

# INSTRUCTIONAL COACHING HANDBOOK



**WESTERN DUBUQUE COMMUNITY  
SCHOOL DISTRICT**

**2014-2017**



## TEACHER LEADERSHIP AND COMPENSATION SYSTEM

### Strategic Plan

2013 – 2017

#### VISION

**Success for All**

#### MISSION

Provide a framework for innovative teachers to demonstrate their leadership potential while fostering trusting relationships, and enhancing support for professional development.

#### CORE VALUES

All Children Can Learn  
Accountability and Responsibility  
Continuous Improvement  
Challenging and Rigorous Curriculum  
Visionary Leadership  
Safe Environment

#### GOALS

- Improved teaching practices that result in engaging instruction and assessments for increased student learning.
- Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.
- Ensure systematic continuous improvement through collaboration, teacher leadership, and best practice instruction strategies.
- Provide multiple leadership opportunities for all through a fair and rigorous selection process.
- Create a closer and more cohesive district professional community.

#### GUIDING PHILOSOPHY

**Better Every Day**

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## Introduction

*“The purpose of Instructional Coaching is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices.”*

Good teaching is the single largest factor in predicting achievement. The impact of having a good teacher can be measured for four years after a student leaves that teacher’s classroom. If teachers are the engine of our district, then professional development and instructional coaches are the essential, ongoing maintenance, tune-ups, oil changes, and recharging that we must do to protect our investment in student learning.

Instructional Coaches are teacher leaders trained to work in real time, side by side with their colleagues in collaboration of best practice instruction, data analysis, and student achievement. Teaching matters. Professional development matters because teaching matters. Professional development is the crucial means of sustaining and extending teachers’ knowledge base and professional repertoire.

The compound practice of teaching continues to gain in complexity every day. Education is constantly in the midst of school improvement. Instructional Coaches help teachers assimilate and apply new strategies and skills that need extra discussion, practice, consideration, and care. Past professional development practices, although deep in information and skills attainment, have lacked in actual follow-through and implementation. The coaches – essentially in-district staff developers are available to work with teachers regularly in their classrooms for the job-embedded professional development that is frequent and ongoing.

**MISSION:** Provide a framework of innovative teachers to demonstrate their leadership potential while fostering trusting relationships, and enhancing support for professional development.

The mission of the Coaching program of WDCSD is to build staff capacity and advance the achievement of all students.

**OBJECTIVES:** The objectives of the first Instructional Coaching Model were to:

- Promote a knowledge base of effective strategies
- Assist teachers by demonstration and modeling
- Practice strategies and provide feedback through peer coaching
- Plan with teachers
- Facilitate on-site professional development
- Participate in on-going and extensive professional development and training

## Instructional Coaches and The Western Dubuque Community School District's Strategic Plan 2014-2017

The central mission of the Instructional Coaching Program is to support the implementation of our District's Strategic Plan goals one and three.

***"Improve student growth and achievement in literacy, math, science, social studies, and twenty-first century skills."***

Instructional Coaches will be involved in the researching, planning, assisted delivery, and follow-through of our Professional Development focuses of curriculum, instruction, and assessment. Through increased support in our district programs such as Continuous Improvement, MTSS/RtI (Literacy), Literacy Instruction (Writing), and Iowa Core, we will see improved student growth and achievement.

**SMART GOAL:** *Through the 2014-2015 school year, Instructional Coach Perception Survey data will indicate 80% of teachers reporting the Instructional Coach helped teachers improve their teaching practice, and thereby see an overall increase in proficiency scores of our students.*

***"Create productive learning environment that utilizes exemplary professional practices."***

Instructional coaches will be trained in effective practices and intervention strategies. They will sit side by side with teachers to guide them in implementing research proven practices.

**SMART GOAL:** *Through the 2014-2015 school year, Instructional Coach Perception Survey data will indicate 80% of teacher reporting that the Instructional Coaches have provided professional development that pertains to them.*

## Roles of an Instructional Coach

*"An increasing number of school systems have carved a new professional role... Whatever the name of this role, it is a complex role. People in it are part teacher, part parent leader, part change agent, and part facilitator. Regardless of their title or job description, instructional coaches have at least two things in common. First, their mission is to assist teachers in learning and applying the new knowledge and skills necessary to improve the academic performance of all students. Second, instructional coaches spend a significant portion of their working day in direct contact with teachers and students, in their schools and classrooms." (from Taking the Lead, Killion and Harrison, 2006)*

The role of the coach is to improve student achievement by building teachers capacity and understand of instructional practices. The coach, in conjunction with the administration, is responsible for ensuring high-quality instruction in classrooms through co-planning, modeling, and providing feedback to teachers. Coaches are expected to support the instructional development of all teachers, which means they are generalists who will work with teachers in a variety of subject areas. While coaches may bring a particular subject-area expertise, their focus is on improving instructional quality across all subject areas. Coaches will create a schedule with their administration working with teachers on a rotational basis.

The on-going foundation of collaboration is essential for building a common knowledge experience around the written, taught and assessed curriculum. Throughout the implementation of coaching in a school, coaches are able to:

- Work with teachers to align instruction and assessments to the Core
- Facilitate cross-observations to see and learn from other classrooms (within and between schools)
- Organize professional development, on-site workshops and book studies
- Work with collaborative groups to examine student work and plan instruction
- Create flexible schedules in order to meet changing needs to students and teachers
- Study student achievement and teacher implementation data to continue to inform district of continued progress and change
- Read and provide research to staff
- Attend trainings and bring information and strategies back to building staff
- Help establish common vocabulary, background knowledge and experience; and collaborative relationships

### **ROLE DESCRIPTORS (IN NO CERTAIN ORDER)**

#### **Change Agent**

Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically.

Description: A coach models and facilitates continuous improvement throughout the school year. Coaches motivate teachers and encourage them to step outside the box, reinforcing their learning with support. The coach helps teachers practice what they learn from professional development and helps teachers transfer/synthesize their learning by co-planning, supporting, and brainstorming ways to use the information in the classroom.

- Fostering a safe, trusting environment for teachers
- Introducing alternatives and refinements for teacher instructional practices

#### **Teacher Leader**

Purpose: To support and communicate school and district initiatives with the school community.

Description: A coach as a teacher leader assists to connect and support district programs, remaining focused on the main goal of increasing student achievement. The coach likely serves on district and school leadership roles, however, the coach is **not** an administrator or evaluator.

- Assisting with the implementation of the School Improvement Plan
- Acting as a strong advocate for student learning

#### **Data Coach**

Purpose: To facilitate conversations using data to drive instructional decisions.

Description: A coach analyzes individual, classroom and school data to facilitate data conversations with faculty. The coach supports teachers and administrators in using data to improve instruction.

