

Washakie County School District #1

Worland, Wyoming 82401

SCHOOL-BASED INSTRUCTIONAL FACILITATORS

DISTRICT INSTRUCTIONAL FACILITATOR PLAN

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Introduction

Washakie County School District #1 developed an Instructor Facilitator program through the Wyoming Department of Education School-Based Instructional Facilitators/Instructional Coaches Grant. Our district has been able to successfully initiate and implement an effective program throughout the district, which is supported by an increase in student performance data on the state proficiency assessment. The following instructional facilitator positions served the learning communities in the district:

1. Elementary: Literacy and Mathematics Instructional Facilitator
2. Elementary and Middle School: Technology Instructional Facilitator
3. High School: Technology Instructional Facilitator

With the opportunity to implement an instructional facilitator program during the past few years, the district has developed a strong understanding in coaching/facilitating. The instructional facilitators continue to participate in coaching/facilitator training from (1) Instructional Coaching: Kansas Coaching Project with Jim Knight, University of Kansas (Lawrence, Kansas), (2) Instructional Coaching Conference (Casper, WY), (3) the Wyoming Department of Education, (4) Instructional Facilitator Training (Fremont County School District #1, Lander, WY), and (5) WDE-NCA School Improvement Conferences (Fall and Spring). These professional development experiences involved initial and follow-up training in facilitator/coaching programs during the onset of the implementation of the instructional facilitator program in the district. The facilitator/coaching training received, as well as the quality of the personnel hired as facilitators and the enthusiastic support of administration and staff, has afforded our district with an effective program to initiate change, to enhance teacher learning, to promote diversity in instructional strategies, and to increase student academic growth. Teachers are embracing the opportunity to collaborate with colleagues and to pursue opportunities available through the district facilitator program as NCLB requirements continue to raise the bar for student learning. Our district has a strong, professional team of instructional facilitators who are enthusiastic about improving classroom practices and student achievement in a rich professional learning community.

Target: Better classroom teaching...

...through support, feedback and intensive, individualized professional learning

Instructional coaching provides appropriate support for real change to occur to improve student academic performance. The facilitator position is a non-evaluative, learning relationship between a professional developer and a teacher, sharing the expressed goal of learning together, thereby improving instruction and student achievement. By offering support, feedback, and intensive, individualized professional learning, the intent of an effective instructional facilitator is to improve instruction in schools. An effective, well-planned instructional facilitator program is a powerful way to help teachers and students to become more successful and delivers on the promise of making a real difference in schools.

A trusting relationship and sufficient time is critical for individualized professional learning that is most relevant to a teacher's needs. Collaborative conversation, model lessons, observations, and mutual problem solving assist teachers in implementing and mastering new teaching practices.

The district instructional facilitator program targets the following pedagogy:

♦ **Sufficient Time to Work with Teachers...**

Facilitators spend the bulk of their time working with teachers on instruction.

♦ **Scientifically-Based Research Interventions...**

Instructional facilitators make a difference in the way teachers teach, providing proven practices to share and having a repertoire of tools to assist teachers in addressing concerns. Facilitators maintain a deep understanding of scientifically proven practices they can share with teachers to help them improve in behavior (classroom management), content knowledge, instruction, and assessment.

♦ **Professional Development...**

Professional development for instructional facilitators is required as an on-going effective practice to include professional learning activities designed to improve facilitating practices as (a) enrolling teachers in coaching; (b) identifying appropriate interventions for teachers to learn; (c) modeling and gathering data in the classroom; and (d) engaging in dialogue about classroom and other data.

♦ **Protecting the Facilitator Relationship...**

Facilitators establish teachers' trust, an essential component of a facilitator-teacher partnership, which is based on the assumptions that (a) facilitators and teachers are equal partners, (b) teachers have a choice about what and how they learn, (c) teachers reflect and apply learning to real-life practices as they are

learning, (d) professional development enables authentic dialogue and (e) facilitators respect and enable the voices of teachers. Administrators protect the facilitator relationship by avoiding the empowerment of facilitators with administrative responsibilities.

