



# COACHING FIELD GUIDE

Resources and Tools to Support Iowa Coaches

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## INTRODUCTION AND OVERVIEW

*“Without coaches to provide precise instructions, to model in the classroom, to provide positive and motivating honest feedback, few new practices get implemented, and those that get implemented are usually implemented poorly” (Cornett & Knight, 2009).*

In order to support the implementation of Iowa’s Specially Designed Instruction (SDI) Framework, the SDI Coaching Skills Task Team was established by Collaborating for Iowa’s Kids (C4K). C4K is a partnership between the Iowa Department of Education, Iowa’s Area Education Agencies (AEAs), and Iowa’s school districts to achieve the common goal of ensuring that all Iowa learners are proficient readers by the end of third grade. The purpose of this task team was to continue the development of a coaching framework for SDI coaches; this work included the development of tools and strategies that can be utilized when coaching within any content area (e.g. SDI, literacy, behavior, mathematics, autism) and the development of professional learning for SDI coaches. Additionally, the task team has assisted with developing recommendations for the ongoing support of SDI coaches.

The SDI Coaching Skills Task Team began their work by reviewing the background of the SDI Framework and its connection to Iowa’s Continuous Improvement Model and the Multi-Tiered Systems of Supports (MTSS). They then reviewed some of the foundational research on coaching (e.g. Joyce & Showers). Following the review of this information, they participated in a brainstorming activity in which participants individually listed the knowledge, skills, behaviors, and dispositions that would be critical for coaches; these items were organized by the team into categories. Interestingly, the team noted that the categories they developed were very similar to the categories identified by the Iowa’s Teacher Leadership Compensation (TLC) committee in the TLC Framework of Learning Supports. The work of the task team then continued in two sub-committees.

One sub-committee focused its work on developing a coaching process; this group was tasked with developing an outline of a coaching process that could be used in various content areas, not based on any particular current coaching model. Members of this sub-committee examined a number of coaching models, and they identified that each model has a planning phase, doing phase, and reflecting phase. They also examined other initiatives in Iowa including Differentiated Accountability and the Iowa Professional Development Model. As sub-committee members developed a description of Iowa’s SDI coaching process, they were cautious to avoid language that made the coaching process sound like an evaluation process. The coaching process they developed includes the components of Align & Innovate, Engage & Facilitate, and Reflect & Reimagine. The result of their work and how it aligns with MTSS and the Collaborative Inquiry questions and the Iowa Professional Development Model is depicted in a table on page 8, and a graphic depiction can be found on page 9.

The second sub-committee focused its work on developing a framework for coaching; this group was tasked with organizing a framework of the knowledge, skills, characteristics, and traits that a successful coach would need. After discussion, sub-committee members decided that it would be beneficial to continue aligning this work within the categories in the TLC Learning Supports Framework. The TLC Framework (on page 10) provided seven categories with a description of the focus area and the

intended outcomes. This sub-committee then worked to determine the inputs (knowledge, skills, characteristics, and traits) that would allow coaches to reach the intended outcomes. The group began by organizing the team's responses to the brainstorming activity into the TLC Framework categories on a spreadsheet. Sub-committee members then researched other teacher leadership or coaching frameworks to ensure validity of Iowa's framework. The frameworks they referenced were the [Teacher Leader Model Standards](#), the [Teacher Leadership Skills Framework](#) and [Self-Assessment](#) from the Center for Strengthening the Teaching Profession, the [Kentucky Teacher Leadership Framework](#), and [Learning Forward's Innovation Configuration Map for Teacher Leaders/Coaches](#), based on the Standards for Professional Learning. When a discrepancy was found in this crosswalk activity, the sub-committee members discussed it and then made a recommendation to the full task team. The framework is discussed in detail on pages 11-60 of this guide; included on those pages are links to valuable tools and resources to support coaches in their work.

# WHAT IS A COACH?

In the New Yorker article *Personal Best*, Atul Gawande says:

The concept of a coach is slippery. Coaches are not teachers, but they teach. They're not your boss—in professional tennis, golf, and skating, the athlete hires and fires the coach—but they can be bossy. They don't even have to be good at the sport. The famous Olympic gymnastics coach Bela Karolyi couldn't do a split if his life depended on it. Mainly, they observe, they judge, and they guide.

Coaches are like editors, another slippery invention. Consider Maxwell Perkins, the great Scribner's editor, who found, nurtured, and published such writers as F. Scott Fitzgerald, Ernest Hemingway, and Thomas Wolfe. "Perkins has the intangible faculty of giving you confidence in yourself and the book you are writing," one of his writers said in a New Yorker Profile from 1944. "He never tells you what to do," another writer said. "Instead, he suggests to you, in an extraordinarily inarticulate fashion, what you want to do yourself."

In Iowa, coaching is often associated with a particular person or group (e.g. Jim Knight, Diane Sweeney, the New Teacher Center). The thread that binds all these models together is that the coach is there for the teacher, as an individual - not the principal, the school, or the district. If done well, coaching will ultimately benefit the system as a whole, but a coach is there to serve teachers so they can better serve their students.

In school, we learned about the zone of proximal development (ZPD) and the idea that a teacher's job is to meet students where they are and to help them achieve their next steps. This is exactly what a coach does, to be there to meet teachers where they are, to support them, and to help them get where they want to go . . . kind of like a professional Uber.

So what is a coach? A coach can be many things and will do different things for different people. A coach listens; a coach observes; a coach helps you reflect. A coach questions, engages in dialogue, supports, and nudges. A coach, in short, helps teachers achieve their personal best.

## PRACTICES AND SYSTEMS COACHING

Coaches are inherently involved in multilevel conversations with a variety of school staff because of their distinct and meaningful relationships between teachers and administration. They are uniquely positioned as leaders and resources when interacting with individual teachers on specific classroom routines and teams that make higher stake decisions for larger cohorts of students. Coaching that increases an individual teacher's knowledge in a particular domain and enhances the level of implementation fidelity of evidence-based practices to improve student outcomes is referred to as **practices coaching**. Guidance that increases the capacity of a school or district team to implement MTSS to enhance student outcomes and to develop the infrastructure to sustain MTSS over time is known as **systems coaching**.

Below is a table further outlining the differences between these two important coaching functions:

The terms Practices and System can be applied to implementation of any innovation.	<b>Practices Coaching</b>	<b>Systems Coaching</b>
1. What is the role and function?	The role of this coaching function is to provide specific supports in content areas for which they have specialized expertise, as well as competency and knowledge of how to apply the SDI framework to this content area.	The role of this coaching function is to provide technical assistance and to facilitative support related to the systems and infra-structures necessary to ensure that SDI implementation is done with integrity within an MTSS.
2. Who do they coach?	Coaches provide these supports primarily, but not exclusively, to teachers whose responsibility is to provide high quality Specially Designed Instruction to students with disabilities within their classrooms.	Coaches provide these supports primarily (but not exclusively) to leadership teams, administrators, and coaches whose responsibility is to provide support to teachers to provide high quality Specially Designed Instruction to learners with disabilities within their classrooms.
3. They are coaching so people can . . .	Implement high quality Specially Designed Instruction, aligned to the Iowa SDI Framework and applied to specific content areas, within an MTSS framework.	Assess and analyze systems data for effective SDI in an MTSS, align resources, and engage in ongoing data-driven continuous improvement to systems/structures, which support and sustain the development of an implementation approach that facilitates the delivery of high quality SDI to students with disabilities.
4. They are coaching for the purpose to . . .	Improve the effectiveness of SDI so students with disabilities have increased access to the Iowa Core/ ELS, have accelerated growth to close achievement gap/s, and become more engaged and successful learners.	Improve the system's ability to develop, implement, and sustain the implementation of high quality SDI within an MTSS.
5. Who/what are coaches responsible for?	Coaches performing this function are responsible for purveying a specific content expertise and the application of the Iowa SDI framework to that content area predominantly to teachers and building level implementers and/or leaders.	Coaches performing this function are responsible for coaching and facilitating Leadership Teams and Building/District Leadership to create host environments that facilitate and support the implementation of SDI within appropriate content areas so teachers and building-level implementers and/or leaders are supported to provide high quality SDI within an MTSS.
6. Who/what are coaches responsible to?	Coaches would be accountable to their immediate supervisors and any personnel they have been instructed by their respective job descriptions to provide coaching support in SDI in a specific content area or to facilitate system supports for the implementation of SDI across content areas. The scope of work between these two functions would, by necessity, become more defined as the coaching platform for this grant becomes more refined and integrated with other state level activities, and input from key stakeholders is gathered.	
7. Who/how do coaches collaborate/relate to and with: • Coach • Leadership Team • Teacher	Coaching relationships, roles, and specific functions would be further defined and refined as the scope of work between these two functions within the coaching platform for this grant becomes stabilized and potentially integrated with other state level activities, as well as with input from key stakeholders.	