- Collaborating with teachers to analyze formative and summative student achievement data
- Assisting teachers with use of data to improve student learning
- Understanding of different assessment systems our district utilizes

### **Instructional Supporter**

Purpose: To support the implementation of effective instructional strategies.

Description: A coach supports teachers by helping with the “how” of teaching. They collaborate with teachers in designing instruction to meet the needs of all students. Coaches provide guidance and structure where needed. A coach is a co-planner and a feedback provider. The coach works side-by-side with teachers, planning and modeling lessons, encouraging reflective practices and analyzing assessment information to guide next steps.

- Collaborating, co-planning, modeling
- Providing descriptive feedback based on teacher observations
- Supporting continuous implementation of previous district instructional goals

### **Curriculum or Content Facilitator**

Purpose: To promote implementation of the Iowa Core through adopted district curriculum and resources.

Description: A coach supports teachers by helping them with the “what” of teaching. They have knowledge of and belief in the Iowa Core and how our curriculum supports the core standards. The coach collaborates and supports teaching in using the curriculum as a basis to analyze students’ strengths and target areas for improvement.

- Supporting teachers through new curriculum adoptions, changes in Curriculum Maps, and updated common assessments
- Facilitating a better understanding of the structure of the written, taught, and assessed curriculum
- Using standards to guide identification of essential knowledge and skills
- Assisting in curriculum implementation with district-wide consistency

### **Learner**

Purpose: To engage in continuous learning in order to keep current in educational practices and programs.

Description: A coach takes initiative to improve their learning. Coaches reach out to create learning communities both within and outside of the school. The coach as a learner, reflects on practice, is aware of the needs of an adult learner, understands the learning process, provides opportunities of proactive support, and leads others in their journey to improve practice.

- Engaging in professional development opportunities and professional reading
- Practicing and reflecting about what is learned

**WHAT IT IS NOT: THE ROLE OF THE COACH DOES NOT INCLUDE...**

- Evaluating teachers
- Providing information that would be used for evaluation
- Serving as substitute teacher
- Serving as principal designee
- Taking primary responsibility for the instruction of a specifically assigned group of students
- Developing or preparing school or district budgets
- Disciplining students in an administrative capacity
- Expertise upon entry

**Specific Yearly Role Focuses****2014-2015 COACHING FOCUS**

- Coaching Cycle (Jim Knight)
- Data Conversations (Nancy Love)
- Peer Review process (Iowa Code)

**ELEMENTARY COACHES**

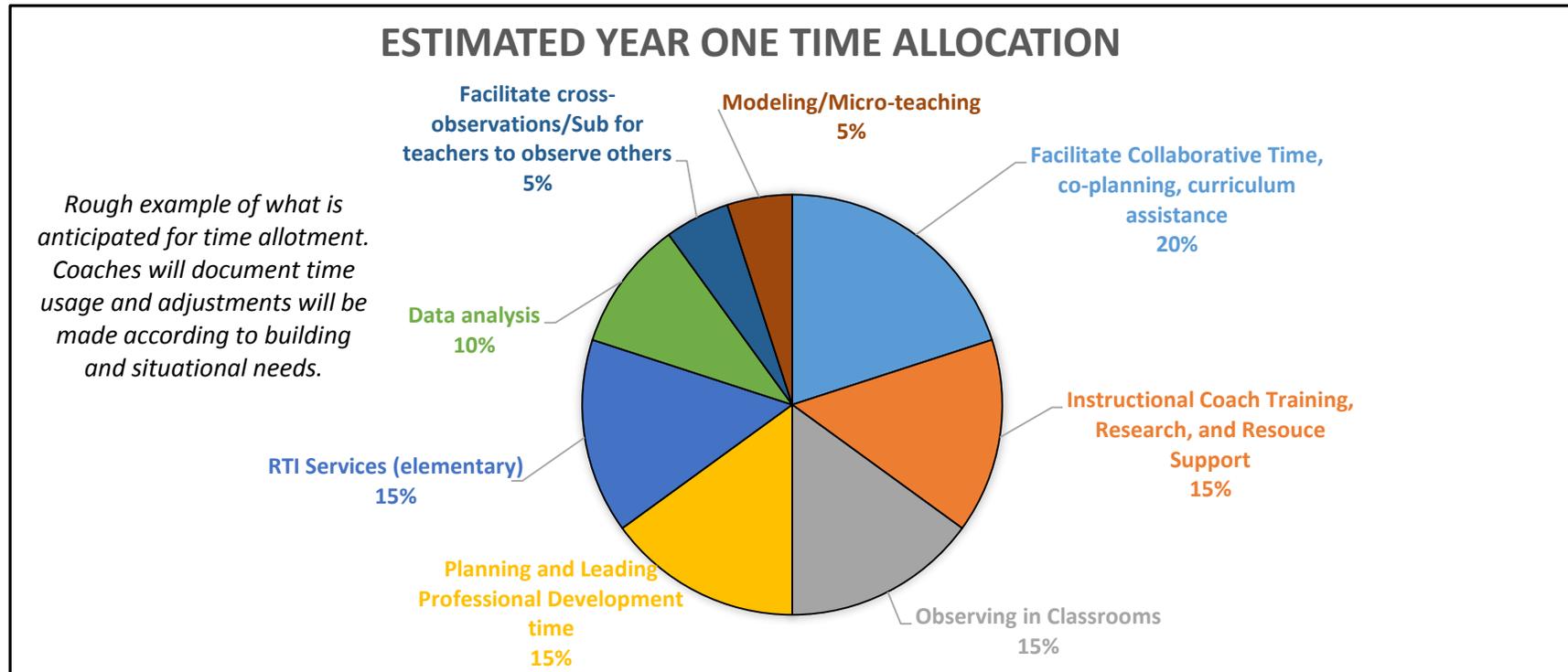
- Curriculum Focus: Writing curriculum and updating curriculum maps
- Instructional Focus: Writing Workshop instruction; Providing feedback with writing
- Assessment Focus: Assist in adjustments done with Literacy Assessments (data use training)
- MTSS (Rtl) Focus: Support collaborative conversations centered around strong data (data conversations)

**SECONDARY COACHES**

- Curriculum Focus: Writing across the curriculum (Core) and updating curriculum maps
- Instructional Focus: Use of Formative Assessments to guide instructional decisions
- Assessment Focus: Common Assessment data use (data use training)
- MTSS (Rtl) Focus: Use of formative assessments to provide immediate interventions

**ANTICIPATED ALLOCATION OF TIME**

The two pie charts below is a sample of how we think each coaches' time will be allocated. These are rough estimates based off their many roles and responsibilities. Coaches will continue to go through on-going professional development, and our goal is to have them become more and more



accessible to the teachers as we establish the positions. Patience, flexibility, and trust are most certainly our biggest allies throughout this process.

