with key decision-makers to ensure that the program's vision and mission, goals, design, and practices align with and support school and district initiatives, instructional priorities, professional learning, leadership development programs, and teacher/school leader evaluation.

**2.3** Program leader and key decision-makers guide the development and implementation of a comprehensive system of continuous program improvement and evaluation based upon vision, mission, goals, instructional coaching program standards, and program design.

**2.4** Program leader and key decision-makers systematically share evaluation findings with stakeholders for the purposes of collaborative programmatic decision-making, improvement, and accountability.

### **3.0** School Leader Engagement

**3.1** Program leader supports school leaders to implement policies, provide time and resources, and create conditions that promote teacher and coach success and program impact and sustainability.

**3.2** Program leader creates clear roles, expectations, and conditions to support school leaders, instructional leadership teams, and coaches to work in collaborative, partnerships to improve teacher practice and the learning of every student.

**3.3** Program leader provides school leaders and instructional leadership teams with ongoing professional learning that builds and sustains their capacity to align instructional coaching practices with other school-based goals, instructional priorities, and evaluation procedures to advance teacher development and coach effectiveness.

## STRUCTURAL

### **4.0** Instructional Coach Roles and Responsibilities, Selection, Assignment, and Assessment

**4.1** Program leader collaborates with other key decision-makers to develop and widely communicate clearly defined roles and responsibilities of instructional coaches that focus on the advancement of standards-based teacher practice, student learning, and teacher leadership.

**4.2** Program leader and key decision-makers design a formal, rigorous process for instructional coach recruitment and selection that is based on criteria aligned with adopted roles and responsibilities.

**4.3** Program leader and relevant stakeholders manage the assignment of instructional coaches to sites according to program design, instructional coach roles and responsibilities, and other relevant factors and coordinate with school leaders to maintain appropriate caseloads.

**4.4** Program leader engages instructional coaches in a system of continuous improvement and accountability that is based on ongoing formative assessments and informed by quantitative and qualitative data from instructional coach-teacher interactions.

### **5.0** Instructional Coach Professional Learning, Learning Communities, and Onboarding

**5.1** Program leader designs and implements a system of initial coach onboarding followed by coach professional learning that is research-based and aligned to roles and responsibilities and with the program's vision, mission, goals and district instructional priorities.

**5.2** Program leader designs and implements instructional coach communities of practice/forums in which coaches collaboratively apply and extend new learning, reflect on their practice, examine data of student learning, teacher practice, and in-field observations.

**5.3** Program leader builds the capacity of instructional coaches to use strengths-based coaching processes and tools to advance teacher practice and the learning of every student.

### **6.0** Instructionally Focused Formative Assessment of Teaching Practice

**6.1** Program leader ensures that instructional coaches use a formative assessment system that is research-based and provides tools and protocols for capturing multiple sources of evidence to assess teacher strengths and areas for growth in relation to rigorous content and teacher standards.

**6.2** Program leader ensures that instructional coaches support teachers to develop instructionally focused short- and long-term goals based on their context, content focus, formative teacher and student data of practice, and developmental needs in alignment with the school leader's evaluation focus and the district's instructional priorities.

**6.3** Program leader guides instructional coaches in using high-leverage formative assessment processes and tools with teachers to gather data of practice and inform ongoing teaching-coaching cycles to improve instruction and the learning of every student.

## INSTRUCTIONAL

### **7.0** Instructional Coaching for Optimal Learning Environments

**7.1** Program leader supports instructional coaches to collaborate with teachers to create emotionally, intellectually, and physically safe learning environments and apply effective, research-based teaching practices that engage students in productive struggle with rigorous content.

**7.2** Program leader builds the capacity of instructional coaches to support teachers to plan instruction aligned to curriculum, rigorous standards, and effective research-based teaching practices.

**7.3** Program leader guides instructional coaches to enhance the capacity of teachers in the analysis of student learning to inform the planning and delivery of standards-based instruction to meet the variable needs of every student.

**7.4** Program leader guides instructional coaches to support teachers in applying new learning from teacher professional learning experiences.

### **8.0** Instructional Coaching for Diversity, Equity, and Inclusion

**8.1** Program leader builds the capacity of instructional coaches to support teachers in advocating for and maintaining equitable and inclusive learning environments that embrace and build on students' ethnicity, race, gender, gender identity, sexual orientation, disability, giftedness, and socio-economic, cultural, academic, linguistic, and family backgrounds.

**8.2** Program leader guides instructional coaches to support teachers in using culturally responsive pedagogical practices to provide every student with equitable access to rigorous grade-level content.

**8.3** Program leader guides instructional coaches to support teachers to embrace mindsets and strategies that ensure every student has equitable access and opportunities to meet rigorous standards.



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