# PURPOSE OF THIS DOCUMENT

The purpose of this Coaching Guide is to assist administrators, lead coaches, and instructional coaches in becoming better equipped to coach teachers. This guide can be used for the following:

- A handbook for a coach who is working with a teacher
  - Tools to examine data
  - Action planning templates
  - Self-assessment tools for each of the categories in the TLC framework
- A reference document for a school improvement director when planning professional learning opportunities for instructional coaches
  - Adult learning theory professional learning
  - Guidance for working with the system and leadership teams
  - Self-assessment for coaches to engage in, which will help determine focus for professional learning
- A guide for a coaching “lead,” whose responsibility is to plan professional learning for coaches in the district
  - Tools and resources to train district instructional coaches in how to engage in a coaching process
  - Self-assessment for individual coaches to pre- and post-assess on their skills in each of the TLC areas
- A reference for classroom teachers who are interested in knowing what to expect from a coach
  - What is the coach’s role with assisting classroom teachers?
  - What are the knowledge, skills, and dispositions that are needed for a coach if the teacher is interested in applying for a position?
- A reference for school administrators who are hiring coaches
  - What are the knowledge, skills, and dispositions that a coach should possess?
  - What are the supports that the coach will need after being hired?
- A reference for a district/building Teacher Leadership Team
  - Who might be a good fit for a coaching role?
  - What are the different responsibilities for the coach vs. other teacher leadership roles?

There is no one purpose for this Coaching Guide. Its purpose is to provide a multitude of professional learning protocols, tools, and resources in one guide that can assist an instructional coach of any content area.

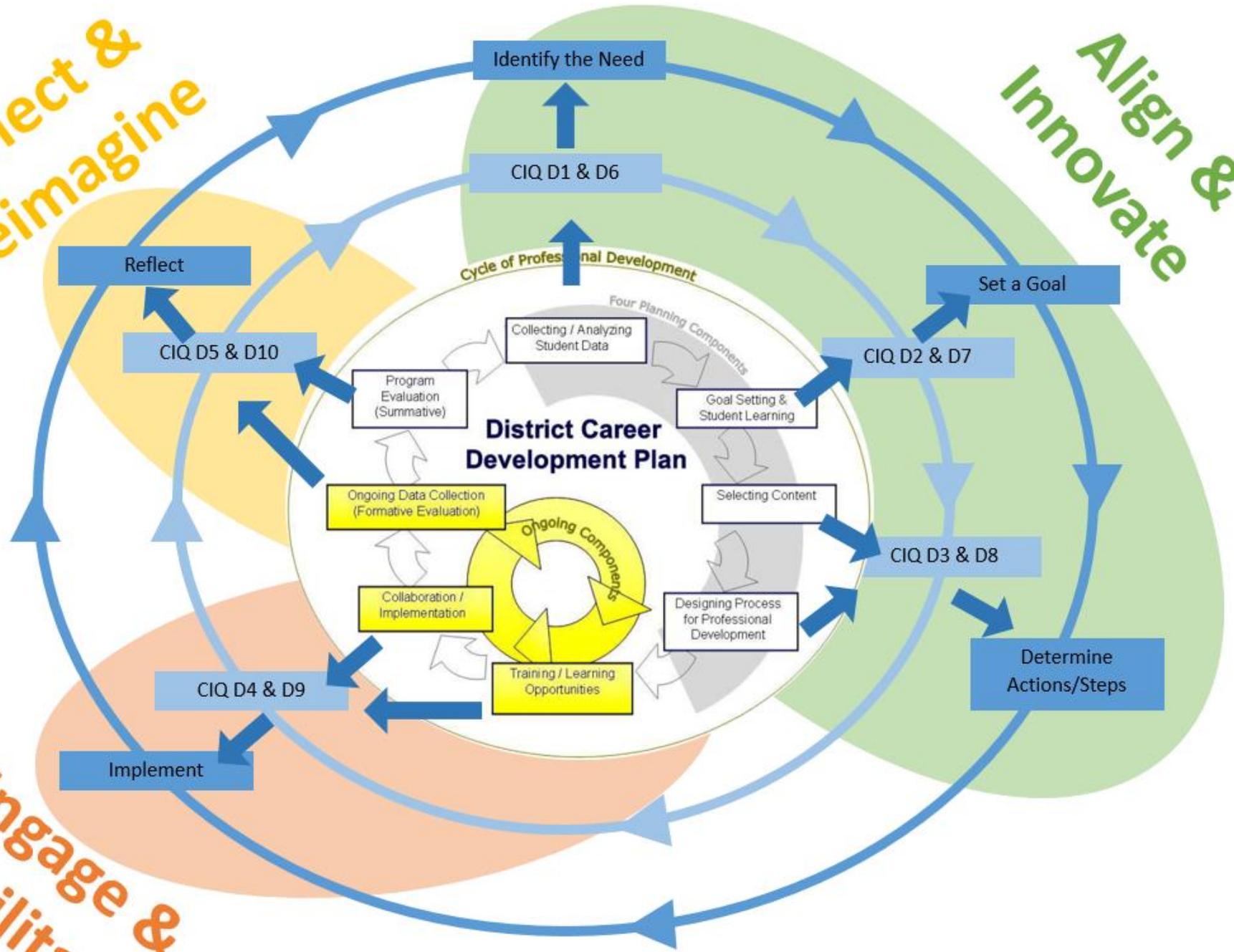
# A COACHING PROCESS

Common Components	Common Steps	Collaborative Inquiry Questions (MTSS/ELI)	Iowa Professional Development Model (IPDM)
Align & Innovate	Identify the need (current reality)	D1. Is the Universal Tier sufficient? D6. Which students need support in addition to the Universal Tier?	Collecting and Analyzing a Variety of Data
	Set a goal	D2. If the Universal Tier is not sufficient, what are the needs that must be addressed? D7. Which of the Targeted and/or Intensive Tier resources are needed to meet the needs of identified students?	Goal Setting and Student Learning
	Actions/Steps (how will you meet the goal)	D3. How will Universal Tier needs be addressed? D8. How will the Targeted and/or Intensive Tier options be implemented?	Selecting Content Design Process for Professional Development
Engage & Facilitate	Implement (e.g. co-teaching, co-planning, modeling, observation, collect formative data)	D4. How will the implementation of the Universal Tier actions be monitored over time?	Training and Learning Opportunities
		D9. How will the implementation of the Targeted and Intensive Tiers be monitored over time?	Collaboration and Implementation
Reflect & Reimagine	Reflect and determine next steps	D5. Have Universal Tier actions been effective?	Ongoing Data Collection - Formative
		D10. How will the effectiveness of the Targeted and Intensive Tiers be evaluated?	Program Evaluation - Summative

Reflect & Reimagine

Align & Innovate

Engage & Facilitate



# TLC FRAMEWORK OF LEARNING SUPPORTS

<b>Adult Learning</b> 	<b>Collaborative Culture</b> 	<b>Communication</b> 	<b>Content/Pedagogy/ Assessment</b> 	<b>Data</b> 	<b>Systems Thinking</b> 	<b>Organizational Leadership</b> 
<p>Design and delivery of professional learning</p>	<p>Facilitation of group processes and development of necessary structures for professional learning environments to be effective</p>	<p>Cultivation of skills associated with effective dialogue with colleagues</p>	<p>Implementation of research and best practice in content (Iowa Core), instruction, and assessment</p>	<p>Facilitation of data analysis and data informed decision-making</p>	<p>Integration and alignment of district and statewide educational improvement efforts</p>	<p>Facilitation and enactment of a vision for school improvement with teacher leadership as a point of leverage</p>
<p>To use knowledge and understanding of adult learning styles and preferences; generational differences; and different backgrounds, ethnicities, cultures, and languages to design and deliver professional learning (or to support those who do)</p> <p>To incorporate existing and emerging technologies in the design and delivery of professional learning</p>	<p>To cultivate educators' facilitation skills to create trust among colleagues, develop collective wisdom, and build ownership and action that supports student learning</p> <p>To utilize peer-to-peer processes (or to support those who do) to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change</p> <p>To cultivate effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning</p>	<p>To give and elicit honest, open, and constructive feedback</p> <p>To demonstrate deep listening skills, such as paraphrasing and asking deep clarifying questions</p> <p>To seek and engage in non-evaluative, reflective dialogue with colleagues</p> <p>To balance advocacy and inquiry</p>	<p>To engage in studying and applying current professional literature and to pursue professional learning opportunities focused on content, instruction, and assessment</p> <p>To support implementation of instructional strategies that ensure individual student learning needs remain the central focus of instruction</p> <p>To increase the capacity of colleagues to identify and use multiple assessment tools aligned to state standards</p> <p>To support colleagues in the alignment of content, instruction, and assessment</p>	<p>To collaborate with colleagues in the design, implementation and scoring of assessments, and the subsequent interpretation of student data to improve educational practice and student learning (or to support those who do)</p> <p>To use assessment and data findings to influence changes in instructional practices and/or organizational structures to improve student learning</p> <p>To facilitate program evaluation and impact in collaboration with team</p>	<p>To understand the processes of school improvement and 2nd order change</p> <p>To align teacher leadership efforts to implement statewide and local initiatives (e.g. MTSS, Iowa Core, Early Literacy, SDI)</p> <p>To understand the aligned and delineated roles and responsibilities of the administrator and the teacher leader by following the professional learning standards</p>	<p>To cultivate coaching skills specific to administrators to support teacher leaders and other administrators who work with teacher leaders</p> <p>To develop the professional capital of an organization</p> <p>To cultivate a mindset that supports empowerment of teacher leaders</p> <p>To allocate resources and implement organizational structures and schedules that facilitate the implementation of a system of teacher leadership</p> <p>To create a climate and culture conducive to teacher leadership (e.g. how to engage, how to create a shared vision, how to empower, how to delegate, how to navigate accountability issues, how to identify and establish processes and protocols for decision-making/problem-solving/situation analysis)</p> <p>To identify a change process and support teachers and teacher leaders as they experience change</p>

# ADULT LEARNING

## DESIGN AND DELIVERY OF PROFESSIONAL LEARNING

### KNOWLEDGE AND SKILLS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
To use knowledge and understanding of adult learners' characteristics, preferences, and needs; generational differences; and different backgrounds, ethnicities, cultures, and languages to design and deliver professional learning (or to support those who do)						
To incorporate existing and emerging technologies in the design and delivery of professional learning						
I use knowledge of best practices to design, deliver, and monitor professional learning.						
I differentiate coaching based on the teacher's individual needs and characteristics.						
I attend to adults' motivation to learn by focusing on practical and relevant content.						
I foster respect for teachers' expertise and experience.						
I facilitate ongoing job-embedded professional learning.						
I use appropriate technologies and techniques to promote collaborative and differentiated professional learning.						
I keep adult learners actively engaged by facilitating self-discovery, active problem solving, and collaborative learning experiences.						
I deliver professional learning that aligns with context and need (e.g. large group/small group, collective inquiry).						
I use formal and informal processes to monitor adult learning for both adjusting instruction and for achieving outcomes.						

