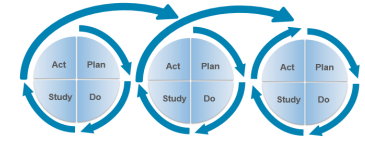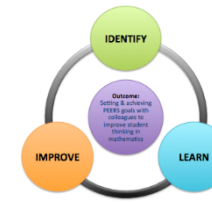# Kentucky Instructional Coaching Practice Profile

Jim Knight

Consistently – engages in the behavior each time there is an opportunity to demonstrate
Inconsistently – misses opportunities to demonstrate the behavior

Critical Component: Developing Effective Communication			
Definition	**Accomplished Use**	**Developmental Use**	**Ineffective Use**
Demonstrates a wide range of listening and questioning skills to effectively move conversations and actions toward meeting the teacher's goal.	In partnership with teacher(s), the coach consistently: A. Uses a variety of questioning strategies (e.g. open-ended and non-judgmental, includes positive presuppositions) with teacher. B. Uses a variety of listening strategies (e.g. pauses and thinks before responding, paraphrases, positive non-verbal cues) with teacher. C. Uses clear, concise conversation. D. Maintains a focus on student learning. E. Navigates the continuum of communication (calibration, consultation, collaboration, coaching) in a seamless manner.	In partnership with teacher(s), the coach inconsistently: A. Uses a variety of questioning strategies (e.g. open-ended and non-judgmental, includes positive presuppositions) with teacher. B. Uses a variety of listening strategies (e.g. pauses and thinks before responding, paraphrases, positive non-verbal cues) with teacher. C. Uses clear, concise conversation. D. Maintains a focus on student learning. E. Navigates the continuum of communication (calibration, consultation, collaboration, coaching) in a seamless manner.	The coach does not: A. Use a variety of questioning strategies (e.g. open-ended and non-judgmental, includes positive presuppositions) with teacher. B. Use a variety of listening strategies (e.g. pauses and thinks before responding, paraphrases, positive non-verbal cues) with teacher. C. Use clear, concise conversation. D. Maintain a focus on student learning. E. Navigate the continuum of communication (calibration, consultation, collaboration, coaching) in a seamless manner.

Critical Component: Developing Effective Partnerships			
Definition	**Accomplished Use**	**Developmental Use**	**Ineffective Use**
A relationship between individuals or groups characterized by mutual cooperation, trust, and responsibility to achieve a specified goal.	In partnership with teacher(s), the coach consistently: A. Builds trust with the teacher by following through on plans of action and remaining confidential. B. Utilizes the talents and knowledge of multiple resources. C. Facilitates open and receptive communication of all team members. D. Meets the teacher's needs and can scaffold coaching support.	In partnership with teacher(s), the coach inconsistently: A. Builds trust with the teacher by following through on plans of action and remaining confidential. B. Utilizes the talents and knowledge of multiple resources. C. Facilitates open and receptive communication of all team members. D. Meets the teacher's needs and can scaffold coaching support.	The coach does not: A. Build trust with the teacher by following through on plans of action and remaining confidential. B. Utilize the talents and knowledge of multiple resources. C. Facilitate open and receptive communication of all team members. D. Meet the teacher's needs and scaffold coaching support.

Critical Component: Effective Observation			
Definition	**Accomplished Use**	**Developing Use**	**Ineffective Use**
Collect data to determine the goals for improvement.	In partnership with teacher(s), the coach consistently: A. Develops the focus of the observation in collaboration with the teacher and aligns with the teacher's goals and next steps. B. Uses a rubric/documentation tool to demonstrate progress toward the teacher's goal and assists in guiding teacher in reflection. C. Debriefs in a timely manner with the teacher based upon a mutually agreed time frame. D. Keeps the focus on actions needed for improvement toward the goal. Coach strategically plans how to address other issues outside of observation focus.	In partnership with teacher(s), the coach inconsistently: A. Develops the focus of the observation in collaboration with the teacher and aligns with the teacher's goals and next steps. B. Uses a rubric/documentation tool to demonstrate progress toward the teacher's goal and assists in guiding teacher in reflection. C. Debriefs in a timely manner with the teacher based upon a mutually agreed time frame. D. Keeps the focus on actions needed for improvement toward the goal. Coach strategically plans how to address other issues outside of observation focus.	The coach does not: A. Develop the focus of the observation in collaboration with the teacher and aligned with the teacher's goals and next steps. B. Use a rubric/documentation tool to demonstrate progress toward the teacher's goal and assist in guiding teacher in reflection. C. Debrief in a timely manner with the teacher based upon a mutually agreed time frame. D. Keep the focus on actions needed for improvement toward the goal and strategically plan how to address other issues outside of observation focus.

