

## Examples for Levels of Intensity for Instructional Coaches\*

### Level 1 (Informal; helps to develop relationships)

- Building awareness of the PIIC B, D, A cycle of coaching and 4 quadrant framework
- Talking with colleagues confidentially about educator effectiveness and identifying goals for growth, literacy learning and student needs (identifying issues or needs, setting goals, problem solving)
- Developing and providing materials for/with colleagues
- Helping teachers understand and integrate common core state standards
- Exploring the SAS portal for exemplars and using effective instructional strategies
- Participating in professional development activities with colleagues, e.g., conferences/workshops/professional learning opportunities
- Co-facilitating and/or participating in Study Groups, Book Talks, and PLO interests
- Helping teachers understand student assessment data and identifying areas of focus
- Facilitating conversations with teachers about areas of strength and areas of need
- Looking at school wide and classroom data
- Providing small group professional learning opportunities, i.e., PD at faculty meetings

### Level 2 (More formal; somewhat more intense; coach and teacher begin to look at areas of need and focus)

- Beginning the B, D, A cycle of instructional coaching, e.g., before meetings with teachers, etc.
- Co-planning lessons and identifying appropriate evidenced-based instructional strategies
- Facilitating team meetings (grade level or content level) to discuss student performance, literacy learning, and using data to inform instruction
- Analyzing student work and identifying areas of strength and areas of need;
- Interpreting assessment data (helping teachers use results for instructional decision-making)
- One-on-one and small group support for teachers and reflecting "in" and "on" actions
- Developing professional development presentations for sustainable teacher support

### Level 3 (Formal, more intense; deepening the conversations around instructional coaching, increasing student engagement, improving student achievement, and changing practices)

- Co-planning, co-teaching, and debriefing lessons (B, D, A cycle of instructional coaching)
- Modeling and debriefing lesson design, instructional techniques, integration of technology
- Visiting classrooms and providing feedback to teachers
- Analyzing videotaped lessons where available and appropriate (360° cameras/iPD)
- Facilitating one-on-one and small group professional learning and scenario problem solving
- Planning and facilitating non-evaluative lesson study with teachers
- Providing whole school professional learning, e.g., establishing effective PLCs, etc.

\*Adapted from Rita Bean Bean, R.M. (Spring, 2004). *Promoting Effective Literacy Instruction: The Challenge for Literacy Coaches*. *The California Reader*, 37(3), pp.58-63.