### Examples/experience used to determine ratings

# ADULT LEARNING

## DESIGN AND DELIVERY OF PROFESSIONAL LEARNING

### CHARACTERISTICS AND TRAITS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
I am culturally proficient and inclusive (including generational differences).						
I believe that teacher learning and improved instruction lead to accelerated student learning.						
I value the work of learners.						
I accept and act on constructive feedback.						
I am willing to take risks.						
I am reliable.						

Examples/experience used to determine ratings

### WHAT DOES THIS TELL ME ABOUT MY STRENGTHS IN ADULT LEARNING? WHAT ARE MY NEXT STEPS?

# ADULT LEARNING

## DESIGN AND DELIVERY OF PROFESSIONAL LEARNING

### POTENTIAL RESOURCES AND TOOLS

To use knowledge and understanding of adult learners' characteristics, preferences, and needs; generational differences; and different backgrounds, ethnicities, cultures, and languages to design and deliver professional learning (or to support those who do)

Resource	Type of Resource	Short Description
<a href="#">Ten Principles for Working across Generations</a>	Podcast	The Center for Creative Leadership summarized ten truths about generational conflict, gleaned from a seven-year study at CCL. This information may help coaches look past the stereotypes and become a more effective leader to people of all ages. Recording and transcript available on website (5:50)
<a href="#">30 Things We Know For Sure About Adult Learning</a>	Article	Coaches can review this brief article summarizing key points about adult learners.
AEA 11 Website: <a href="#">Resources for Adult Learning</a>	Article	Website includes key points from a cited article (Speck, M. 1996, Spring), summarizing adult learning theory as it relates to best practice in professional development for sustained educational change. There are a number of tools and strategies provided to assist adult learning facilitators, such as team building activities, team discussion organizers, and decision-making strategies. ERS Spectrum, 33-41
<a href="#">ASCD-Instructional Coaches</a>	Website	Great collaborative resource helps coaches access for information about a variety of responsibilities they are expected to fulfill in their roles as instructional coaches.
<a href="#">Chapter 7: An Adult Learning Approach to Coaching</a>	Book	Chapter 7 outlines a number of concepts relevant to adult learning and explores the links between these and coaching practice. This chapter includes some easy-to-read tables and case studies that provide examples of application. D. Stober & A.M. Grant (Eds.), Evidence Based Coaching Handbook, 193-217; Hoboken, NJ: Wiley
<a href="#">Everyone at School is a Learner</a>	Article	Article provides an overview describing three critical concepts in professional learning. Coaches could use this article as a reminder of the concepts to consider when working with adult learners. JSD 35(2), October 2014

To use knowledge and understanding of adult learners’ characteristics, preferences, and needs; generational differences; and different backgrounds, ethnicities, cultures, and languages to design and deliver professional learning (or to support those who do) *CONTINUED*

Resource	Type of Resource	Short Description
<a href="#">What Are We Learning About How We Learn?</a>	Article	Bruce Joyce and Emily Calhoun’s journal article updates readers on the components of professional learning that enable educators to develop and apply new skills. The article describes the history of research in this area and emphasizes the importance of implementing all the components of professional learning. June 2016, Vol. 37 No. 3
Elena Aguilar blog: <a href="#">Resources on Adult Learning</a>	Blog	Elena Aguilar shares a number of resources on adult learning, including <a href="#">Six Principles of Adult Learning</a> , which summarizes adult learning theory and offers some suggestions for application. October 2, 2014

To incorporate existing and emerging technologies in the design and delivery of professional learning

Resource	Type of Resource	Short Description
<a href="#">6 Ed Tech Tools to Try in 2017</a>	Blog/Podcast	Blog entry/podcast (27 min.) describes six technology tools for teachers; coaches can also use these tools when delivering professional development.
<a href="#">Zoom</a> Video Conferencing	Virtual meeting space	Zoom is a video conferencing tool, great to use in coaching situations. Zoom allows people to collaborate from a distance and, with a little creativity, can be useful in helping coaches observe in classrooms and record lessons.
<a href="#">Screencast-O-Matic</a>	Recording tool	Coaches could use this fast, free tool to make screencasts (up to 15 minutes) of useful information that teachers can use as a resource.

# COLLABORATIVE CULTURE

FACILITATION OF GROUP PROCESSES AND DEVELOPMENT OF NECESSARY STRUCTURES FOR PROFESSIONAL LEARNING ENVIRONMENTS TO BE EFFECTIVE

## KNOWLEDGE AND SKILLS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
To cultivate educator's facilitation skills to create trust among colleagues, develop collective wisdom, and build ownership and action that supports student learning						
I create an environment that is conducive for coaches and teachers to discuss challenges and steps towards a solution.						
I facilitate open and honest communication when a teacher and/or coach are uncertain or ideas shared are found to be inaccurate.						
I leverage an awareness of multicultural factors (e.g., ethnicities, cultures, languages) in the school context to aid in collaboration with the school, family, and community systems.						
I use reflection and goal setting to develop colleagues' awareness of multicultural factors and strategies for supporting high levels of learning for all students.						
I enhance collaboration between the teacher and coach by highlighting mutual expectations and joint responsibility for the coaching process.						
I demonstrate a knowledge and capacity to unlock essential resources that guide collaboration.						

Examples/experience used to determine ratings

# COLLABORATIVE CULTURE

FACILITATION OF GROUP PROCESSES AND DEVELOPMENT OF NECESSARY STRUCTURES FOR PROFESSIONAL LEARNING ENVIRONMENTS TO BE EFFECTIVE

## KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

Fall

Winter

Spring

To utilize peer-to-peer processes (or to support those who do) to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change

I structure effective collaboration among colleagues in multiple contexts by establishing and illustrating norms for coaching.

I foster equity of voice when engaged in problem solving with colleagues.

I employ targeted strategies to prime collaboration during various phases of coaching.

I employ solution-focused techniques when confronted with resistance to orient colleagues towards common goals.

Examples/experience used to determine ratings

# COLLABORATIVE CULTURE

FACILITATION OF GROUP PROCESSES AND DEVELOPMENT OF NECESSARY STRUCTURES FOR PROFESSIONAL LEARNING ENVIRONMENTS TO BE EFFECTIVE

## KNOWLEDGE AND SKILLS

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Fall

Winter

Spring

To cultivate effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning

I identify and adapt my facilitation approach by recognizing the collective verbal and nonverbal cues of colleagues in order to effectively engage in collaboration.

I understand and model professional duties of confidentiality.

I keep an accurate record of ideas, goals, action steps, and work among colleagues in peer-to-peer processes.

Examples/experience used to determine ratings


# COLLABORATIVE CULTURE

FACILITATION OF GROUP PROCESSES AND DEVELOPMENT OF NECESSARY STRUCTURES FOR PROFESSIONAL LEARNING ENVIRONMENTS TO BE EFFECTIVE

## CHARACTERISTICS AND TRAITS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
I show an expressed interest in collaborating with adults.						
I show an enthusiasm for collaboration that inspires others to action.						
I am encouraging.						
I am positive.						
I am trusting, trustworthy, and a trust builder.						
Examples/experience used to determine ratings.						