**EXPECTATIONS****Ongoing Expectations of a Coach**

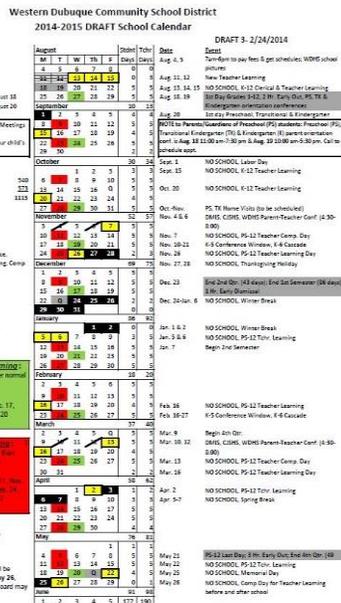
- Set teacher-centered SMART goals while working with teachers - implementation plans, goals, data, and time analysis will be used to ensure success for these positions. (monthly, quarterly, or on a set scheduled time aligned with assessments)
- Time in classrooms (weekly)
  - Create schedule that aligns to focus and building need.
- Time in classrooms are combination of observing, modeling, and micro-teaching

- Modeling professional development
  - Directly show teachers practices from professional development
  - Classroom teacher watches and takes notes while you are modeling
  - Debrief afterwards
  - Expect to see teachers implement what you modeled
- Micro-teaching
  - Plan lessons with teacher
  - Teach alongside teacher
  - Come back together and debrief lesson with teacher
  - Teacher teaches adjusted lesson and debriefs with coach
- Observing lessons/video-taping
  - Watch teacher teach lesson
  - Look for implementation of professional development and curriculum goals
  - Check in with students to see if they are understand lesson
  - Take notes on quotes from students and teacher to share with teacher
- Provide feedback to teachers
  - Feedback is preferred to be face to face
  - Provide written feedback as much as possible
  - Feedback should include direct quotes from teacher's lessons
  - Give positive feedback as well as suggestions on what to improve
- Understanding data
  - Coaches should work with teachers, administrators and support staff to understand and analyze data from all assessments
  - Coaches should help teachers create lessons based on student need
- Curriculum
  - Coaches should help build and create curriculum where needed
  - Coaches should help build curriculum with teams of teachers
  - Coaches should help understand Iowa Core, curriculum maps, and assessments and support teachers in building lesson plans
- Professional Development
  - Coaches work with administration to create and deliver the professional development calendar for the school year
  - Coaches present and monitor implementation of professional development to the staff on a regular basis.
  - Coaches attend their own professional development as related to coaching and instructional leadership. Possible every other week professional development with half day PD/half day coach team implementation and planning.

## Infrastructure

Instructional coaches are considered district positions, however, each instructional coach will have assigned building(s) in which they mainly serve. In addition to the building, some coaches will have additional district responsibilities in relation to professional development and ongoing implementation and improvement. (Additional shared responsibilities may include – math RtI, ELL, Special Ed, TAG, At-Risk/Poverty, instructional technology, Continuous Improvement...as needed for district and building initiatives)

Bernard/Cascade Elementary (PK-6):	Instructional Coach
Dyersville Elementary (PK-4):	Instructional Coach + responsibilities with At-Risk/Poverty
Epworth Elementary (PK-4):	Instructional Coach + responsibilities with Continuous Improvement
Farley Elementary (PK-5):	Instructional Coach + responsibilities for FES and the 5 <sup>th</sup> grade housed at DMIS
Peosta Elementary (PK-4):	Instructional Coach + responsibilities with instructional technology
Drexler Middle School (6-8):	Instructional Coach
Cascade Jr/Sr High School (7-12):	Instructional Coach
Western Dubuque High School (9-12):	Two Instructional Coaches + responsibilities with Continuous Improvement efforts at the secondary level



## Professional Development Plan & Schedule

**Full Day Professional Development Days (Yellow Box):** Instructional Coaches will work with the Curriculum Department and their building principal to plan for and deliver as a portion of each of these days.

Example:

8:00-9:30 Book Study Lead by Professional Development Facilitator

9:30-11:00 Department/Grade-Alike time

12:00-3:00 Building PD with Instructional Coach and Principal

**Collaboration Professional Development Days (Green and Red Box):** Instructional Coaches will lead these days by setting up a schedule with the staff on rotating collaboration time. This time will be used to guide collaborative conversations on data, assessments, and instructional needs.

## Peer Review System

*Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any one of them can achieve alone."*

- Carroll, "The Next Generation of Learning Teams" *Phi Delta Kappan* (2009). P. 13

Under Iowa Code section 284.8(1), school districts are required to conduct annual review of non-probationary teacher performance. These reviews will be conducted by a peer group of teachers. These peer reviews are NOT used as the basis for recommending that a teacher be placed in an intensive assistance program. The peer review is intended for the purposes of coaching and improvement.

As defined, Peer Review is:

- Collaborative process to support professional growth
- Extension of Collaboration work with intent being conversations and reflection focused on continuous improvement
- Part of Education Reform Legislation Iowa Code 284.6(8) and 284.8(1)
- Adding another layer of depth to our TIP (Teacher Improvement Plan)
- Non evaluative annual review of every teacher (or at least 2/3), every year, conducted by other teachers. Not tied to summative evaluation.

Our Instructional Coaches and Mentor Teachers will serve as the peer group of teachers for this task. In their roll, we feel they are able to:

- Incorporate continuous feedback loops focused on improving instructional practices
- Focus on individualized coaching and support
- Engage teacher in self- and peer-reflections
- Receive adequate training on the Iowa Teaching Standards
- Incorporates the teacher's professional development plan for edits, revisions, or updates

**TEAM:** Certified teachers (Instructional Coaches and/or Mentor Teachers). Additional certified teachers could be added to this team if necessary for common grade level, content, or certification.

**GOALS:** Teachers choose their own area of growth aligned with SIP and IA Teaching Standards (TIPs: Teacher Improvement Plans)

**PROCESS:** Multiple authentic sources of data such as classroom visits, videotaped lessons, review of lesson plans and reflective conversations.

**DATA:** As this process is not tied to summative evaluation, documentation of the peer reviews are kept with the teacher's TIP goals, in the hands of the teachers, and the Instructional Coaches. Instructional Coaches are asked to keep data on the number of peer reviews conducted.

## Evaluation Procedures for Instructional Coaches

Instructional Coaches will still fall under all the same Teacher Evolution Procedures for Western Dubuque Community School District. However, additional evaluation and review procedures will take place each year specifically for their Coaching role. This review has four parts:

- Self-Assessment (rubric-based) – allowance for the instructional coach to reflect on their strengths and weaknesses to help make improvements and determine future professional development and placement needs.
- Peer-Assessment (survey-based)- survey questions on peer perspective of coach’s level of support and impact.
- Administration (rubric-based) - we have set standards for the instructional coaching position, and will use these measures to annually evaluate each instructional coach.
- Data and Documentation – collection of data that can link coaching to student achievement gains or teachers’ professional growth and measure the impact.