♦ ***Principals and Instructional Facilitators Work Together...***

The instructional facilitator collaborates with the principal regarding effective instructional practices, but the principal must remain the instructional leader. No matter how much the facilitator knows, and no matter how effective the facilitator is, the principal's voice is ultimately the one most important to teachers. For that reason, facilitators must understand fully what their principals' vision is for school improvement, and principals need to understand fully the interventions that their facilitators have to offer teachers.

♦ ***The Right Instructional Facilitator...***

1. Instructional facilitators must be excellent teachers, especially critical in modeling lessons in other teachers' classrooms, and they need to be flexible since the job requires them to change plans almost daily to meet the changing needs of teachers.
2. Instructional facilitators must be highly skilled at building relationships.
3. Instructional facilitators must be ambitious for change and willing to do "whatever it takes" to improve teaching practices.
4. Instructional facilitators must be affirmative, humble and deeply respectful of classroom teachers but unwilling to rest unless significant improvements in teaching and learning are achieved.

Instructional Facilitator Positions...

...to Address School Needs

**1. Instructional Facilitator in Mathematics
and Literacy (K-5)**

Elementary Schools: East Side, South Side, and West Side

Student Population: 641

Teacher Population: 59

Target Areas: Bridges in Mathematics and Math Fluency

2. Instructional Facilitator in Technology (K-8)

Elementary Schools: East Side, South Side, and West Side

Student Population: 641

Teacher Population: 59

Middle School: Worland Middle School

Student Population: 272

Teacher Population: 30

Target Areas: Technology Use and Training

3. Instructional Facilitator in Technology (9-12)

High School: Worland High School

Student Population: 400

Teacher Population: 38

Target Areas: Technology Use and Training

Professional Performance Standards...

...Instructional Facilitator Professional Teaching Standards

Standard 1

Instructional facilitators are effective school leaders and catalysts for change.

Standard 2

Instructional facilitators systemically support professional learning communities.

Standard 3

Instructional facilitators support teachers in curriculum, instruction, assessment and classroom management.

Standard 4

Instructional facilitators are a source for current research-based practices.

Standard 5

Instructional facilitators help locate information, resources and materials.

Standard 6

Instructional facilitators assist and mentor staff in learning and applying new knowledge and skills.

Standard 7

Instructional facilitators ensure that school improvement goals and interventions are implemented and data driven.

Characteristics of an Effective Instructional Facilitator...

...for Quality Leadership

Beliefs	Teaching Expertise	Facilitating Skills	Relationship Skills	Content Expertise	Leadership Skills
<ul style="list-style-type: none"> • Continues to learn • Has a passion for ongoing development and learning • Holds the attitude that everyone is important • Believes in the capacity of others to grow and develop • Does not assume to have "The Answer" • Is committed to continuous improvement • Dedicated to improve instructional skills • Can let go of being responsible for another person's behaviors • Maintains professional attitudes 	<ul style="list-style-type: none"> • Is skilled in instructional planning • Has strong classroom organization and management • Has fluency with multiple methods of delivering instruction • Uses multiple methods for student assessment • Demonstrates success in their work as classroom teachers • Articulates effective instructional strategies • Reflects on best practices and experiences • Is a self-starter 	<ul style="list-style-type: none"> • Understands and applies knowledge about adult development • Listens skillfully • Communicates effectively • Uses effective questioning skills • Understands and employs a specific reflection process • Diagnoses the needs of teachers • Aligns support to the identified needs of teachers 	<ul style="list-style-type: none"> • Desires to be a part of a team • Works effectively with teachers and principals • Builds trusting relationships • Has respect for and is respected by peers • Has patience for the learning process • Maintains confidentiality • Works cooperatively with others • Initiates collegiality • Understands audience 	<ul style="list-style-type: none"> • Possesses and applies appropriate, in-depth content knowledge • Uses extensive research and theory to support instructional decisions • Specialist in area • Experience in specialty area 	<ul style="list-style-type: none"> • Understands and applies knowledge about change • Communicates the vision of the school • Aligns work with school goals • Uses data to drive decisions • Engages others in developing plans for improvement • Maintains a productive culture • Is a reflective listener • Maintains flexibility

– Killion, J. Harrison, C. (2006). *Taking the Lead: New Roles for Coaches and Teacher Leaders*. Oxford, OH: National Staff Development Council.