## WHAT DOES THIS TELL ME ABOUT MY STRENGTHS IN COLLABORATIVE CULTURE? WHAT ARE MY NEXT STEPS?

# COLLABORATIVE CULTURE

FACILITATION OF GROUP PROCESSES AND DEVELOPMENT OF NECESSARY STRUCTURES FOR PROFESSIONAL LEARNING ENVIRONMENTS TO BE EFFECTIVE

## POTENTIAL TOOLS AND RESOURCES

To cultivate educator's facilitation skills to create trust among colleagues, develop collective wisdom, and build ownership and action that supports student learning

Resource	Type of Resource	Short Description
<a href="#">Culturally Responsive Teaching</a>	Website	Website provides extensive resources that are useful to build content knowledge and expertise in the area of cultural responsiveness.
<a href="#">Six Types of Socratic Questions</a>	Document	R.W. Paul's tool is a list of question stems that could be used in a variety of situations; the questions help to promote effective coaching conversations, aid in problem solving, and build mutual respect.
<a href="#">Reflection Questions on Communication</a>	Document	Elena Aguilar's effective self-assessment/reflection tool encourages coaches to recognize communication skills that can impact collaboration.
<a href="#">44 Ways to Build the Emotional Intelligence of a Team</a>	Document	Elena Aguilar's tool has helpful suggestions for coaches and teachers to consider/reflect on ways to strengthen collaboration efforts.
<a href="#">Florida Systems Coaching Model</a>	Coaching Manual	The Coaching Manual is set up for the user to: <ul style="list-style-type: none"><li>• Learn about the types of coaching that will help support MTSS implementation</li><li>• Review the literature that supports the coaching for improvement at the classroom and system level</li><li>• Outlines integrated skills sets that a coach needs</li><li>• Shares how to bring systems coaching for MTSS into reality.</li></ul> The manual references multiple areas that a systems coach should be monitoring as they work with leadership teams and administrators

To utilize peer-to-peer processes (or to support those who do) to help colleagues work collaboratively to solve problems, make decision, manage conflict, and promote meaningful change

Resource	Type of Resource	Short Description
<a href="#">The Seven Norms of Collaborative Work</a>	Website/Blog	Resource provides examples of what specific norm looks like and sounds like, clearly emphasizing that positive communication is a norm for effective collaboration.
<a href="#">NSRF Protocols and Activities from A to Z</a>	Website	Coaches (and teachers) can find protocols to meet their needs by accessing this expansive set of protocols.
<a href="#">Sentence Stems for Healthy Conflict</a>	Document	Elena Aguilar’s resource provides coaches with prompts for framing conversations that encourage mutual engagement in managing conflict and maintaining respectful relationships and trust between colleagues.
<a href="#">EBISS System Coach Manual (Oregon)</a>	Coaching Manual (for Effective Behavioral & Instructional Support Systems-- EBISS)	<p>The Coaching Manual is broken down into sections that include:</p> <ul style="list-style-type: none"> <li>• Background of the infrastructure and systems that should be in place at the district and building level including membership to consider being part of the leadership team that guides the work</li> <li>• Self-assessment of the system elements that should be in place for full implementation. <ul style="list-style-type: none"> <li>○ The scoring of the items in the self-assessment are done through facilitated conversation of the leadership team to arrive at a score</li> <li>○ The scores for each section are then plotted on a chart for the purpose of action planning as well as used for regular monitoring of progress by the leadership team</li> </ul> </li> <li>• Coach self-assessment that aligns to the skills needed to be able to coach leadership teams on items in the system self-assessment</li> <li>• Background knowledge and skills that are needed to select a person who can be a systems coach</li> <li>• Tools (links or actual documents) that system coaches could utilize to support areas of the leadership team self-assessment that are needing coach support.</li> </ul> <p>The resources in this coach manual outline specific supports that could be used to support a leadership team to implement a successful innovation. Iowa’s SAMI (Self-Assessment of MTSS) would be used instead of the leadership self-assessment; the tools and next steps outlined in this manual could then be used by a system coach to support the leadership team.</p>

<a href="#">Effective Coaching of Teachers: Fidelity Tool Worksheet</a>	Coach Observation Tool	The observation tool is connected to the other WestEd/AIR coaching resources. In the <a href="#">Effective Coaching: Improving Teacher Practice and Outcomes for All Learners</a> tool, there are specific coaching practices outlined for a coach to implement. This observation tool is used by someone who is “coaching the coach” for the purpose of improvement of practice (not an evaluation tool). Purpose of the tool is to assist coaches with improving their skills as coaches.
<a href="#">Building Coach Action Plan</a>	Action Plan Template	This one-page organizer can be completed jointly by a coach and teacher to identify what will be observed (targeted behavior) and the frequency/method of feedback that the coach will share. The columns of the form include stems and prompts to implement coaching with a concrete and well-defined plan.
<a href="#">Building Blocks of Collaboration</a>	Article from Learning Forward	The article outlines building blocks that need to be in place for successful coaching partnerships to thrive. Those building blocks include: <ul style="list-style-type: none"> <li>• Trust</li> <li>• Transparency in practice</li> <li>• Climate of nonjudgmentalism</li> <li>• Specific practices are employed</li> <li>• Clear evidence is collected</li> </ul> The author elaborates on each of the building blocks that are needed to create a system that supports coaching and its effectiveness.
<a href="#">Effective Coaching</a>	Power Point Presentation	This powerpoint provides a foundational understanding of the coaching role. It reviews the four components of effective coaching and discussed how to support professional development of coaches. There are additional resources at the end of the powerpoint as well. This resource is a good introduction to instructional practices and system coaching for educators new to the role.

To cultivate effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning

Resource	Type of Resource	Short Description
<a href="#">Dialogue in Coaching Conversations</a>	Website/Blog	Blog emphasizes effective coaching conversations and provides strategies for coaches, including recording conversations to focus dialogue.
<a href="#">Stages of Team Development</a>	Document	Elena Aguilar’s document focuses on the stages of team development and includes observation descriptors for team behaviors; this resource can be used as a planning tool to help coaches focus on specific meeting activities.
<a href="#">The Secret to Great Coaching</a>	Article	Article focuses on an inquiry method that helps teachers take ownership of their own learning.
<a href="#">Implementation Guide for Effective Coaching of Teachers</a>	Rubric with background information	The purpose of this guide is to help practitioners systematically implement effective coaching practices. The tool assists leadership teams with examining specifics related to the Implementation Science Drivers of Competency, Leadership and Organization. The tool includes questions to be asked for each of the Drivers and possible actions to move forward with depending on the answers to the questions.
<a href="#">Effective Coaching: Improving Teacher Practice and Outcomes for All Learners</a>	Article	<p>The purpose of this brief is to synthesize research on coaching and to offer a framework of effective coaching practices.</p> <ul style="list-style-type: none"> <li>• Part 1 provides general information on coaching, including the need for coaching and the goals of coaching.</li> <li>• Part 2 describes critical coaching practices that are linked to improvements in teacher practice and learner outcomes. As these practices are most associated with such improvement, they are the recommended practices that should be central to the everyday routine of coaches working in general or special education settings as well as in environment with learners of all ages (homes, schools, childcare centers, etc.)</li> </ul>

# COMMUNICATION

## CULTIVATION OF SKILLS ASSOCIATED WITH EFFECTIVE DIALOGUE WITH COLLEAGUES

### KNOWLEDGE AND SKILLS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
<b>To give and elicit honest, open, and constructive feedback</b>						
I provide focused feedback that relates to the group's or individual's goal and directs attention to future actions.						
I ask questions to seek feedback.						
<b>Examples/experience used to determine ratings</b>						
<b>To demonstrate deep listening skills, such as paraphrasing and asking deep clarifying questions</b>						
I utilize expert listening skills in conjunction with expert technical skills in group facilitation.						
I purposefully use questioning strategies.						
I facilitate decision-making by skillfully synthesizing, summarizing, and mediating conversations.						
<b>Examples/experience used to determine ratings</b>						

# COMMUNICATION

## CULTIVATION OF SKILLS ASSOCIATED WITH EFFECTIVE DIALOGUE WITH COLLEAGUES

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

Fall

Winter

Spring

#### To seek and engage in non-evaluative, reflective dialogue with colleagues

I involve colleagues in healthy, productive, learning-focused conversations.

I facilitate data-driven dialogue to inform decisions and actions.

I differentiate dialogue strategies based on context and task.

I seek opportunities to engage in reflective dialogue that fosters a sense of community.

#### Examples/experience used to determine ratings

# COMMUNICATION

## CULTIVATION OF SKILLS ASSOCIATED WITH EFFECTIVE DIALOGUE WITH COLLEAGUES

### KNOWLEDGE AND SKILLS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
To balance advocacy and inquiry						
I honor and welcome diverse viewpoints.						
I respect the expertise and experience of all participants.						
I remain open-minded.						
I facilitate and participate in courageous conversations.						
Examples/experience used to determine ratings						

# COMMUNICATION

## CULTIVATION OF SKILLS ASSOCIATED WITH EFFECTIVE DIALOGUE WITH COLLEAGUES

### CHARACTERISTICS AND TRAITS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
I am technologically savvy when communicating.						
I am a clear and effective communicator (both verbal and written).						
I am curious.						
I am humble.						
I presume that all group members are working to support student learning.						
I am reflective.						

### Examples/experience used to determine ratings

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### WHAT DOES THIS TELL ME ABOUT MY STRENGTHS IN COMMUNICATION? WHAT ARE MY NEXT STEPS?

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# COMMUNICATION

## CULTIVATION OF SKILLS ASSOCIATED WITH EFFECTIVE DIALOGUE WITH COLLEAGUES

### POTENTIAL TOOLS AND RESOURCES

To give and elicit honest, open, and constructive feedback

Resource	Type of Resource	Short Description
<a href="#">Giving Feedback</a>	Blog	Resource provides rationale and examples for providing feedback.
<a href="#">Seven Keys to Effective Feedback</a>	Article	ASCD article by Grant Wiggins specifically identifies essential features of effective feedback. Information boxes provide examples that compare effective feedback to providing advice and/or evaluation, which are non-examples. Educational Leadership journal, September 2012
<a href="#">What Good Coaches Do</a>	Article	Jim Knight's article focuses on principles that support a collaborative partnership. Effective communication points are incorporated in several of the actions coaches are guided to take when developing a partnership.
<a href="#">Coaching Conversation Analysis Tool</a>	Document	Elena Aguilar's document can serve as a reflection and planning tool to improve/ enhance communication. The examples and non-examples prompt self-assessment of employed personal communication skills.