**\*See Appendix for rubrics**

## Frequently Asked Questions about Instructional Coaching

### Do coaches work with students?

Coaches work with students while modeling with teachers. They may also have scheduled time in their day/week to provide services for small MTSS groups – based on building need.

### Where is the time allocated for coaches and teachers to work together?

Coaches, administrators and teachers work together to make time for the collaboration to happen before, during and after the school day. Collaboration time outside of the contract day for non-coach teachers will be paid per diem.

### How were the instructional coaches hired?

Hiring of the Instructional Coach roles will follow the HumaneX Ventures Teacher Leader interview protocol. Candidates will be interviewed over the phone by HumaneX and scored unbiasedly. A team of administrators and teacher representatives will review the scores and recommend the final decisions to the Superintendent based on the following qualifications:

- Minimum three years of successful teaching experience.
- Evidence of improving student achievement in his/her classroom.
- Demonstrated initiative in self-improvement and continued learning, development, and education.
- Demonstrated skills in analyzing and using data for instructional decision-making.

- Interpersonal, problem solving, communication, and organizational skills required to effectively facilitate coaching and professional development.
- Ability to design and implement high quality professional development for teachers/staff.
- Understanding and knowledge of effective instruction.

**Are instructional coaches limited to a specific content areas?**

No. Instructional coaches can work in any area to promote effective instructional strategies.

**What is the extra time commitment for Instructional Coaches?**

The district estimates 20 extra days of time for the instructional coaches for outside of contract day training, workshops, planning, and research. This is just an estimate at this time.

**What happens if an Instructional Coach wants to go back to the classroom?**

See Appendix A: Teacher Contract Language

**How do these leadership positions apply to our current Building Leadership Team functioning?**

Building Leadership Teams will no longer need to attend district professional development training or lead professional development activities. Building principals are encouraged to continue to utilize these teams as they see fit.

**What will the process be for applicants not hired for the positions?**

All applicants will have follow-up contact and feedback regarding the decision.

**Will there be a per diem pay for additional days for teacher leaders in addition to the salary supplement for the position?**

Contracts for teacher leader roles will specify the amount of additional compensation for that role as well as any additional days required to perform that role. The salary supplement is intended to cover the cost of those additional days. Accordingly, a per diem would not be paid on top of this salary supplement.

**Is feedback from staff required for teacher leaders?**

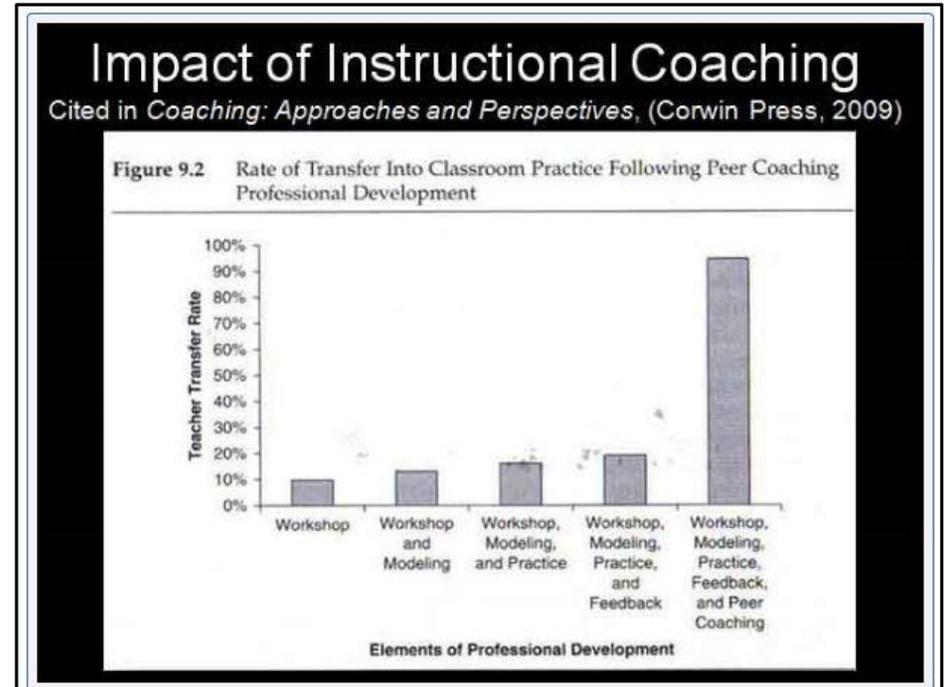
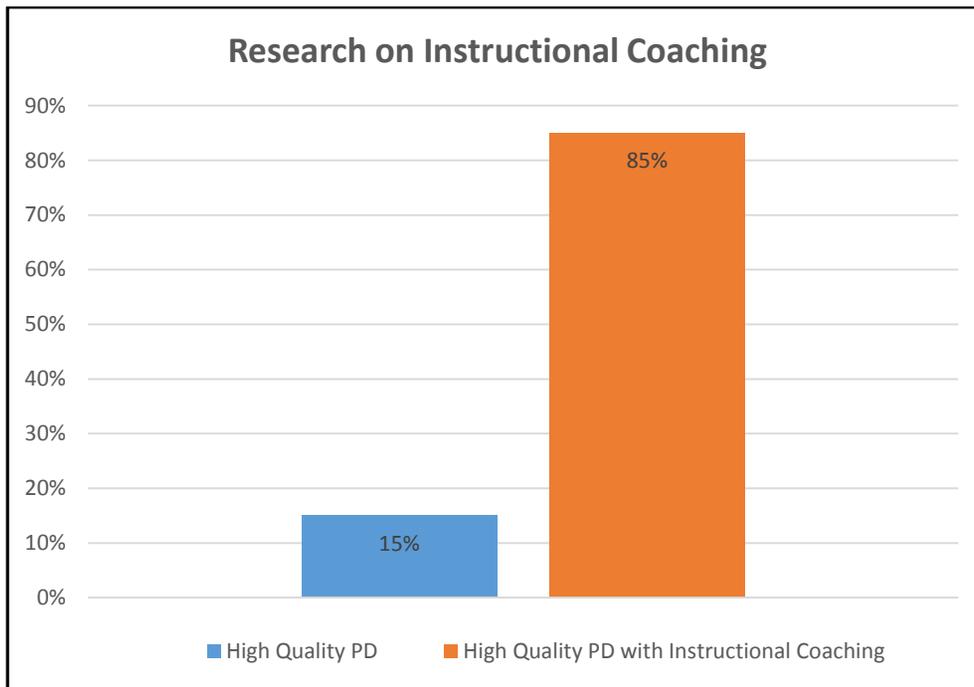
The legislation requires that the annual review of teacher leaders include peer feedback on the effectiveness of the effectiveness of the teacher's performance of duty specific to the teacher's leadership role. Peer feedback should come from the teachers served by the teacher leader.