Roles and...

...Responsibilities of Instructional Facilitators

<p>Resource Provider</p>	<p>To expand teachers' use of a variety of resources to improve instruction</p> <ul style="list-style-type: none"> • Locates information, resources & materials • Provides examples of best practices • Models instruction • Assess student learning • Facilitates professional learning • Models classroom management
<p>Data Facilitator</p>	<p>To ensure student achievement data is used to drive instructional decisions</p> <ul style="list-style-type: none"> • Assist teachers to look at student achievement, demographics and process data • Identify students' strengths and concerns • Identify instructional strategies • Target programs or curriculum to address identified needs
<p>Curriculum Specialist</p>	<p>To ensure implementation of adopted curriculum</p> <ul style="list-style-type: none"> • Develop teachers' understanding of the scope and sequence of the curriculum • Ensure alignment of the written, taught and tested curriculum • Encourage pacing guides • Ensure implementation of standards-based instruction and essential learning • Collaboratively identify what to assess • Analyze curricular materials to support achievement of standards • Encourage integration of content to provide opportunities for students to acquire, apply, assimilate and adapt learning
<p>Instructional Specialist</p>	<p>To differentiate instruction with curriculum to meet the needs of all students</p> <ul style="list-style-type: none"> • Encourage teachers to implement effective, research-based instructional strategies • Suggest interventions with appropriate instructional strategies • Support incorporation of professional development training in the classroom • Ensure implementation of district identified curriculum • Collaborate with teachers regarding instructional strategies to reach desired student learning outcomes • Have a deep understanding of the research on effective strategies • Assist teachers to understand the "big picture" to plan and develop horizontal and vertical instructional and assessment strategies • Provide guidance and current research to teachers about the learning process

<p>Classroom Supporter</p>	<p>To increase the quality and effectiveness of classroom instruction</p> <ul style="list-style-type: none"> • Provide classroom support through a modeling, co-teaching, observing, feedback continuum • Develop a trusting relationship to encourage an invitation into the classroom • Encourage the teacher to assume more responsibility through time
<p>Learning Facilitator</p>	<p>To facilitate collaborative, job-embedded, standards-based professional learning</p> <ul style="list-style-type: none"> • Coordinate a wide range of learning opportunities • Conduct trainings – large group, small group or individual • Encourage and guide new instructional strategies, whole school study groups, action research groups, grade level or content-based departments • Promote each school as a professional learning community working within the district framework
<p>Mentor</p>	<p>To increase instruction skills of the novice teacher and support schoolwide induction activities</p> <ul style="list-style-type: none"> • Provide training on instructional practices that have been incorporated in the school district • Provide assistance to staff members through a mentoring process tailored to individual needs • Support teachers who mentor novice teachers
<p>School Leader</p>	<p>To work collaboratively with school's leadership to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results</p> <ul style="list-style-type: none"> • Serve as a resource for the school improvement team • Serve as a school leader • Encourage teacher leadership • Serve on content curricular district committees
<p>Catalyst for Change</p>	<p>To evaluate the current practices and seek to influence initiatives for change</p> <ul style="list-style-type: none"> • Engage teachers in "evaluation think," looking critically and analytically to discover what is working and what is not • Introduce alternatives or refinements to current practices, which includes being current on research-based practices • Cultivate and evaluate learning within the schools • Model continuous improvement, and identifies and initiates alternative options
<p>Learner</p>	<p>To model continuous learning, to keep current, and to be a thought leader in the school</p> <ul style="list-style-type: none"> • Model attitudes and behaviors teachers need to be successful – desire to learn, knowing how to learn and knowing how to apply learning • Model continuous learning about teaching and learning, the educational contexts, collegiality, and the change process • Analyze, synthesize and reflect on practices and experiences

- Killion, Joellen. (2007) *Roles of Instructional Coaches*. Arvada, CO: National Staff Development Council
- Mizell, H. (2004, "August 5). Speech given to the National Staff Development Council's School-Based staff Developers Learning Community, Dallas, TX
- Daggett, William. *Model Schools*

Alignment of Instructional Facilitator Strategies...