To demonstrate deep listening skills, such as paraphrasing and asking deep clarifying questions

Resource	Type of Resource	Short Description
<a href="#">Coaching Sentence Stems</a>	Document	Elena Aguila's document provides coaching stems that help to focus the coaching conversation, which would be beneficial for coaches as they plan coaching sessions.

**To seek and engage in non-evaluative, reflective dialogue with colleagues**

Resource	Type of Resource	Short Description
<a href="#">The Reflective Teacher: A Taxonomy of Reflection</a>	Blog	Blog post (in a four-part series) could be used as guidance to support teachers' instructional practice: the reflective process to self-analyze, to assess impact of instruction, and to improve/build on student learning.
<a href="#">Coaching Session Planning Tool</a>	Document	Elena Aguilar's reflection tool can be used to prepare for a coaching session or conversation.
<a href="#">Coaching Conversation Organizer</a>	Document	Coaching conversation planning tool/template may help coaches identify areas to address during a coaching session to ensure effective communication. This tool could be used in conjunction with other coaching question stem tools and other planning tools.

**To balance advocacy and inquiry**

Resource	Type of Resource	Short Description
<a href="#">Coaching Relationships with New Teachers: Implementing Advocacy Over Inquiry</a>	Blog	Resource provides a personal perspective about the needs of a new teacher and how the support differs over time. This information could be a springboard for coaches to investigate the link between mentoring and coaching.
<a href="#">The Seven Norms of Collaborative Work</a>	Article	Diane Sweeney's article provides examples of coaching communication skills/ strategies for group and individual contexts, clearly identifying the coach's role in relation to the collaboration norm.
<a href="#">Advocacy and Inquiry</a>	Article	Article provides examples for productive advocacy and inquiry and models effective questioning to facilitate conversations, manage emotions, and provide feedback. Both inter- and intra-personal skills are addressed in this article.

# CONTENT/PEDAGOGY/ASSESSMENT

## IMPLEMENTATION OF RESEARCH AND BEST PRACTICE IN CONTENT (IOWA CORE), INSTRUCTION, AND ASSESSMENT

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

Fall

Winter

Spring

To engage in studying and applying current professional literature and to pursue professional learning opportunities focused on content, instruction, and assessment

I remain current with available research.

I know and share evidence-based practices, including how to access relevant resources.

I maintain strong knowledge of subject matter and assessment strategies.

Examples/experience used to determine ratings

To support implementation of instructional strategies that ensure individual student learning needs remain the central focus of instruction

I draw on personal experience and apply knowledge of content, pedagogy, and assessment in the classroom.

I use knowledge of existing and emerging technologies to support teachers and students.

I provide multiple entry points to support colleagues in increasing application of content knowledge.

Examples/experience used to determine ratings

# CONTENT/PEDAGOGY/ASSESSMENT

## IMPLEMENTATION OF RESEARCH AND BEST PRACTICE IN CONTENT (IOWA CORE), INSTRUCTION, AND ASSESSMENT

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

Fall

Winter

Spring

#### To increase the capacity of colleagues to identify and use multiple assessment tools aligned to state standards

I identify, use, and support teachers with multiple assessment tools.

I collaborate with colleagues to use student data to improve instruction and student outcomes.

I build trust and use reflection and data in conversations with colleagues to identify and/or develop solutions to student learning needs.

I collaborate with colleagues in the use of assessment data that supports instructional and organizational change that leads to improved student outcomes.

#### Examples/experience used to determine ratings

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# CONTENT/PEDAGOGY/ASSESSMENT

## IMPLEMENTATION OF RESEARCH AND BEST PRACTICE IN CONTENT (IOWA CORE), INSTRUCTION, AND ASSESSMENT

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

Fall

Winter

Spring

#### To support colleagues in the alignment of content, instruction, and assessment

I assist colleagues in analyzing content knowledge and pedagogical strategies to promote student learning.

I engage teachers in a cyclical process that includes analyzing standards, determining assessments, and identifying instructional strategies.

I possess and build a deep understanding of relevant content standards.

#### Examples/experience used to determine ratings

# CONTENT/PEDAGOGY/ASSESSMENT

## IMPLEMENTATION OF RESEARCH AND BEST PRACTICE IN CONTENT (IOWA CORE), INSTRUCTION, AND ASSESSMENT

### CHARACTERISTICS AND TRAITS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
I am a lifelong learner.						
I am reflective.						
I support the growth of colleagues.						
I embrace challenges.						

### Examples/experience used to determine ratings

### WHAT DOES THIS TELL ME ABOUT MY STRENGTHS IN CONTENT/PEDAGOGY/ASSESSMENT? WHAT ARE MY NEXT STEPS?

# CONTENT/PEDAGOGY/ASSESSMENT

## IMPLEMENTATION OF RESEARCH AND BEST PRACTICE IN CONTENT (IOWA CORE), INSTRUCTION, AND ASSESSMENT

### POTENTIAL TOOLS AND RESOURCES

To engage in studying and applying current professional literature and to pursue professional learning opportunities focused on content, instruction, and assessment

Resource	Type of Resource	Short Description
<a href="#">Next Generation Science</a>	Website	Website helps user to understand the standards and to evaluate instructional materials, providing instruction and assessment supports, a resource library, and a video hub. Site is searchable by standards, cross-cutting concept, and disciplinary core ideas.
<a href="#">NGSS@NSTA</a>	Website	National Science Teachers Association organizational site includes a searchable database for classroom resources, as well as providing an opportunity to share lessons and resources. A multitude of professional learning supports are provided, as well as support for designing units and lessons, selecting materials, and conducting assessment. Included on the site is an NGSS News link, where news is shared regarding NGSS implementation.
<a href="#">Iowa Reading Research Center</a>	Website	The IRRC is a state-sponsored organization whose purpose is to provide research and support for the implementation of early literacy programs. Best usage for coaches would be the searchable database of resources for specific reading skills and Iowa ELA Standards and to learn about Iowa implementation; this is a good resource for instructional coaches who are charged with improving literacy.
<a href="#">National Council of Teachers of English</a>	Website	The Council has identified books, research, and resources to help provide professional support to teachers and coaches. There are many member-only resources/webinars/digital journals/Connected Community, as well as non-member resources. Website provides a link to <a href="#">readwritethink</a> , which has links to lesson plans/professional development/books/position statements/journals. Included also are valuable student online tools at <a href="#">Student Interactive Online-Tools</a> .
<a href="#">Educator Resources on iowacore.gov</a>	Website	Educator Resources pages at iowacore.gov for each subject area contain links to resources from multiple sources screened by the teams for quality. The site includes resources in Instruction, Assessment, and Professional Development.

To engage in studying and applying current professional literature and to pursue professional learning opportunities focused on content, instruction, and assessment *CONTINUED*

Resource	Type of Resource	Short Description
<a href="#">Center on Standards &amp; Assessment Implementation: Resource Library</a>	Website	Center on Standards & Assessment Implementation (CSAI) reviews a variety of resources, ranging from guidance documents, research papers, and policy briefs to tools and websites aimed at supporting State and Local Education Agency leadership in making decisions about their standards, assessment programs, and accountability systems. The site is searchable by broad topics, such as professional development, diverse learners, implementation, and standards.
<a href="#">National Council for Social Studies</a>	Website	National organization website contains resources, publications, and professional learning information to teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Website provides information on advocating and the NCSS Annual Conference, some recorded webinars, and links to use the C3 Framework and the Performance Based Assessment Clearinghouse.
<a href="#">Iowa Council of Teachers of Mathematics</a>	Website	Iowa's PreK-16 Math Education Community's website provides information about its annual conference, as well as links to several mathematical resources on content, pedagogy, and assessments. Website provides access to past ICTM Math Journals.
<a href="#">Assessment for Learning</a>	Website	Iowa Department of Education's website assists coaches to engage in studying and applying current professional literature and to pursue professional learning opportunities focused on content, instruction, and assessment.

To support implementation of instructional strategies that ensure individual student learning needs remain the central focus of instruction

Resource	Type of Resource	Short Description
<a href="#">Differentiation Is and Is Not</a>	Document	Infographic could be used as a support or springboard for deeper conversation about differentiation.
<a href="#">Differentiation Central</a>	Website	Website houses a collection of videos from several experts in the field, which could be used in a professional development setting, for individual learning, or in a small group of instructional coaches to increase knowledge of differentiation and to learn about differentiation strategies.
<a href="#">Teacher Guides for Technology</a>	Website	Iowa ASCD guide for technology integrationists identifies mobile apps for teachers and educators, providing guides for using technology tools, such as Pinterest, Skype in Education, Wikis, and iPads.
<a href="#">Instructional Strategies Images</a>	Website	Google images are a collection of instructional strategies, which can be narrowed by focus, topic, or instructional strategy.
<a href="#">Differentiated Accountability</a>	Website	Iowa Department of Education's website gives background about what specifically is happening related to Differentiated Accountability implementation in Iowa, highlighting the importance of the continuous improvement cycle.
<a href="#">Achieve the Core</a>	Website	Website offers free, ready-to-use classroom resources that align to the Iowa Core standards in Mathematics and Literacy. Coaches can find resources that address professional learning, planning and reflection, and classroom practices. Site explains the shifts and provides a Coaching Tool addressing instructional practices, a lesson planning tool, and classroom videos. Lessons/assessments can be sorted by grade.
<a href="#">Literacy Coaching Clearinghouse</a>	Website	Archived website is designed specifically for literacy coaches, providing coaching tools to increase knowledge base, research skills, and the understanding of the theory of literacy, reading, and instructional coaches.