**Do teachers who are selected for a leadership role need to reapply for that role each year?**

Yes. The district will have a streamlined format of the reapplication/renewal process. According to the legislation, teachers in the leadership roles are required to complete "an annual review of the assignment to a teacher leadership role by the school's or school district's administration..." The review shall include peer feedback on the effectiveness of the teacher's performance of duty specific to the teacher's leadership role.

## Research on Instructional Coaching

The research of Bruce Joyce and Beverley Showers illustrates the power of coaching to embed professional development into effective classroom practices. Professional development that focuses only on theory, knowledge, and limited opportunities for practice and feedback, may increase knowledge, but rarely translates into classroom practice. When teachers learn something new, they may or may not utilize the new strategies in their own classroom. Research-based strategies and practices that show true gains for students are often abandoned before they are transferred into classroom practice. When a coach works alongside teachers, supporting them, providing feedback, and modeling new techniques and strategies, there is a much greater likelihood that the new techniques will be used in the classroom.



## Excerpts from Additional Coaching Research and Sources

“If you give a man fish you feed him for a day; if you teach a man to fish you feed him for a lifetime.” – Loa Tzo

“If you want one year of prosperity grow seeds.

If you want ten years of prosperity grow tress.

If you want one hundred years of prosperity grow people.” – Chinese proverb

“What I want to convey here is the true value of coaching – that it creates quality. It moves teachers from good to great.”

“Research is solid in support of coaching’s effectiveness in teacher improvement. Coaching motivates teachers to practice their profession consciously. It increases their options, and it affords them opportunities to celebrate, locking in their achievements, goals, and successes.”

“The results suggest that coaching made a significant difference. In classes of teachers who did not receive coaching, observers saw evidence of implementation 36% of the time. In classes taught by teachers who received coaching, observers saw evidence of use 92% of the time.”

“Investment in human capital. Effective coaches and coaching structures build instructional and leadership capacity by applying what is known about adult learning and change theory.”

“Sustainability. Coaching supports the systemic improvement efforts of school communities that push beyond individual teacher behavior or even the work of an individual school.”

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## Appendix A: Contract Language

The Western Dubuque School District proposes the following additions to the 2013-14/2014-15 Master Contract.

### ARTICLE 19 VOLUNTARY TRANSFERS.

#### C. Teacher Leadership and Compensation Program (TLC):

- 1. Return Rights:** Teachers that have applied for and have been awarded the position of Instructional Coach and funded through the Teacher Leadership Supplement under shall have the right to return to the attendance center that they were in prior to their acceptance of the Instructional Coach position. Return Rights are effective at the end of the school year only. In-year requests for return to regular classroom duties are not allowed.

The District will attempt to place Instructional Coaches in a similar teaching position within the attendance center that they are returning to. If a similar position is not available (no longer offered) the District may assign the individual to a position within the District that best meets the needs of the District.

The above provision will also apply to those teachers that have been awarded the Instructional Coach designation for the building that they are currently teaching in.

Instructional Coaches that were teaching in multiple attendance centers or have special teaching endorsements (Special Education, PreK and Reading) prior to becoming an Instructional Coach will be assigned to a comparable teaching position(s) in the District if they exercise their return rights to regular classroom duties.

- 2. Seniority:** District, Curriculum and Building Level seniority will continue to accrue for teachers that have been designated as Instructional Coaches.
- 3. Notice of Return to Regular Classroom Duties:** Instructional Coaches that wish to resign their position and return to regular classroom duties shall notify the Superintendent of Schools by April 1<sup>st</sup> of each year.
- 4. Listing of Positions:** The District will provide the WDEA a listing of the Instructional Coaches by July 1<sup>st</sup> of each year.
- 5. Contract:** Separate, one-year, non-recurring contracts. These contracts will take two forms: “Teacher Leader Contracts for teachers taking on leadership roles, and “Teacher Resident Contracts” for teacher new to the profession.
- 5. Leaves:** Sick leave and other leaves of absence as provided by the Master Contract are not available for use with the 20 day Instructional Coach Contract.

### ARTICLE 8 SUPPLEMENTAL PAY – SCHEDULE C

**Instructional Coach (TLC): ----- \$8,000 (20 days outside of the regular teacher’s contract)**

**Payments: \$2,000 in July, October, January and April.**

## Appendix B: Job Description

### Western Dubuque Community School District

**Position Title: Instructional Coach**

Department: Curriculum

Reports To: Building Principal/Curriculum Director

Prepared By: Superintendent

Date: 3/04/14

Approved By:

Date:

**SUMMARY:** The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of the individual teachers and students.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** *Other duties may be assigned.*

1. Support the philosophy and vision of WDCSD, WDCSD TLC system, and the Iowa Department of Education Teacher Leadership System.
2. Teach, model, and facilitate research-based best practices within the school's instructional program.
3. Assist teachers with the collection and analysis of data results from curriculum-based common assessments, AIMSweb, NWEA Map, and Iowa Assessments (or current district assessment measures).
4. Evaluate student achievement and assist with placing students in the appropriate intervention and support service.
5. Provide professional development on the practices in literacy instruction across the curriculum.
6. Provide specific integration and differentiation strategies that enable teachers to meet the needs of all learners.
7. Network with other instructional coaches and participate fully in ongoing professional development to extend instructional competencies in all content areas.
8. Maintain high degree of visibility in assigned schools
9. Serve as a continuous resource to local educators, teachers, and administrators.
10. Pursue further personal/professional growth in innovative areas.
11. Possess an understanding of when to contact administrators regarding issues of safety/ethics involving students in classroom observed.
12. Support teachers' achievements of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher.
13. Utilize best practices supported by Continuous Improvement strategies and techniques.

**SUPERVISORY RESPONSIBILITIES:** not applicable

***QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.***

**EDUCATION and/or EXPERIENCE:**

1. Master's degree or BA+ preferred from an accredited college/university.
2. Minimum of five years of successful teaching experience in accordance with district evaluation processes.
3. Communicate and demonstrate researched-based instructional practices or district supported best practices and initiatives.
4. Willingness and ability to gain a thorough understanding of:
  - a. the subject they are coaching
  - b. familiarity with the curriculum teachers are currently using
  - c. assessment systems that teachers are currently using.
5. Ability to build relationships, establish trust and credibility, and tailor assistance to individual teachers' and students' needs.
6. Ability to design, organize, and communicate quality professional development with administrators and teachers.
7. Ability to attend off-district trainings or workshops to refine professional practices related to this role.
8. Demonstrated ability to function as a positive collaborative member of a team.
9. Demonstrated interest and engagement in professional learning and reflection.
10. Demonstrated ability to maintain confidentiality.

