

Coach Success Standards

The Dynamic Learning Project believes that successful instructional technology coaching is:



1. a partnership between the principal, coach, and teaching staff



2. non-evaluative, personalized professional development for individual teachers



3. data-driven and aligned with district and school goals



4. focused on enhancing impactful technology use





Coaching Skills

1A Drives Impactful Technology Use

Effectively coaches teachers to overcome challenges with tech-based strategies and generally improve their impactful technology use (ITU).

1B Identifies and understands instructional challenges

Helps teachers identify their instructional and professional challenges by reflecting on problems of practice and understanding the root causes of each challenge.

1C Investigates and selects personalized instructional strategies

Works with teachers to collaboratively investigate effective tech-based strategies and select the strategy and tool that fit the specific needs of their teachers.

1D Supports teachers through classroom visits & strategy iteration

1. Leverages classroom visits such as co-teaching, modeling of best practices, and data collection during tech-based strategy implementation as a method of enhancing individualized support for teachers.
2. Uses the “meet, visit classroom, meet” cadence to continually discuss and improve upon selected strategies, gather information about strategy implementation, and debrief both successes and areas for improvement.

1E Collaboratively reflects on strategy implementation

Works with teachers to reflect on tech-based strategy implementation, and thoughtfully discuss successes, challenges, and methods of improvement.

1F Iterates on coaching with data

Utilizes data and information collected during 1:1 meetings and classroom visits (via the DLP coaching dashboard or other coaching logs) to iterate on teacher support and effectively work towards measurable outcomes while maintaining confidentiality.





Coaching Attributes

2A Strong communicator

Listens carefully, communicates frequently and clearly, and effectively navigates difficult conversations with their principal and teachers.

2B Goal-oriented and data-driven

Sets clear goals with individual teachers and across school wide systems, and uses data to measure, iterate, and communicate progress toward those goals.

2C Reflective and innovative

Reflective about their successes and areas of growth, and intentional about using reflections to improve their coaching practice and help their teachers' better innovate in the classroom.

2D Relationship-focused

1. Builds integrity-driven, trustworthy relationships with both teachers and school leaders and increasingly develops rapport throughout the school year.
2. Coaches with empathy and continually keeps each teacher's circumstances, needs, and desires at the center of their work.





Leadership

3A Partners with district and school leaders

Collaborates with district leaders, principals and other school leaders to effectively manage the technology coach program in their school and provide personalized support for teachers.

3B Aligns coaching practices with district and school goals

1. Understands their district's and school's goals and leverages coaching to help individual teachers collectively work towards those goals.
2. Understands state, district, and school evaluation instruments and processes for measuring student achievement and uses them to help improve teachers' practice.

3C Leverages school-wide systems and tools

Actively participates in school-wide teacher support systems (e.g., staff meetings, grade level and/or curriculum teams, school-based professional learning communities) and leverages them to build awareness about and enhance school technology use.

3D Manages time effectively

1. Effectively manages time in order to adequately support each teacher and to maximize the amount of time spent on coaching.
2. Works with principal to ensure ample time is built into teachers' schedules to allow for regular 1:1 coaching meetings and classroom visits.

3E Fosters conditions for an innovative and collaborative school culture

Fosters trust and respect, in coordination with the principal and teacher-leaders (e.g., DLP advocates, non-tech instructional coaches), to create a safe environment that encourages teachers, students, and administrators to be willing to take risks, innovate, collaborate, and share.

3F Shares stories of impact

Leverages learnings and stories of success to share impact with their community and the world.





Professional Development

4A Takes ownership over growth as a coach

Regularly and strategically seeks out professional development opportunities (e.g. DLP webinars about coaching skills, district trainings, online resources, etc.) that will help enhance coaching skills and knowledge.

4B Builds and contributes to professional learning network

1. Actively builds and leverages their professional learning network by engaging with other coaches and educators about problems of practice.
2. Contributes thoughtfully to their professional learning network – both online (e.g. via social media) and during in-person professional development events (e.g. DLP summer and winter trainings, other conferences).