To increase the capacity of colleagues to identify and use multiple assessment tools aligned to state standards

Resource	Type of Resource	Short Description
<a href="#">Authentic Assessment Toolbox</a>	Website	Website offers a four-step process for creating an assessment and links to examples of authentic tasks. Site provides “workshops,” where the author models the process when assisting other teachers.
<a href="#">Assessment for Learning</a>	Website	Iowa Department of Education’s website assists coaches to engage in studying and applying current professional literature and to pursue professional learning opportunities focused on content, instruction, and assessment.
<a href="#">Center on Standards &amp; Assessment Implementation: Resource Library</a>	Website	Center on Standards & Assessment Implementation (CSAI) reviews a variety of resources, ranging from guidance documents, research papers, and policy briefs to tools and websites aimed at supporting State and Local Education Agency leadership in making decisions about their standards, assessment programs, and accountability systems. The site is searchable by broad topics, such as professional development, diverse learners, implementation, and standards.
<a href="#">Cybrary Page of Assessment Tools</a>	Website	The author of the site has compiled a multitude of resources on assessment (but not all are necessarily aligned to state standards).
<a href="#">Multi-Tiered System of Supports</a>	Website	Iowa Department of Education’s website provides information on how the state is defining and implementing MTSS around Differentiated Accountability and Early Literacy, providing national and state resources.
<a href="#">Sanford NGSS Assessment Project</a>	Website	Website provides research and reports with links for developing NGSS assessments (e.g. Short Response items/Short Performance Assessments/ Instructional Embedded Assessments). Site provides professional development opportunities with slides from recent SNAP Conference presentations. Resource could be used by coaches to gain a better understanding of assessing the NGSS standards and different methods of assessing them.

To support colleagues in the alignment of content, instruction, and assessment

Resource	Type of Resource	Short Description
<a href="#"><u>Using Student Achievement Data to Support Instructional Decision Making</u></a>	Document	This white paper (with live links) outlines using student achievement data in instructional decision-making, including links for a coach to use in developing a deeper understanding and gaining a clearer vision of school-wide data use.
<a href="#"><u>lowacore.gov</u></a>	Website	lowacore.gov contains the content standards for English/language arts, mathematics, science, and social studies. It also has resources for educators (e.g. professional learning, instruction, and assessment) and resources for parents and community members.
<a href="#"><u>Implementing Evidence-Based Literacy Practices Roadmap</u></a>	Document	This roadmap was developed to help State Education Agencies (SEAs) and Local Education Agencies (LEAs) implement evidence-based literacy practices in their classrooms by following the suggestions of the resources listed in eight steps with linkable resources to support the process.
<a href="#"><u>Achieve the Core</u></a>	Website	Website offers free, ready-to-use classroom resources that align to the Iowa Core standards in mathematics and literacy. Coaches can find resources that address professional learning, planning and reflection, and classroom practices. Site explains the shifts and provides a Coaching Tool addressing instructional practices, a lesson planning tool, and classroom videos. Lessons/assessments can be sorted by grade.
<a href="#"><u>Literacy Coaching Clearinghouse</u></a>	Website	Archived website is designed specifically for literacy coaches, providing coaching tools to increase knowledge base, research skills, and the understanding of the theory of literacy, reading, and instructional coaches.
<a href="#"><u>Sanford NGSS Assessment Project</u></a>	Website	Website provides research and reports with links for developing NGSS assessments (e.g. Short Response items/Short Performance Assessments/ Instructional Embedded Assessments). Site provides professional development opportunities with slides from recent SNAP Conference presentations. Resource could be used by coaches to gain a better understanding of assessing the NGSS standards and different methods of assessing them.

# DATA

## FACILITATION OF DATA ANALYSIS AND DATA INFORMED DECISION-MAKING

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

**Fall**

**Winter**

**Spring**

To collaborate with colleagues in the design, implementation and scoring of assessments, and the subsequent interpretation of student data to improve educational practice and student learning (or to support those who do)

I develop assessment literacy/data literacy in colleagues.

I build the capacity of colleagues to interpret assessment data to diagnose, design, and deliver high quality instruction.

I build the capacity of colleagues to use multiple assessments aligned to state standards.

I present and discuss relevant data in an understandable and useful manner.

Examples/experience used to determine ratings

# DATA

## FACILITATION OF DATA ANALYSIS AND DATA INFORMED DECISION-MAKING

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

**Fall**

**Winter**

**Spring**

To use assessment and data findings to influence changes in instructional practices and/or organizational structures to improve student learning

I understand and help others to understand the alignment between content, instruction, and assessment at all levels.

I develop participants' skills in data-based instructional decision-making.

I facilitate data-driven dialogue that informs decisions and leads to appropriate actions.

Examples/experience used to determine ratings

# DATA

## FACILITATION OF DATA ANALYSIS AND DATA INFORMED DECISION-MAKING

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

Fall

Winter

Spring

#### To facilitate program evaluation and impact in collaboration with team

I evaluate the program to assess progress toward identified goals.

I evaluate the program to assess the value of the program as a worthwhile use of limited resources.

I utilize multiple sources of data to measure the impact of the program on teaching and learning.

I gather feedback about the effectiveness of the program.

I analyze the results of the program evaluation, considering supportive factors for successful initiatives (e.g. clearly established goals and participant roles, school leader participation and support, adequate time and resources).

I reflect on results and adjust practices accordingly.

#### Examples/experience used to determine ratings

# DATA

## FACILITATION OF DATA ANALYSIS AND DATA INFORMED DECISION-MAKING

### CHARACTERISTICS AND TRAITS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
I am focused.						
I embrace the complexity of problem-solving.						
I am solution-focused.						
I am data-literate.						

### Examples/experience used to determine ratings

### WHAT DOES THIS TELL ME ABOUT MY STRENGTHS IN DATA? WHAT ARE MY NEXT STEPS?

# DATA

## FACILITATION OF DATA ANALYSIS AND DATA INFORMED DECISION-MAKING

### POTENTIAL TOOLS AND RESOURCES

To collaborate with colleagues in the design, implementation and scoring of assessments, and the subsequent interpretation of student data to improve educational practice and student learning, or to support those who do

Resource	Type of Resource	Short Description
<a href="#">Results-Based Coaching Tool</a>	Document	Diane Sweeney’s template for the coaching process provides a structure for coaching conversations, while maintaining a focus on aligning with the standards and considering student learning. Template also provides prompts for teacher and coach reflection.
<a href="#">Student Centered Coaching Questions</a>	Document	Tool provides a template and reflective questions to guide coaching conversations between the coach and teacher. Tool is divided into sub-areas based on the potential area of focus of the conversation, such as lesson planning or looking at student data.
<a href="#">Coaches Help Mine the Data</a>	Article	Joellen Killion’s brief article provides a description of how coaches help review and analyze data to impact student learning. Article includes a simple data analysis protocol.
<a href="#">Chapter 11: Evaluating Coaches and Coaching</a>	Document	These tools from Joellen Killion’s book, <i>Coaching Matters</i> , provide guidance in evaluating the coaching program. The tools alone could be a great starting point but, for more detail, coaches will want to refer to the actual text.

To use assessment and data findings to influence changes in instructional practices and/or organizational structures to improve student learning

To facilitate program evaluation and impact in collaboration with team

Resource	Type of Resource	Short Description
<a href="#">Florida Systems Coaching Model</a>	Coaching Manual	<p>The Coaching Manual is set up for the user to:</p> <ul style="list-style-type: none"><li>• Learn about the types of coaching that will help support MTSS implementation</li><li>• Review the literature that supports the coaching for improvement at the classroom and system level</li><li>• Outlines integrated skills sets that a coach needs</li><li>• Shares how to bring systems coaching for MTSS into reality.</li></ul> <p>The manual references multiple areas that a systems coach should be monitoring as</p>

		they work with leadership teams and administrators
<a href="#"><u>Classroom Observation Tool</u></a>	Google Sheets Tool	The observation tool allows a coach to observe specific concepts that are to be in place in the classroom related to SEBMH--social emotional behavior mental health. The information gathered translates into a pie chart to show relative strengths in the areas of environment, classroom behavior systems, and curriculum/instruction. The purpose is to have a data-based observation/interview with a teacher which then translates into a coach action plan that assists the teacher/coach process. The actual tool items could be modified to match specific items of any innovation that is being implemented in the classroom.

# SYSTEMS THINKING

## INTEGRATION AND ALIGNMENT OF DISTRICT AND STATEWIDE EDUCATIONAL IMPROVEMENT EFFORTS

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

**Fall**

**Winter**

**Spring**

#### To understand the processes of school improvement and 2nd order change

I identify the formal and informal organizational power structures within a system and how decisions are made and delivered across a system.

I identify and utilize points of entry with key stakeholders.

I recognize the reasons for resistance to 2nd order change (change process) and employ strategies to garner support.