...to Professional Teaching Practices Model

Washakie County School District adopted the Washakie County School District #1 Professional Teaching Practices Model. The focus of the model was designed by a district task force of teachers and administrators to meet the needs of the district-adopted state content and performance standards, highly qualified status, certification requirements, North Central Association accreditation, Wyoming Department of Education requirements for student proficiency, and district-recommended professional integrity competencies. The model includes the following areas of practice:

1. Positive Interpersonal Relationships
 - The teacher demonstrates effective interpersonal relationships with others.
 - The teacher demonstrates effective interpersonal relationships with students.
 - The teacher acts as a positive role-model.
2. Curriculum
 - The teacher selects learning content congruent with district standards and benchmarks.
 - The teacher selects learning content congruent with district curriculum.
 - The teacher displays a thorough knowledge of curriculum and subject matter.
 - The teacher integrates curriculum with other curriculum areas.
3. Instructional Process
 - The teacher makes appropriate lesson plans.
 - The teacher consistently implements the lesson plan in an effective manner.
 - The teacher motivates students to participate and learn.
 - The teacher communicates in an effective manner.
 - The teacher provides individual learning experiences congruent with student growth and development research.
 - The teacher provides specific evaluative feedback through a variety of assessment techniques.
 - The teacher manages student behavior effectively.
4. Student Performance
 - The teacher promotes continuous improvements in academic achievement.
 - The teacher provides opportunities for students to develop respect for self and others.
 - The teacher provides opportunities for students to demonstrate responsibility.
5. Professional Responsibilities
 - The teacher demonstrates employee responsibilities.
 - The teacher supports and implements building regulations and district policies.
 - The teacher provides a safe and orderly environment.
 - The teacher demonstrates professional improvement.

District Teaching Model Plan: Our district is involved with Dr. William Daggett's Effective Model School, the Rigor, Relevance, and Relationships Framework, which is incorporated into our teaching practices model at the school and district level.

Alignment of Instructional Facilitator Strategies...

... to School Improvement

Each school has a School Improvement Plan developed by staff members through AdvancED-NCA accreditation. Selected goals were and action plans were developed according to student data derived from the state assessment, district assessments, and TerraNova (replaced with MAP – 2008-2009). Action steps in each action plan focus on research-based interventions to meet student cognitive and affective needs to improve student achievement. The action steps are updated on a regular basis and include a person responsible, timeline, resources, and staff development.

Instructional Facilitators play a significant role in each goal of the school improvement plan, serving on the internal committee and/or identified as a person responsible or resource person. To understand the school improvement process as well as the commitment toward achieving the goals, the district has each facilitator trained as an AdvancED Quality Assurance Reviewer (QAR). Facilitator review the action plans for their school, which target reading, writing, and math problem-solving at the elementary level, reading, writing, and math problem-solving at the middle level, and writing and responsibility at the high school level.

Instructional Facilitators are active participants in each school's action plans by providing staff development activities, teacher collaboration, and resource opportunities for action steps in the school improvement plan. Facilitators are involved with (but not limited to) activities in the following as the lead or resource person:

- Introduce, mentor, and train staff on technology opportunities with literacy, mathematics, and technology skills
- Organize/coordinate staff inservice training in literacy, mathematics, and technology (software and tools)
- Model math lessons on instructional strategies that involve technology
- Facilitate the DIBELS district testing team, and provided teacher collaboration in data analysis, interpretation, and progress monitoring
- Facilitate/coordinate PAWS and MAP assessments
- Share student data information/interpretation/analysis with staff as well as training on the PAWS Traffic Signal Reports
- Reinforce and provide additional technology-focused academic strategies, providing technology training for staff
- Coordinate consistency with scoring open-ended assessment prompts – both formative and summative
- Introduce, model, and teach new initiatives with technology use in the classroom in action plan interventions in reading, writing, and math problem-solving
- Participate in and support initiatives in RTI with low-performing students' ILPs – students not on 504s or IEPs
- Train and model on-site teacher leaders in a variety of new technology strategies
- Collaborate with classroom teachers to effectively implement classroom initiatives
- Work directly with Title I specialists and ELL teachers to focus on reading skills and strategies through a “push-in” initiative in the regular classroom
- Model and collaborate with staff to initiate appropriate instructional strategies in a block schedule for reading, writing, and math

