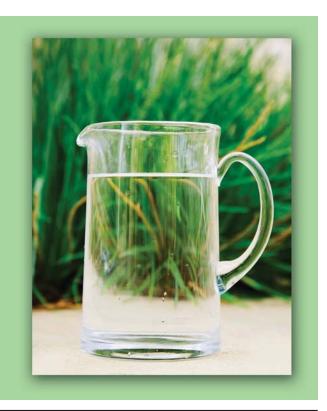
# Clarify the coaching role

Use this chart to help teachers understand the coach's role and the services a coach will provide.



A coach is	A coach is not
A colleague who co-teaches or co-models a lesson	Someone who teaches small groups or classes
A colleague who co-plans with teachers*	A paraprofessional
A colleague who co-plans with teachers*	Someone who administers individual student assessments (except during the first two days of any statewide assessment)
A colleague who observes teachers and offers feedback to improve teaching*	An administrator who evaluates teachers
A colleague who assists teachers in looking at ways to use data to drive instruction*	A data analyst
A colleague who handles classroom discipline during co-teaching/modeling*	A semi-administrator who monitors students sent to the office for discipline reasons
A colleague who facilitates professional development or provides training for staff *	
A colleague who covers classes so a teacher can observe another teacher for short periods of time	A substitute teacher

<sup>\*</sup> Considered part of 60-75% of time spent on direct instructional interaction with teachers

**Source:** Adams 12 Five Star Schools, Thornton, Colo. Used with permission.

Adapted from: Taking the Lead: New Roles for Teachers and School-based Coaches, by Joellen Killion and Cindy Harrison. Oxford, OH: NSDC, 2006.

# Student achievement coach expectations

Use this list for more examples of how a principal or coach can clarify the expectations of the coach's role.

Conduct 10 classroom observations with	
feedback	

- ☐ Shows progress towards proficiency in Cognitive Coaching<sup>SM</sup>
- ☐ Learn strategies for facilitating data discussions
- ☐ Shows progress towards proficiency in strategies for English language learners

- ☐ Identify own strengths and weaknesses in the areas of:
  - O English language learner strategies
  - Math strategies
  - Standards-based instructional planning
  - O Models of professional development
  - Instructional strategies that work (Marzano, Pickering, & Polluck)
  - O Facilitation
  - O Data discussions
  - Differentiation

Source: Adams 12 Five Star Schools, Thornton, Colo. Used with permission.

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