#### Examples/experience used to determine ratings

# SYSTEMS THINKING

## INTEGRATION AND ALIGNMENT OF DISTRICT AND STATEWIDE EDUCATIONAL IMPROVEMENT EFFORTS

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

Fall

Winter

Spring

To align teacher leadership efforts to implement statewide and local initiatives (e.g. MTSS, Iowa Core, Early Literacy, SDI)

I review best practice literature and current local, state, and national policies and share with colleagues to enhance learning for staff and to impact learning for all students.

I see and articulate the relationship between key concepts and initiatives in order to align, connect, and integrate innovations within a school system.

Examples/experience used to determine ratings

# SYSTEMS THINKING

## INTEGRATION AND ALIGNMENT OF DISTRICT AND STATEWIDE EDUCATIONAL IMPROVEMENT EFFORTS

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

**Fall**

**Winter**

**Spring**

To understand the aligned and delineated roles and responsibilities of the administrator and the teacher leader by following the professional learning standards

I represent and advocate for the identified change agents and instructional leaders within the school context.


I ensure roles and responsibilities are clearly identified and communicated.


Examples/experience used to determine ratings

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# SYSTEMS THINKING

## INTEGRATION AND ALIGNMENT OF DISTRICT AND STATEWIDE EDUCATIONAL IMPROVEMENT EFFORTS

### CHARACTERISTICS AND TRAITS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
I am keenly interested in the larger/bigger picture of how decisions impact a system.						
I am attuned to relationships and how they influence decisions.						
I show an ability to “read” people and situations.						
I embrace the opportunity to work with those who hold dissenting opinions.						
I am a continuous learner/self-driven learner.						

### Examples/experience used to determine ratings

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### WHAT DOES THIS ASSESSMENT TELL ME ABOUT MY STRENGTHS IN SYSTEMS THINKING? WHAT ARE MY NEXT STEPS?

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# SYSTEMS THINKING

## INTEGRATION AND ALIGNMENT OF DISTRICT AND STATEWIDE EDUCATIONAL IMPROVEMENT EFFORTS

### POTENTIAL TOOLS AND RESOURCES

To understand the processes of school improvement and 2nd order change

Resource	Type of Resource	Short Description
<a href="#">School Leadership That Works</a>	Book	Based on analysis of 69 studies conducted since 1970 that met their selection criteria and a recent survey of more than 650 building principals, the authors (Marzano, Waters, and McNulty) have developed a list of 21 leadership responsibilities that have a significant effect on student achievement.
<a href="#">Systems Thinker</a>	Website	There are four of Peter Senge's articles to support systems thinking; these would be good for teacher leaders to read possibly within a study group/team . . . or for individual learning. <a href="#">Learning Organizations: The Promise and the Possibilities</a> <a href="#">Rethinking Leadership in the Learning Organization</a> <a href="#">Building Communities of Commitment</a> <a href="#">The Inner Path of Leadership</a>
<a href="#">Iowa Reading Research Center</a>	Website	The IRRC is a state-sponsored organization whose purpose is to provide research and support for the implementation of early literacy programs. Best usage for coaches would be the searchable database of resources for specific reading skills and Iowa ELA Standards and to learn about Iowa implementation; this is a good resource for instructional coaches who are charged with improving literacy.
<a href="#">Center on Standards &amp; Assessment Implementation: Resource Library</a>	Website	Center on Standards & Assessment Implementation (CSAI) reviews a variety of resources, ranging from guidance documents, research papers, and policy briefs to tools and websites aimed at supporting State and Local Education Agency leadership in making decisions about their standards, assessment programs, and accountability systems. The site is searchable by broad topics, such as professional development, diverse learners, implementation, and standards.
<a href="#">ASCD-Instructional Coaches</a>	Website	Great collaborative resource helps coaches access information about a variety of responsibilities they are expected to fulfill in their roles as instructional coaches.

To align teacher leadership efforts to implement statewide and local initiatives (e.g. MTSS, Iowa Core, Early Literacy, SDI)

Resource	Type of Resource	Short Description
<a href="#">MTSS</a>	Website	Iowa Department of Education’s website provides background about what specifically is happening related to MTSS implementation in Iowa. Site also has links to additional websites nationally that would be of assistance in building knowledge of coaches to learn about various aspects of MTSS implementation.
<a href="#">Iowa Reading Research Center</a>	Website	The IRRC is a state-sponsored organization whose purpose is to provide research and support for the implementation of early literacy programs. Best usage for coaches would be the searchable database of resources for specific reading skills and Iowa ELA Standards and to learn about Iowa implementation; this is a good resource for instructional coaches who are charged with improving literacy.
<a href="#">Differentiated Accountability</a>	Website	Iowa Department of Education’s website gives background about what specifically is happening related to Differentiated Accountability implementation in Iowa, highlighting the importance of the continuous improvement cycle.
<a href="#">Coaching Matters</a>	Document	This Learning Forward tool helps leadership/instructional coaches reflect on the time spent in role as an instructional coach (and to make changes as needed, based on what the research indicates how time should be spent if you’re an instructional coach).
<a href="#">School Leadership That Works</a>	Book	Based on analysis of 69 studies conducted since 1970 that met their selection criteria and a recent survey of more than 650 building principals, the authors (Marzano, Waters, and McNulty) have developed a list of 21 leadership responsibilities that have a significant effect on student achievement.
<a href="#">Implementing Evidence-Based Literacy Practices Roadmap</a>	Document	This roadmap was developed to help State Education Agencies (SEAs) and Local Education Agencies (LEAs) implement evidence-based literacy practices in their classrooms by following the suggestions of the resources listed in eight steps with linkable resources to support the process.
<a href="#">Florida Systems Coaching Model</a>	Coaching Manual	<p>The Coaching Manual is set up for the user to:</p> <ul style="list-style-type: none"> <li>• Learn about the types of coaching that will help support MTSS implementation</li> <li>• Review the literature that supports the coaching for improvement at the classroom and system level</li> <li>• Outlines integrated skills sets that a coach needs</li> <li>• Shares how to bring systems coaching for MTSS into reality.</li> </ul> <p>The manual references multiple areas that a systems coach should be monitoring as</p>

		they work with leadership teams and administrators
<a href="#">EBISS System Coach Manual (Oregon)</a>	Coaching Manual (for Effective Behavioral & Instructional Support Systems--EBISS)	<p>The Coaching Manual is broken down into sections that include:</p> <ul style="list-style-type: none"> <li>• Background of the infrastructure and systems that should be in place at the district and building level including membership to consider being part of the leadership team that guides the work</li> <li>• Self-assessment of the system elements that should be in place for full implementation. <ul style="list-style-type: none"> <li>○ The scoring of the items in the self-assessment are done through facilitated conversation of the leadership team to arrive at a score</li> <li>○ The scores for each section are then plotted on a chart for the purpose of action planning as well as used for regular monitoring of progress by the leadership team</li> </ul> </li> <li>• Coach self-assessment that aligns to the skills needed to be able to coach leadership teams on items in the system self-assessment</li> <li>• Background knowledge and skills that are needed to select a person who can be a systems coach</li> <li>• Tools (links or actual documents) that system coaches could utilize to support areas of the leadership team self-assessment that are needing coach support.</li> </ul> <p>The resources in this coach manual outline specific supports that could be used to support a leadership team to implement a successful innovation. Iowa’s SAMI (Self-Assessment of MTSS) would be used instead of the leadership self-assessment; the tools and next steps outlined in this manual could then be used by a system coach to support the leadership team.</p>
<a href="#">Implementation Guide for Effective Coaching of Teachers</a>	Rubric with background information	The purpose of this guide is to help practitioners systematically implement effective coaching practices. The tool assists leadership teams with examining specifics related to the Implementation Science Drivers of Competency, Leadership and Organization. The tool includes questions to be asked for each of the Drivers and possible actions to move forward with depending on the answers to the questions.

To understand the aligned and delineated roles and responsibilities of the administrator and the teacher leader by following the professional learning standards

Resource	Type of Resource	Short Description
<a href="#">Pave the Way for Coaches</a>	Article	Professional article is helpful for building administrators, teachers, instructional coaches to clarify the roles of instructional coaches within a school system, as there are many staff who have been hired to be instructional coaches who have not had clarity around the “what they are to be doing” and “how to communicate it with others in the school system.”
<a href="#">ASCD-Instructional Coaches</a>	Website	Great collaborative resource helps coaches access information about a variety of responsibilities they are expected to fulfill in their roles as instructional coaches.
<a href="#">School Leadership That Works</a>	Book	Based on analysis of 69 studies conducted since 1970 that met their selection criteria and a recent survey of more than 650 building principals, the authors (Marzano, Waters, and McNulty) have developed a list of 21 leadership responsibilities that have a significant effect on student achievement.
<a href="#">Florida’s MTSS System Coaching and Leadership Fact Sheet</a>	Document	This tool contains a fact sheet and a rubric which could help teams understand the differences between content (practice) and systems coaching. The fact sheet explains key components of systems coaching. The rubric aligns to the fact sheet. This tool could help to cultivate coaching skills in administrators to support teacher leaders.
<a href="#">Systems Coaching Innovation Configuration</a>	IC Map/Self Assessment	This self-assessment provides information and tangible next steps for leadership teams implementing MTSS and systems coaching structure/supports. The component level criteria (scoring) allows a leadership team to “start where they’re at” and clearly identify the next steps to move up the rating of the self-assessment. It can also be used as a tool for fidelity of practices as well as improvement. Note: the IC tool does not include automatic scoring and is arranged opposite of Iowa’s MTSS Self-Assessment of Infrastructure for MTSS Implementation (e.g. SAMI). May be used in conjunction with the <a href="#">Systems Coaching &amp; Leadership Fact sheet</a> .
<a href="#">OSEP Panel Presentation</a>	Powerpoint (Office of Special Education Programs--OSEP)	This presentation provides information about both instructional practices coaching and system coaching. The powerpoint defines them, provides core functions and examples. It describes strategies for selecting, training, and supporting system coaches and instructional practices coaches.