Achievement Gains...

... in Student Performance

There is considerable teacher heterogeneity in achievement within each of the schools, which suggests very important teacher effects on student achievement. Teacher effects have a relatively larger impact on student achievement than do school effects. A critical consideration of student achievement lies in hands of the teacher for the variance in student achievement could be due effective teaching practices.

It is the responsibility of the administration of the school district to identify effective and ineffective practices and to empower instructional facilitators to work with teachers to expose staff members to practices that will impact student learning. Although this process would have an impact on improved student achievement, additional variables, such as teacher attitudes and qualifications, student socioeconomic status, student learning limitations, etc., would certainly have some effect on the degree of improvement. Conceptually, the instructional facilitator is empowered to identify individual teacher needs to provide the greatest opportunity for teacher to improve instructional practices and to become cognizant of effective strategies and interventions that target improvement in student academic achievement.

The district monitors student achievement through a number of assessment opportunities specific to identified content areas in the table below.

Summative Assessments

- PAWS
- ACT
- District Assessments (BOE)
- MAP (Spring/Summer Results)

Formative Assessments

- MAP
- DIBELS
- STAR Reader
- STAR Math

The procedure to monitor student achievement gains includes the following:

1. School Improvement Plans

- The school staff will analyze student summative data before the beginning of the school year.
- Assessment and evaluation tools to monitor student academic performance during the school year will be identified.
- Benchmark improvement of performance targets will be identified with reasonable, yet challenging student performance expectations to stretch student learning.
- The school will evaluate present goal interventions and research/identify additional opportunities to enhance, modify, or replace the intervention with one that research indicates could be more effective.

- ✦ The school will develop appropriate steps to an action plan that targets benchmark achievement of performance targets, to include the person responsible, a timeline for implementation, resources necessary for full implementation, and rigorous, aligned professional development, which will be submitted to the administration for approval and support.
- ✦ The administration will secure appropriate resources to support the school's action plan through material/supply needs and appropriate professional development.

2. Roles and Responsibilities

- ✦ Building Leadership Team: researches and develops action steps, based on student performance data, to make recommendations to staff.
- ✦ Principal: Collaborates with instructional facilitator to target best instructional practices to target student needs, monitors staff implementation, and supports staff training for implementation.
- ✦ Curriculum Coordinator: Collaborates with instructional facilitator to provide resources, direction, and staff training opportunities.
- ✦ Instructional Facilitator: Establishes own goals to target improved student achievement congruent with action steps in school improvement action plans and collaborates with curriculum director, principal, and staff to coordinate effective strategies to meet staff needs.
- ✦ Staff: Implement action steps in the school improvement plan and works collaboratively with the instructional facilitator to implement effective instructional practices, considering content, classroom management, and technology and based on student performance data.
- ✦ Superintendent: supports the following criteria district-wide:
 - Leadership (Guide and Communicate)
 - Strategic Planning (Goals and Objectives)
 - Educational Programs (Rigor, Relevance, Relationships)
 - Student Performance Data (Measure, Analyze, Support)
 - Staff Focus (Training and Support)
 - Process Management (Budgetary and Financial Support)
 - Performance Results (Monitor trends and levels of performance)

3. Student Performance Data

- a. PAWS: Data is reviewed and disaggregated during the fall. Subgroups are targeted regarding performance, and non-proficient individual students are identified. Individual learning plans are developed for non-proficient students with teachers directly involved in the process using the PAWS Traffic Signal Reports.