**CERTIFICATES, LICENSES, REGISTRATIONS:**

Must have a valid Iowa teaching license.

**LANGUAGE SKILLS:**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators and the general public. Ability to communicate effectively with students and staff.

**MATHEMATICAL SKILLS:**

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**REASONING ABILITY:**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS and ABILITIES:**

Personal Computer and Mainframe experience required. Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies.

*PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit, stand, walk and talk or hear, to use hands and fingers to handle, or touch objects and/or controls, and may require use of repetitive motion of fingers, hands and arms. The employee may be required to bend, stoop, and crouch. The employee must occasionally lift, move, or carry objects weighing up to 50 pounds. Specific vision abilities required by this job include close, distance, depth perception and also the ability to adjust focus.

*WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The usual working environment of this position is that of a classroom. The employee will interact with other staff members and students continuously. The employee regularly meets multiple demands from several people.

**STATUS:**

Payment rate according to Certified Salary Schedule and approved stipend.

Additional contract days.

**The above statements are intended to describe the general functions, skills and knowledge of the person assigned to this position. The employee may be required to perform other duties as assigned.**



## Appendix C: Instructional Coach Evaluation Procedure

**Goal:** Evaluation of non-classroom instructional support personnel to measure effectiveness on their focus of helping colleagues analyze data, improve instructional strategies, collaborate, coaching, model, and co-teaching, in order to enhance our professional growth and increase student achievement.

### Process

- Instructional Coach will meet with the Director of Curriculum, Instruction, and Assessment two-three times per year to set, review, and evaluate their goals and performance criteria.
- Instructional Coach will meet with building principal on a regular basis for reflection and feedback on performance criteria.

### Methods

- **Instructional Coach Perception Survey and Peer Feedback** - feedback from teachers as to their beliefs on the effectiveness of the Instructional Coach in their building.
  - 1) Administered to all teaching staff three times per year with a focus on the following teacher understandings:
    - Understanding the role of the Instructional Coach
    - Meeting with the Instructional Coach
    - Coaching services in a timely manner
    - Positive working relationship
    - Instructional Coach helps to improve teaching practices
    - Instructional Coach provides professional development that pertains to the teacher
    - Instructional Coach Position is believed as beneficial to the district
  - 2) Peer Evaluation form given to a selection of teachers with whom the Instructional Coach has worked with throughout the given year.
- **Instructional Coach Self-Assessment** – Instructional Coach will reflect on their strengths and areas of improvement to continue growth and determine future professional development needs. Two Self-Assessments will be used to show a self-reflection of both leadership attributes and Instructional Coaching elements.
- **Review of Data**- Collection of data that can link coaching to student achievement gains or teachers' professional growth. Collection should include a variety of the following, however, all is not required.
  - Multiple measures of student achievement provided by the coach with explanation on the part they played in the data.
  - Multiple teacher goals provided by the coach with explanation on the part they played in the goal.
  - Time Allocation Data – providing evidence of an increase in time in high-impact coaching activities.
  - Professional Development Data – possible collection of PD feedback and/or proof of effectiveness and implementation.
- **Instructional Coach Effectiveness Rubric**- a set of standards outlined to measure each coach annually. Data will also be included from Instructional Coach time distribution. All elements and data points listed above will be used to for criteria to complete this rubric.

## Appendix D: Instructional Coach Perception Survey

1. What is your home building?

- Bernard Elementary  
 Cascade Elementary  
 Cascade Jr.-Sr. High  
 Drexler Middle School  
 Dyersville Elementary  
 Epworth Elementary  
 Farley Elementary  
 Peosta Elementary  
 Western Dubuque High School

2. I understand the role of an Instructional Coach

- Yes  
 No

3. I have met with the Instructional Coach

- Yes  
 No

4. The coaching services were provided in a timely manner

- Yes  
 No  
 NA

5. My working relationship with the coach is positive

- Yes  
 No  
 NA

6. The Instructional Coach has helped me improve my teaching practice

- Yes  
 No  
 NA

7. The Instructional Coach has provided professional development that pertains to me

- Yes  
 No  
 NA

8. I believe the Instructional Coach position is beneficial to our district

- Yes  
 No

## Appendix E: Self-Assessment Rubric

### Self-Rating Attributes

This instrument is for personal growth use. It is intended to help you reflect on areas that you feel strong in and areas you may need to improve to be the best you can be as a teacher leader.

	1	2	3	4
<b>Leadership</b> (ability to inspire others & maintain their confidence)	Makes no effort to lead	Tries but lacks confidence	Has some leadership ability with prompting and support	Outstanding ability to lead
<b>Achievement</b> (ability to formulate, execute and carry plans to conclusion)	Starts but does not finish	Does only what is assigned	Meets average expectations	Superior creative ability and drive to go above and beyond
<b>Character</b>	Relatively superficial	Over-emotional	Genuine but mild	Warm, rich and growing
<b>Teamwork</b>	Frequently causes friction	Usually willing to serve	Works well with others	Adds significantly to team success
<b>Motivation/Willingness to serve</b>	Reluctant to serve	Insists on having own way	Motives confused	Eager to serve as needed
<b>Decisiveness</b>	Unable to make a decision	Hesitant to make a decision without consulting others	Can make decisions after reflection	Can make decisions quickly based on experience and accurate judgment
<b>Responsiveness</b> (to the feelings and needs of others)	Slow to sense how others feel	Reasonably responsive	Understanding & thoughtful	Exceptionally responsive
<b>Emotional Resilience</b> (in trying situations)	Gets angry or impulsive	Withdraws	Gets discouraged easily	Meets constructively

Total up your points for the rubric above and look at these ranges:

8-14 Your attributes do not support the role of a teacher leader.

15-19 Some of your attributes support the role of a teacher leader but you will need to improve on most to become proficient.

20-25 Most of your attributes support the role of a teacher leader. You will need to improve on some areas. You have a lot of potential.

26+ You have very positive attributes for staying in a teacher leadership role.

