CHARACTERISTICS OF A SYSTEM

What is the desired result of your system?

Four Characteristics of Successful Systems

The system must have a clear purpose	The system must be accountable
The system must be documented	The system must be repeatable

How will you objectively measure the success of the system?

How will you prevent an endless variety of interpretations?

How can you make your system replicable, independent of a person?

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BSI Coaching Session 3—Table Copy 1

...ture of Coaching	Not Present	Beginning	Refining	Optimizing
1. We have identified and defined our instructional priorities				✓
2. We have identified and defined specific look-fors connected to our instructional priorities			✓	
3. Our look-fors drive our system for coaching			✓	
4. Administrators, Coaches and Teachers understand that everyone is a coach with a goal to improve teacher capacity and improve student outcomes				✓
5. Our coaching process: • Identifies a focus for coaching and • Determines a method to coach and • Reflects on coaching and refines the process as a result of reflection/admin feedback		✓		
6. Our coaching system is visible through completion and submission of evidence in the form of: • Support logs & • Schedules & • Teacher reflection & • Coach reflection & • Coaching Support Plans & • Tiering Document		✓		
7. I measure individual *teacher* successes through documented walkthroughs, feedback, and reflection			✓	
8. I measure individual *coach* successes through documented walkthroughs, feedback, and reflection			✓	
9. We use *evidence* to determine if current supports should continue or if adjustments are necessary			✓	
10. Administrators, Coaches and Teachers understand their roles in monitoring coaching				✓
11. I measure success of my coaching system through: • Walkthrough trends over time • Reflections over time • Feedback over time • Student outcomes over time		✓		

AoF: Improve Instructional practice specifically relating to benchmark-aligned instruction

Action Step 1: Build teacher capacity in delivering instruction aligned to the intended learning of the benchmarks through the use of a strategic coaching process which includes an identified focus and coaching method

Monitoring:
- Coaching plans that include:
  - Identified focus for coaching aligned with the school's instructional look-fors
  - Method by which coaching will be provided
- Coaching Logs that include:
  - Actions taken by the coach and the teacher
  - Outcomes as a result of coaching
- Admin will schedule time to review coaching documentation and provide feedback and support to coaches

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BSI Coaching Session 3—Table Copy 1

Consensus Gap Analysis

Coaching for School Improvement *~Components of an Effective System~*					
Culture of Coaching	Not Present	Beginning	Refining	Optimizing	Notes
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Consensus Gap Analysis

Monitoring	Not Present	Beginning	Refining	Optimizing	Notes
6. Our coaching system is visible through completion and submission of evidence in the form of: ● Support logs ● Schedules ● Teacher reflection ● Coach reflection ● Coaching Support Plans ● Tiering Document					
7. I measure **individual *teacher* successes** through documented walkthroughs, feedback, and reflection					
8. I measure **individual *coach* successes** through documented walkthroughs, feedback, and reflection					
9. We use *evidence* to determine if current supports should continue or if adjustments are necessary					
10. Administrators, Coaches and Teachers understand their roles in monitoring coaching					
11. I measure success of my coaching system through: ● Walkthrough trends over time ● Reflections over time ● Feedback over time ● Student outcomes over time					

SIP Planning Tool

Step 1: Area of Focus - Identify Instructional Practice as the Area of Focus in which a system/process will be implemented and/or revised. Next, select a targeted element within the Area of Focus.

Area of Focus:
Instructional Practice - elements of effective teaching methods that come together to achieve student success.

- ☐ **B.E.S.T Standards**
- ☐ **Career & Technical Education**
- ☐ **Collaborative Planning**
- ☐ **Differentiation**
- ☐ **ELA**
- ☐ **Graduation**
- ☐ **Student Engagement**
- ☐ **Instructional Coaching/Professional Learning**
- ☐ **Math**
- ☐ **Professional Learning Communities**
- ☐ **Science**
- ☐ **Small Group Instruction**
- ☐ **Social Studies**
- ☐ **Standards-aligned Instruction**

Step 2: Area of Focus - Description and Rationale Include a rationale that explains how it was identified as a critical need from the data reviewed.

Step 3: Measurable Outcome - State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Step 4: Monitoring - Describe how this Area of Focus will be monitored for the desired outcome. Who will be responsible for monitoring the desired outcome?