

## District Roles

The Office of Talent Development provides coaching assistance to schools across the District. Full-release *Induction Coaches* are provided to schools that are part of the Investing in Innovation (i3) federal study. The Office of Employee Evaluations deploys *Peer Reviewers* to assist principals with teachers who are placed on a cycle of assistance or in documentation. Teacher Development provides *Instructional Facilitators* who work directly with school-based coaches and assist them in their coaching practice.

Below is a table to assist you with the different types of coaching roles in the District that you may see at your school.

<b>Title</b>	<b>Brief Job Description</b>
<b><u>Schools</u> School-based Coaches Literacy, Mathematics, Science</b>	School-based Instructional Coaches provide differentiated supports that foster the growth and development of teachers. In addition to strategic content-focused mentoring, coaches support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies and classroom management, analyzing student work, differentiating instruction, and supporting English Language Learners and students with special needs. School-based instructional coaches work closely with their school administrator to provide assistance designed for the specific needs of each individual school.
<b><u>Investing in Innovation (i3)</u> Full-release Induction Coaches</b>	Induction Coaches are deployed to schools to assist new teachers during their first two years of employment. They guide new teachers through a coaching cycle aligned to the phases of new teacher development and provide direct support to teachers through one-to-one coaching, standards-based formative assessment tools and professional development training, all aligned to the Marzano Teaching Framework.
<b><u>Employee Evaluations</u> Peer Reviewers</b>	Peer Reviewers are assigned cases that include teachers on a Performance Development Plan and teachers displaying performance concerns that are in an informal assistance cycle. Peer reviewers work with teachers, individually, to coach by way of modeling, observing, assisting with planning, providing resources, and giving constant feedback on teaching strategies.
<b><u>Teacher Development</u> Instructional Facilitator</b>	Instructional Facilitators provide support along a continuum of professional learning from pre-service to teacher leadership through focused professional development opportunities, coaching, and mentoring opportunities. School-based Instructional Coaches are mentored while actively engaged in opportunities to enhance coaching skills, PLC facilitating, and modeling of instructional strategies to the implementation of Common Core State Standards. They also provide targeted support to schools based on instructional needs and provide support to teachers who deliver professional learning courses.

In addition, Instructional Facilitators and Staff Developers are available to assist schools and/or teachers in need of assistance from the following departments:

- **Office of Strategic Achievement**
- **Instruction and Interventions**
- **Early Childhood Education**
- **Exceptional Student Education**

All district departments work cohesively to avoid duplication of services and to provide appropriate and necessary assistance to schools.

## Credentialing

In order to become credentialed, School-based Instructional coaches attend the Professional Learning Series while District-based coaches, peer reviewers, instructional facilitators, and staff developers attend the Coaching Academy.

## Professional Learning Series

School-based instructional coaches participate in three two-day Professional Learning Series designed and facilitated by the New Teacher Center. These academies will prepare personnel with a variety of strategies, tools, and protocols to support the instructional development of all teachers. Successful completion of the academy will result in credentialing.

**Coaching Academy**

District-based coaches, facilitators, and staff developers participate in four three-day Coaching Academies designed and facilitated by the New Teacher Center. These academies will prepare personnel with a variety of strategies, tools, and protocols to support the instructional development of all teachers. Successful completion of the academy will result in credentialing.