## Self- Rated Instructional Coach Elements

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this instructional coach using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently
- X – don't know/ not applicable

### Statements:

- \_\_\_\_\_ 1. I communicate regularly with teachers.
- \_\_\_\_\_ 2. I help the teachers overcome barriers to teaching and learning.
- \_\_\_\_\_ 3. I lead the teachers in evaluating their instruction and curriculum programs.
- \_\_\_\_\_ 4. I use information about student performance to help improve programs and instruction.
- \_\_\_\_\_ 5. I help staff to identify and solve problems.
- \_\_\_\_\_ 6. I find new ways to do things better.
- \_\_\_\_\_ 7. I contribute positively to improvement of instruction.
- \_\_\_\_\_ 8. I believe in and find time for celebrating instructional and academic improvement.
- \_\_\_\_\_ 9. I maintain confidentiality.
- \_\_\_\_\_ 10. I communicate information clearly and succinctly.
- \_\_\_\_\_ 11. I maintain open, two-way communication with school faculty.
- \_\_\_\_\_ 12. I assist in developing appropriate student assessments.
- \_\_\_\_\_ 13. I communicate the importance of focusing on the needs of students, and set teacher goals with this in mind.
- \_\_\_\_\_ 14. I conduct planning, modeling, and feedback sessions with teachers.
- \_\_\_\_\_ 15. I help to create a school environment conducive to increasing achievement.
- \_\_\_\_\_ 16. I work with staff to ensure that standards, instruction, and measures of learning are aligned.
- \_\_\_\_\_ 17. I assist in instructional planning.
- \_\_\_\_\_ 18. I model research-based instructional procedures and help teachers implement these procedures.
- \_\_\_\_\_ 19. I add to the positive work environment at our school.
- \_\_\_\_\_ 20. I enjoy my job.

Coaches may be asked to provide evidence/examples of experience used to determine these ratings.

## Appendix F: Peer-Assessment Survey

### Peer-Rated Leadership Attributes

This instrument is for personal growth use. It is intended to help the Instructional Coach reflect on areas that you feel they are strong in or may need to improve to be the best teacher leader they can be.

	1	2	3	4
<b>Leadership</b> (ability to inspire others & maintain their confidence)	Makes no effort to lead	Tries but lacks confidence	Has some leadership ability with prompting and support	Outstanding ability to lead
<b>Achievement</b> (ability to formulate, execute and carry plans to conclusion)	Starts but does not finish	Does only what is assigned	Meets average expectations	Superior creative ability and drive to go above and beyond
<b>Character</b>	Relatively superficial	Over-emotional	Genuine but mild	Warm, rich and growing
<b>Teamwork</b>	Frequently causes friction	Usually willing to serve	Works well with others	Adds significantly to team success
<b>Motivation/Willingness to serve</b>	Reluctant to serve	Insists on having own way	Motives confused	Eager to serve as needed
<b>Decisiveness</b>	Unable to make a decision	Hesitant to make a decision without consulting others	Can make decisions after reflection	Can make decisions quickly based on experience and accurate judgment
<b>Responsiveness</b> (to the feelings and needs of others)	Slow to sense how others feel	Reasonably responsive	Understanding & thoughtful	Exceptionally responsive
<b>Emotional Resilience</b> (in trying situations)	Gets angry or impulsive	Withdraws	Gets discouraged easily	Meets constructively

Total up points for the rubric above and look at these ranges:

8-14 Attributes do not support the role of a teacher leader.

15-20 Some attributes support the role of a teacher leader, but they will need to improve on most to become proficient.

20-26 Most attributes support the role of a teacher leader. They will need to improve on some areas. They have a lot of potential.

26+ Very positive attributes for staying in a teacher leadership role.

### Peer-Rated Instructional Coach Elements

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this instructional coach using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently
- X – do not know/ not applicable

#### Statements:

- 1. This instructional coach communicates regularly with me.
- 2. I am given the opportunity to provide input into activities and programs led by this instructional coach.
- 3. This instructional coach helps us overcome barriers to teaching and learning.
- 4. This instructional coach leads us in evaluating my instruction and curricular programs.
- 5. This instructional coach uses information about student performance to help us improve programs and instruction.
- 6. This instructional coach helps us to identify and solve problems.
- 7. This instructional coach finds new ways to do things better.
- 8. This instructional coach contributes positively to improvement of instruction.
- 9. This instructional coach believes in celebrating instructional and academic improvement.
- 10. This instructional coach maintains confidentiality.
- 11. This instructional coach communicates information clearly and succinctly.
- 12. This instructional coach maintains open, two-way communication with school faculty.
- 13. This instructional coach assists in developing appropriate student assessments.
- 14. This instructional coach communicates the importance of focusing on the needs of students.
- 15. This instructional coach conducts planning, modeling, and feedback sessions with teachers.
- 16. This instructional coach helps to create a school environment conducive to increasing achievement.
- 17. This instructional coach works with us to ensure that program standards, instruction, and measures of learning are aligned.
- 18. This instructional coach assists me in instructional planning.
- 19. This instructional coach models research-based instructional procedures and helps teachers implement these procedures.
- 20. This instructional coach adds to the positive work environment at our school.

## Appendix G: Instructional Coach Effectiveness Rubric

### CURRICULUM, INSTRUCTION, AND ASSESSMENT

*NOTE: Bulleted indicators are not to be used as a checklist, but as a guide toward recognizing strengths and weaknesses.*

A. FACILITATES FOCUSED CURRICULAR CONVERSATION	
<b>Rubric</b>	<p><i>Exceeding.</i> Engages adults in high-level curricular conversations that improve rigorous thinking.</p> <p><i>Meeting.</i> Effectively facilitates curricular conversation.</p> <p><i>Developing.</i> Occasionally guides curricular-focused conversations.</p> <p><i>Not Meeting.</i> Ineffectively facilitates curricular-based discussions; adults are not discussing the lesson, concept or best practice.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Promotes conversation among adults that is relevant to the subject area.</li> <li>▪ Solicits appropriate evidence from adults to support rigorous thinking.</li> <li>▪ Reinforces and encourages positive adult interactions.</li> <li>▪ Encourages comments, questions, examples, and other contributions from adults.</li> <li>▪ Encourages use of current formative and summative assessment data to drive discussion.</li> <li>▪ Models norms of good conversation: active listening, clarifying questions, and constructive responses.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>▪ Teacher goals</li> <li>▪ Collaboration logs</li> <li>▪ Professional Development feedback</li> <li>▪ Question #15 on Peer Evaluation form</li> </ul>
<b>Evaluation Notes</b>	