# ORGANIZATIONAL LEADERSHIP

FACILITATION AND ENACTMENT OF A VISION FOR SCHOOL IMPROVEMENT WITH TEACHER LEADERSHIP AS A POINT OF LEVERAGE

## KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

**Fall**

**Winter**

**Spring**

To cultivate coaching skills specific to administrators to support teacher leaders and other administrators who work with teacher leaders

I demonstrate the ability to coach leadership teams.

I use mediating skills to manage conflict.

I am able to lead well in specific domains.

I recognize the need to seek out other resources/experts as needed.

I demonstrate the ability to be solution-focused.

Examples/experience used to determine ratings

Fall	Winter	Spring

# ORGANIZATIONAL LEADERSHIP

FACILITATION AND ENACTMENT OF A VISION FOR SCHOOL IMPROVEMENT WITH TEACHER LEADERSHIP AS A POINT OF LEVERAGE

## KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

**Fall**

**Winter**

**Spring**

### To develop the professional capital of an organization

I build capacity with the educational staff in the building.

I foster shared leadership.

I identify and influence key decision-makers.

I mobilize the right people into action.

I use mediating skills to manage conflict.

### Examples/experience used to determine ratings

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# ORGANIZATIONAL LEADERSHIP

## FACILITATION AND ENACTMENT OF A VISION FOR SCHOOL IMPROVEMENT WITH TEACHER LEADERSHIP AS A POINT OF LEVERAGE

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

**Fall**

**Winter**

**Spring**

#### To cultivate a mindset that supports empowerment of teacher leaders

I build capacity to engage in equitable discourse and actions.

I demonstrate non-evaluative behaviors.

I facilitate collective and collaborative inquiry processes and practices within a system.

I pose the right questions at the right time to the right people.

I create and implement plans to meet goals.

I craft and deliver effective messages to stakeholders and key decision-makers.

#### Examples/experience used to determine ratings

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# ORGANIZATIONAL LEADERSHIP

FACILITATION AND ENACTMENT OF A VISION FOR SCHOOL IMPROVEMENT WITH TEACHER LEADERSHIP AS A POINT OF LEVERAGE

## KNOWLEDGE AND SKILLS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
<b>To allocate resources and implement organizational structures and schedules that facilitate the implementation of a system of teacher leadership</b>						
I approach allocation of resources in a systematic manner.						
I set achievable goals considering system constraints.						
I consider capacity for sustainability when creating goals and implementing plans.						
I advocate for access to professional resources, including financial support and human and other material resources, which allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.						

### Examples/experience used to determine ratings

# ORGANIZATIONAL LEADERSHIP

## FACILITATION AND ENACTMENT OF A VISION FOR SCHOOL IMPROVEMENT WITH TEACHER LEADERSHIP AS A POINT OF LEVERAGE

### KNOWLEDGE AND SKILLS

A= Always (4)

U = Usually (3)

S = Sometimes (2)

N = Not Yet (1)

Fall

Winter

Spring

To create a climate and culture conducive to teacher leadership (e.g. how to engage, how to create a shared vision, how to empower, how to delegate, how to navigate accountability issues, how to identify and establish processes and protocols for decision-making/problem-solving/situation analysis)

I ensure that implementation of an innovation is done with fidelity.

I establish a climate for implementation of teacher leadership and professional learning.

I support district goals.

Examples/experience used to determine ratings

To identify a change process and support teachers and teacher leaders as they experience change

I create momentum for implementation of change.

I am a catalyst for implementing change.

Examples/experience used to determine ratings

# ORGANIZATIONAL LEADERSHIP

FACILITATION AND ENACTMENT OF A VISION FOR SCHOOL IMPROVEMENT WITH TEACHER LEADERSHIP AS A POINT OF LEVERAGE

## CHARACTERISTICS AND TRAITS

A= Always (4)	U = Usually (3)	S = Sometimes (2)	N = Not Yet (1)	Fall	Winter	Spring
I support and empower others.						
I have a growth mindset.						
I have the ability to prioritize, organize, and follow through.						
I am comfortable managing change process.						

Examples/experience used to determine ratings

**WHAT DOES THIS TELL ME ABOUT MY STRENGTHS IN ORGANIZATIONAL LEADERSHIP? WHAT ARE MY NEXT STEPS?**

# ORGANIZATIONAL LEADERSHIP

## FACILITATION AND ENACTMENT OF A VISION FOR SCHOOL IMPROVEMENT WITH TEACHER LEADERSHIP AS A POINT OF LEVERAGE

### POTENTIAL TOOLS AND RESOURCES

To cultivate coaching skills specific to administrators to support teacher leaders and other administrators who work with teacher leaders

To develop the professional capital of an organization

To cultivate a mindset that supports empowerment of teacher leaders

To allocate resources and implement organizational structures and schedules that facilitate the implementation of a system of teacher leadership

Resource	Type of Resource	Short Description
<a href="#">Setting Coaching Cycle Goals</a>	Article	Article provides good initial information about how an instructional coach can assist with developing goals.
<a href="#">The Most Important Part of Instructional Coaching, Setting a Goal</a>	Blog	Goal setting is a powerful component of instructional coaching, and Jim Knight's blog provides initial information about goal setting (along with links to tools that he has developed).
<a href="#">Literacy Coaching Clearinghouse</a>	Website	Archived website is designed specifically for literacy coaches, providing coaching tools to increase knowledge base, research skills, and the understanding of the theory of literacy, reading, and instructional coaches.
<a href="#">Florida Systems Coaching Model</a>	Coaching Manual	The Coaching Manual is set up for the user to: <ul style="list-style-type: none"><li>• Learn about the types of coaching that will help support MTSS implementation</li><li>• Review the literature that supports the coaching for improvement at the classroom and system level</li><li>• Outlines integrated skills sets that a coach needs</li><li>• Shares how to bring systems coaching for MTSS into reality.</li></ul> The manual references multiple areas that a systems coach should be monitoring as they work with leadership teams and administrators

To create a climate and culture conducive to teacher leadership (e.g. how to engage, how to create a shared vision, how to empower, how to delegate, how to navigate accountability issues, how to identify and establish processes and protocols for decision-making/problem-solving/situation analysis)

Resource	Type of Resource	Short Description
<a href="#">The Most Important Part of Instructional Coaching, Setting a Goal</a>	Blog	Goal setting is a powerful component of instructional coaching, and Jim Knight’s blog provides initial information about goal setting (along with links to tools that he has developed).
<a href="#">District Implementation Leadership Team Profile</a>	Document	<p>This tool is a three-column rubric created for determining where a district leadership team is functioning around essential components for implementation of an innovation (in this case it’s related to SEBMH--social emotional behavior mental health). The tool can be used as:</p> <ul style="list-style-type: none"> <li>• a self-assessment of current status of implementation of an innovation</li> <li>• a guide for a system coach that is working with a district leadership team</li> <li>• a way to determine action steps for implementing an innovation.</li> </ul> <p>Iowa’s District-SAMI would be a similar tool to the one linked here. This tool is very streamlined.</p>

To identify a change process and support teachers and teacher leaders as they experience change

Resource	Type of Resource	Short Description
<a href="#">The Most Important Part of Instructional Coaching, Setting a Goal</a>	Blog	Goal setting is a powerful component of instructional coaching, and Jim Knight’s blog provides initial information about goal setting (along with links to tools that he has developed).
<a href="#">Florida’s MTSS System Coaching and Leadership Fact Sheet</a>	Document	This tool contains a fact sheet and a rubric which could help teams understand the differences between content (practice) and systems coaching. The fact sheet explains key components of systems coaching. The rubric aligns to the fact sheet. This tool could help to cultivate coaching skills in administrators to support teacher leaders.
<a href="#">Coaching Service Delivery Plan Template and Guiding Questions</a>	Document	This is an action plan template that outlines critical components that should be in place for a system of coaching. The template provides space to outline concepts and skills to be coaches, coach preparation needed, coaching process, frequency of coaching and other necessary details

		needed to fully implement coaching (system or instructional practices coaching)
<a href="#">Building Coach Action Plan</a>	Action Plan Template	This one-page organizer can be completed jointly by a coach and teacher to identify what will be observed (targeted behavior) and the frequency/method of feedback that the coach will share. The columns of the form include stems and prompts to implement coaching with a concrete and well-defined plan.

# ACKNOWLEDGEMENTS

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Teacher Leader Model Standards from the Teacher Leadership Exploratory Consortium

[Teacher Leadership Skills Framework](#) from the Center for Strengthening the Teaching Profession (CSTP)

[Teacher Leader Self-Assessment](#) from the Center for Strengthening the Teaching Profession (CSTP)

[Kentucky Teacher Leadership Framework](#) from the Kentucky Teacher Leadership Work Team

[Teacher Leader Competency Framework](#) from Leading Educators

[Innovation Configuration Map for Teacher Leaders/Coaches](#) from Learning Forward

Additionally, we would like to thank the team members whose hard work and dedication made this guide possible:

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