- b. MAP: Data for K-10 students is reviewed after pre-testing at the beginning of the school year. Disaggregated subgroups and individual student performance is identified with specific, targeted descriptors in areas for growth. Spring testing determines if students have reached target goals in meeting a minimum of one year of academic growth. MAP data is included in the student individual learning plan.
- c. District Assessment Data: Data is reviewed from student progress in meeting standards. Assessments are reviewed for alignment, consistency, fairness, anchor papers, and comparability.
- d. Formative Assessment Data: Teachers consistently check students for understanding, determining the need for reteaching and/or reviewing on a group or individual basis. Progress monitoring occurs, pending student performance results. If there is a need, students are given opportunities for additional instruction/practice.

4. Evaluating Instructor Performance

Note: Evaluation procedures are fully implemented according to district policy/procedures. The intent of the achievement data plan is to use MAP data to measure student growth during the school year with pre-testing during the beginning of the school year and post-testing toward the end of the school year. Since implementation will be new to the district, adjustments to protocol and/or additional measures of student academic growth will be monitored. Specific criteria to meet expectations will be determined by the administration.

- a. Pre-test and post-test MAP data is reviewed by the principal annually.
- b. The principal identifies where overall growth exceeds, targets, or falls below annual academic growth expectations. Disaggregation of student academic growth in language arts, math, and science (when appropriate) is reported to the superintendent by teacher (or team) and by overall class results before the end of the present school year. (This data is available for teacher review as well.)
- c. Based on overall classroom results, when students fall below academic growth expectations...
 - ✦ The principal directs the individual teacher and/or collaboratively as a grade level or subject area team to develop an action plan to adjust instructional and/or formative assessment procedures for the following school year. The action plan must be submitted to the principal before the beginning of the following school year. Professional development opportunities should be coordinated for teacher and/or teams.
 - ✦ The principal directs the teacher and/or team to identify individual low-performing students and recommend students for summer school, including individual academic concerns.
 - ✦ The principal will monitor teaching practices with the instructional facilitator to support the individual teacher and/or grade level or subject area team.
- d. Based on overall classroom results, when students maintain academic growth expectations...

- The principal directs the individual teacher and/or collaboratively as a grade level or subject area team to identify strengths and opportunities to enhance instructional practices for the following school year with professional development opportunities available to teacher and/or teams. The information regarding strengths and opportunities must be submitted to the principal before the beginning of the following school year. The principal will evaluate teaching practices with the instructional facilitator and develop a plan to support the individual teacher and/or grade level or subject area team.
 - The principal directs the teacher and/or team to identify individual low-performing students and recommend students for summer school, including individual academic concerns.
- e. Based on overall classroom results, when students maintain or exceed academic growth expectations...
- The principal directs the individual teacher and/or collaboratively as a grade level or subject area team to identify strengths (successful practices) to continue to enhance instructional practices for the following school year with professional development opportunities available to teacher and/or teams. The information regarding strengths and successful practices must be submitted to the principal before the beginning of the following school year. The principal will evaluate teaching practices with the instructional facilitator and develop a plan to support the individual teacher and/or grade level or subject area team.
- f. The principal will review the evaluations of teaching practices with the instructional facilitator and develop a plan to support the individual teacher and/or grade level or subject area team. This plan is to include instructional practices that target individual teacher needs, grade level or team needs, school action plan interventions, and/or integrating technology. Staff training for targeted areas of concern will be identified by the principal and instructional facilitator.
- g. A report is to be submitted to the superintendent regarding teacher action plans, strengths, opportunities, and successful practices at the beginning of the school year with supporting information regarding projected staff training.
- h. If an individual teacher continues to have students falling below academic growth expectations over a period of time, administrative action may be requested.

Evaluation...

...Instructional Facilitator Evaluation

Facilitator Goal Setting

The Instructional facilitator will develop a professional teaching goal to target improved instruction, resulting in improved student achievement. The goal document is reviewed with the District Instructional Facilitator Coordinator. The Instructional Facilitator will be prepared to discuss and verify the reason for selecting this goal based on student achievement data, staff member survey, self-assessment, school improvement plans, and/or approved initiatives. Throughout the year the Instructional Facilitator identifies progress toward achieving the identified goal, consulting with peers when necessary.