B. USES A VARIETY OF MATERIALS, RESOURCES, AND METHODS THAT PROMOTE THE DEVELOPMENT OF CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS	
<b>Rubric</b>	<p><i>Exceeding.</i> Masterfully integrates a variety of teaching materials and methods, resources, and multimedia that elevate adult thinking, problem solving, and performance.</p> <p><i>Meeting.</i> Consistently uses a variety of materials, resources, and multimedia for active adult participation and learning.</p> <p><i>Developing.</i> Adequately uses a variety of materials and methods with adult learners.</p> <p><i>Not Meeting.</i> Excessively relies on a limited number of materials, resources, and methods</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Evaluates materials for accuracy and adult interest.</li> <li>▪ Provides adults with multimedia materials that are appropriate and challenging for all instructional levels.</li> <li>▪ Uses a variety of teaching material.</li> <li>▪ Paces instruction appropriately.</li> <li>▪ Uses questioning strategies effectively.</li> <li>▪ Models strategies for adults and then provides opportunities for practice, reflection and planning next steps.</li> <li>▪ Materials, resources, and methods are supported by the Iowa Core</li> <li>▪ Materials, resources, and methods are supported by the goals and direction of the district.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>▪ Collaboration Logs</li> <li>▪ Lessons plans or materials created with teacher</li> <li>▪ PD plans</li> <li>▪ PD feedback forms</li> <li>▪ Peer Evaluation questions #4, 6, 17, 18, and 19</li> </ul>
<b>Evaluation Notes</b>	

C. IMPLEMENTS THE DISTRICT OR SCHOOL-APPROVED CURRICULUM	
<b>Rubric</b>	<p><i>Exceeding.</i> Masterfully implements the curriculum in professional development; extensively incorporates learning from previous professional developments and self-learning into presentations and follow up which enrich and enhance the curriculum.</p> <p><i>Meeting.</i> Successfully implements the curriculum in professional development; regularly attends staff development or initiates self-learning to improve knowledge and mastery of the curriculum; weaves new learning into presentations including the approved curriculum.</p> <p><i>Developing.</i> Inconsistently implements the curriculum into professional development; intermittently attends staff development and/or initiates self-learning.</p> <p><i>Not Meeting.</i> Inadequately implements the curriculum into professional development.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Presents staff development, attends team meetings, and initiates self-learning to increase knowledge of recent developments in the approved curriculum.</li> <li>▪ Studies, reviews, and shares related research materials and documents to increase understanding of the curriculum.</li> <li>▪ Demonstrates and includes implementation of the curriculum through student work and other relevant artifacts during professional development (PD) as related to the school setting.</li> <li>▪ Relates/connects ideas and information within and across subject matter areas and grade levels.</li> <li>▪ Incorporates relevant resources that enrich the subject matter of a lesson or unit.</li> <li>▪ Monitors research about program and/or curriculum.</li> <li>▪ Uses longitudinal data to modify the curriculum as part of the teaching/learning cycle.</li> <li>▪ Strives to understand and support all curricular areas.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>▪ Attendance at trainings and district curriculum meetings</li> <li>▪ Coaching cycle engagement with multiple curriculum areas</li> <li>▪ Questions #2, 4, 6, 17, 18, 19 on Peer and Self Feedback Forms</li> </ul>
<b>Evaluation Notes</b>	

D. DEMONSTRATES AND FACILITATES THE COLLECTION OF STUDENT ASSESSMENT DATA AND WAYS TO REFLECT ON THE DATA TO IMPROVE TEACHING AND LEARNING	
<b>Rubric</b>	<p><i>Exceeding.</i> Systematically reflects on evidence of adult knowledge and skills and uses it in an ongoing way to improve teaching and learning.</p> <p><i>Meeting.</i> Collects and reviews evidence of adult knowledge and skills to meet student needs.</p> <p><i>Developing.</i> Collects and reviews evidence of adult knowledge and skills.</p> <p><i>Not Meeting.</i> Keeps limited or sporadic evidence of adult knowledge and skills; does not use evidence to improve instruction.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Systematically collects evidence of adult level knowledge and skills at assigned schools to guide facilitation and staff development objectives.</li> <li>▪ With teaching staff, analyzes student work to further guide instruction to further enhance understanding.</li> <li>▪ With teaching staff, reviews evidence of student performance/assessments.</li> <li>▪ Encourage teaching staff to save good examples of tools used for data collection, assessment, and observations.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>▪ Teacher Improvement Plan goals and results.</li> <li>▪ Teacher data collection systems (i.e. Data folders, data centers, Campus grade book system, Common Assessment data analysis)</li> <li>▪ Question # 5, 13, 14, 17 on Peer and Self Reflection Forms</li> </ul>
<b>Evaluation Notes</b>	

**PROFESSIONAL RESPONSIBILITIES AND LEADERSHIP**

A. MOTIVATES ADULTS WITH A SUPPORTIVE LEARNING ENVIRONMENT	
<b>Rubric</b>	<p><i>Exceeding.</i> Genuinely cares for and mentors adults and purposefully motivates them to learn by using many strategies. Demonstrates effort-based education principles by honoring adult accomplishments and developing a risk free environment.</p> <p><i>Meeting.</i> Effectively motivates adults by creating a supportive learning environment.</p> <p><i>Developing.</i> Moderately motivates adults; too much energy is spent on directed presentations and not enough on active, adult engagement.</p> <p><i>Not Meeting.</i> Rarely motivates adults and has not created a supportive learning environment.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Communicates clearly in speaking and writing, using precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.</li> <li>▪ Encourages positive social interaction by managing instructional groups, monitoring interactions among participants, and not tolerating harassment or social exclusion.</li> <li>▪ Encourages participants to explore, question, and take charge of their learning in a safe environment.</li> <li>▪ Actively listens to participants.</li> <li>▪ Acknowledges and honors adult learners as individuals for their skills, ideas, interests, and knowledge.</li> <li>▪ Recognizes participants’ accomplishments, celebrates their achievements, and showcases adult / student work.</li> <li>▪ Demonstrates integrity, honesty, courtesy, respect, fairness, consistency and confidentiality.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>▪ Collaborative Logs</li> <li>▪ Questions #1, 8, 9, 10, 11, 12, 14, 16, 20 on Peer and Self Feedback Forms</li> </ul>
<b>Evaluation Notes</b>	

B. DEMONSTRATES INTEGRITY, PROFESSIONAL AND ETHICAL STANDARDS WITH COLLEAGUES, PARENTS, GUARDIANS, AND OTHER COMMUNITY MEMBERS	
<b>Rubric</b>	<p><i>Exceeding.</i> Exemplifies personal integrity with colleagues and others through consistent professional and ethical behavior</p> <p><i>Meeting.</i> Reliably demonstrates personal integrity, professional and ethical standards with colleagues, families, and other community members.</p> <p><i>Developing.</i> Inconsistently demonstrates personal and professional integrity.</p> <p><i>Not Meeting.</i> Rarely demonstrates personal and professional integrity.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Respects and maintains confidentiality.</li> <li>▪ Assumes responsibility for personal actions, demeanor, and appearance.</li> <li>▪ Understands and accommodates for individual differences</li> <li>▪ Demonstrates a commitment to duties and obligations</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>▪ Question #10 on Peer and Self Evaluation Forms</li> <li>▪ Self-Attribute Form</li> <li>▪ Data collected from time allocations</li> </ul>
<b>Evaluation Notes</b>	