



Coach Levels of Intensity 2014-2015

Intensity Area	Level 1	Level 2	Level 3
Coaches' Networking Meetings	Planning and facilitating networking meetings with teachers	Modeling facilitation of effective professional learning opportunities for adult learners through monthly networking meetings with teachers	Coach and teachers co-plan professional learning activities and agenda items for networking meetings. Strategies are discussed and classroom visitations are arranged. Teachers and coach collaborate to collectively problem-solve and develop plans for regular implementation
BDA and 4 Quadrant Framework	Building teachers' and administrators' awareness of the BDA cycle of coaching, one-on-one, small-group support, and the PIIC 4 quadrant framework	Reinforcing the BDA cycle of coaching and the PIIC 4 quadrant framework through modeling and watching the work of teachers	Deepening the BDA cycle & the 4 quadrant framework through the effective use of: clarifying and probing questions; listening for limiting beliefs; facilitating the reframing process; developing self-awareness of strengths and challenges
One-on-One and Small Group Meetings	Planning and facilitating meetings with individual and teams of teachers	Modeling facilitation of effective professional learning opportunities for adult learners through monthly meetings	Providing feedback to teachers on content, process, and format of meetings

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<p>PLO and PLN Participation</p>	<p>Building awareness with districts, school leaders and teachers for PIIC PLO participation and PLN courses</p>	<p>Helping to identify potential school teams for the PIIC PLN course and PIIC PLO participation</p>	<p>Reviewing implementation of PIIC literacy, reflection, and data elements through the PIIC PLN course and PIIC PLOs</p>
<p>Professional Learning Opportunities</p>	<p>Building teachers' and administrators' awareness of available PIIC resources, i.e., resource guide, websites, PIIC statewide PLOs, PLN, etc.</p>	<p>Co-planning/co-facilitating effective professional learning opportunities for teachers, including follow-up from statewide PIIC conferences and PLN courses</p>	<p>Supporting teachers in finding and developing effective and appropriate materials to support instruction and to enhance the teacher's skill set</p>
<p>Evidence-Based Literacy</p>	<p>Modeling effective instructional practices including professional development activities, evidence-based literacy practices, non-evaluative and reflective practices</p>	<p>Co-planning and co-facilitating with teachers various evidence-based literacy practices, non-evaluative and reflective practices with staff</p>	<p>Observing and providing feedback to teachers on the use of evidence-based literacy practices, non-evaluative and reflective practices</p>

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Needs Assessment and Continuous Improvement	Creating a school wide needs assessment and/or other strategies to identify needs	Co-developing a continuous improvement process action plan designed to meet school/district wide goals	Engaging teachers in conversations about the action plan and how the school wide needs are being met as part of a continuous improvement process basis
Improve Classroom Practices	Developing and providing materials for teachers to support improved classroom instruction	Modeling the use of evidence-based literacy and other classroom practices that are applicable to all content areas	Providing opportunities for reflective feedback and collective problem solving around using literacy strategies and other classroom practices
State Systems <i>(PA Core Standards, SAS portal, & current statewide initiatives)</i>	Building teacher awareness of the PA Core Standards, the SAS portal and current statewide initiatives	Supporting teachers to deepen their understanding and make connections to the PA Core Standards, the SAS portal and the various statewide initiatives	Facilitating teacher implementation of the PA Core Standards, the SAS portal, Educator Effectiveness, and the various statewide initiatives
Formative and Summative Assessments	Helping teachers differentiate and identify the purposes of formative, summative, benchmark, and diagnostic assessments for students	Creating opportunities for teachers to understand the various kinds of formative and summative data and how to analyze and use the collected data	Supporting teachers to look at data systemically and using data to implement instructional or curricular changes
Danielson Framework	Helping staff develop an understanding of the Danielson Framework and the roles of a coach in the process	Providing one-on-one and small group support to teachers as they identify issues and needs, set goals, and problem solve, i.e., Danielson Framework	Providing feedback to teachers related to the Danielson Framework and goals for growth

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