Facilitator Evaluation Tools

The Instructional Facilitator will be under the supervision of the building principals with a principal designated as the administrative supervisor. The Instructional Facilitator will serve as a member of the District Facilitator Team under the direction of the Instructional Facilitator Coordinator. The Instructional Facilitator will maintain an Instructional Facilitating Scale to monitor the impact of facilitating interactions to implement and facilitate change. Evaluation tools include (A) Instructional Facilitating Scale, (B) Staff Survey, (C) Goal Review, (D) Instructional Facilitator Evaluation, and (E) Professional Competencies.

A. *Instructional Facilitating Scale*: Data kept through the use of this scale will be used to determine the impact of the facilitator on collaborating teachers. The document can be very motivating and an excellent resource to examine patterns, successes, and difficulties and make appropriate adjustments. This tool is used as a self-monitoring/assessment solely for the Instructional Facilitator.

Level	Descriptor	5	Model Lesson – Facilitator models a lesson
0	Did Not See – Teacher not available	6	“Co-Taught” Lesson – A scaffold to the observed lesson
1	Enrollment Conversation – No implementation yet, but facilitator initiates conversation	7	Observation and Feedback Conversation (Low Fidelity) – Facilitator observes.
2	Change Conversation – Focused dialogue about use of new practice initiated by teacher	8	Observation and Feedback Conversation (High Fidelity) – Facilitator observes.
3	Implementation Conversation – Evidence and dialogue of new practice	9	Strategic Integration – Lesson observed is highly developed.
4	Preconference – Conversation for modeling a lesson or teacher observation	10	Refocusing/Adaptation – Analyze student/lesson needs
–	“Instructional Coaching Scale: Measuring the Impact of Coaching Interactions,” by Susan K. Woodruff, Instructional Coaching Group (2007).		

- B. *Staff Survey*: A staff survey is conducted annually to provide feedback for Instructional Facilitators. Data collected from the survey is used by the Instructional Facilitator Team to monitor/adjust according to staff concerns and needs.
- C. *Goal Review*: Instructional Facilitators review, discuss, and evaluate progress toward annual goals at the end of the year with the Instructional Facilitator Team, which includes all Instructional Facilitators and the Instructional Facilitator Coordinator.
- D. *Instructional Facilitator Evaluation*: An annual evaluation is completed by the building principal of the Instructional Facilitator, focusing on the following as beginning, emerging, or established:

Role/Responsibility	Indicator	Established	Emerging	Beginning
Resource Provider	Expands teachers' use of a variety of resources to improve instruction			
Data Facilitator	Ensures student achievement data is used to drive instructional decisions			
Curriculum Specialist	Ensures implementation of adopted curriculum			
Instructional Specialist	Encourages differentiated instruction with curriculum to meet the needs of all students			
Classroom Supporter	Increases the quality and effectiveness of classroom instruction			
Learning Facilitator	Facilitates collaborative, job-embedded, standards-based professional learning			
Mentor	Increases instruction skills of the novice teacher and support school-wide induction activities.			
School Leader	Works collaboratively with school's formal leadership to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results			
Catalyst for Change	Evaluates the current practices and seeks to influence initiatives for change			
Learner	Models continuous learning to keep current and to be a thought leader in the school			

- Killion, Joellen. (2007) *Roles of Instructional Coaches*. Arvada, CO: National Staff Development Council
- Mizell, H. (2004, August 5). Speech given to the National Staff Development Council's School-Based staff Developers Learning Community, Dallas, TX
- Daggett, William. *Model Schools*

- E. *Professional Competencies*: An annual evaluation is completed by the building principal of the Instructional Facilitator, focusing on the following as beginning, emerging, or established:

Professional Competencies	Established	Emerging	Beginning
Works cooperatively and collegially with others (supervisors, colleagues, other staff, and parents).			
Communicates effectively with students, colleagues, and families.			
Exhibits flexibility in dealing with students, colleagues, and families.			
Demonstrates sensitivity to and acceptance of diverse cultural backgrounds of colleagues, students, and families.			
Accepts constructive critiques/feedback; uses the information for growth and improvement.			
Demonstrates appropriate time management for planning and completing all tasks and duties			
Uses appropriate and professional written and spoken language & demeanor.			
Promptly uses appropriate channels for solving interpersonal or professional conflicts or concerns, as necessary.			
Maintains and respects confidentiality and rights to privacy of students, families, and colleagues professional in all interactions.			

– Adapted from: Hasbrouck & Denton (2005) *The Reading Coach: A How-To Manual for Success*. Sopris West

...Instructional Facilitator Program Evaluation

WDE Survey:

To be completed by administrators and facilitators...

Evaluate the activities of the Instructional Facilitators using the descriptors for each activity and indicate the level (1, 2, or 3) that best describes the current status in your school and/or the district. Principals: Submit one for each facilitator in your school. Facilitators: Submit one for your position

a. The activities of the Instructional Facilitators are school-based. Level =

1 - Beginning	2 - Emerging	3 - Established
Instructional Facilitator activities are based on a quality coaching model.	Instructional Facilitator activities are based on a quality coaching model with implementation at the building level and aligned with the School Improvement Plan.	Instructional Facilitator activities are based on a quality coaching model with implementation at the building level and aligned with the School Improvement Plan which is aligned to the District Improvement Plan.

b. The activities of the Instructional Facilitators are continuous and on-going. Level =

1 - Beginning	2 - Emerging	3 - Established
Less than 50% of the Instructional Facilitator activities are part of the district/school professional teaching model and professional development plan. Activities are unrelated to each other.	50% to 75% of the Instructional Facilitator activities are part of the district professional teaching model and the district/school continuous and on-going professional development plan with very few one-time events or unrelated activities.	100% of the activities of the Instructional Facilitators are part of the district professional teaching model and the district/school continuous, meaningful, job imbedded, and on-going professional development plan.

c. The activities of the Instructional Facilitators involve a coaching process. Level =

1 - Beginning	2 - Emerging	3 - Established
Instructional Facilitators use 2 or fewer of the activities related to the coaching process: enroll, identify, explain, model, observe, and provide continued support through dialogue and reflection.	Instructional Facilitators use 4 or fewer of the activities related to the coaching process: enroll, identify, explain, model, observe, and provide continued support through dialogue and reflection.	Instructional Facilitators use <u>all</u> of the activities related to the coaching process: enroll, identify, explain, model, observe, and provide continued support through dialogue and reflection.

d. The activities of the Instructional Facilitators are organized around individual and/or teacher groups. Level =

1 - Beginning	2 - Emerging	3 - Established
Instructional Facilitator activities are <u>not</u> generally organized to meet the needs of individual teachers or groups of teachers.	Instructional Facilitator activities are generally organized to meet the needs of individual teachers or groups of teachers.	All Instructional Facilitator activities are organized to meet the needs of individual teachers or groups of teachers.

e. The activities of the Instructional Facilitators are focused on content knowledge and/or teaching strategies. Level =

1 - Beginning	2 - Emerging	3 - Established
Less than 50% of the Instructional Facilitator activities are focused on increasing teacher content knowledge.	50% to 75% of the Instructional Facilitator activities are generally focused on increasing teacher content knowledge.	100% of the Instructional Facilitator activities are focused on increasing teacher content knowledge.

f. The activities of the Instructional Facilitators facilitate the change process. Level =

1 - Beginning	2 - Emerging	3 - Established
Less than 50% of the Instructional Facilitator activities are focused on improving teaching strategies.	50% to 75% of the Instructional Facilitator activities are generally focused on improving teaching strategies.	100% of the Instructional Facilitator activities are focused on improving teaching strategies.

g. What is your, the Instructional Facilitator, perception of where you are generally in implementing the IF program? Level =

1 - Beginning	2 - Emerging	3 - Established