Critical Component: Effective Feedback			
Definition	**Accomplished Use**	**Developing Use**	**Ineffective Use**
Information about efforts to reach a goal.	In partnership with teacher(s), the coach consistently: A. Provides feedback that is concrete, specific and includes actionable information. B. Provides feedback that is user friendly. C. Provides feedback that is timely and ongoing. D. Prioritizes teacher learning into chunks and identifies leverage points. E. Plans for assisting teacher to learn how to self-reflect on his/her own instructional practices and make changes as necessary. F. Solicits feedback from teacher on coaching practices; coach reflects on feedback and makes necessary changes to coaching practices to move the work forward.	In partnership with teacher(s), the coach inconsistently: A. Provides feedback that is concrete, specific and includes actionable information. B. Provides feedback that is user friendly. C. Provides feedback that is timely and ongoing. D. Prioritizes teacher learning into chunks and identifies leverage points. E. Plans for assisting teacher to learn how to self-reflect on his/her own instructional practices and make changes as necessary. F. Solicits feedback from teacher on coaching practices; coach reflects on feedback and makes necessary changes to coaching practices to move the work forward.	The coach does not: A. Provide feedback that is concrete, specific and includes actionable information. B. Provide feedback that is user friendly. C. Provide feedback that is timely and ongoing. D. Prioritize teacher learning into chunks and identify leverage points. E. Assist teacher in learning how to self-reflect on his/her own instructional practices and make changes as necessary. F. Solicit feedback from teacher on coaching practices, reflect on feedback or make necessary changes to coaching practices to move the work forward.

Critical Component: Effective Modeling			
Definition	**Accomplished Use**	**Developing Use**	**Ineffective Use**
Demonstration of best practices in an environment where the teacher is engaged as a learner.	In partnership with teacher(s), the coach consistently: A. Engages the collaborating teacher in an instructional improvement cycle (e.g. Identify—Learn—Improve; Plan—Do—Study—Act; Planning—Observation—Reflection). B. Provides modeling using various formats (e.g. teaching a lesson, co-teaching a lesson with collaborating teacher, video analysis of lesson, visiting other teachers' classrooms along with collaborating teacher). C. Utilizes growth-minded language that guides and motivates the collaborating teacher to ensure he/she remains persistent, resilient, and focused on the teaching/learning process.	In partnership with teacher(s), the coach inconsistently: A. Engages the collaborating teacher in an instructional improvement cycle (e.g. Identify—Learn—Improve; Plan—Do—Study—Act; Planning—Observation—Reflection). B. Provides modeling using various formats (e.g. teaching a lesson, co-teaching a lesson with collaborating teacher, video analysis of lesson, visiting other teachers' classrooms along with collaborating teacher). C. Utilizes growth-minded language that guides and motivates the collaborating teacher to ensure he/she remains persistent, resilient, and focused on the teaching/learning process.	The coach does not: A. Engage the collaborating teacher in an instructional improvement cycle (e.g. Identify—Learn—Improve; Plan—Do—Study—Act; Planning—Observation—Reflection). B. Provide modeling using various formats (e.g. teaching a lesson, co-teaching a lesson with collaborating teacher, video analysis of lesson, visiting other teachers' classrooms along with collaborating teacher). C. Utilize growth-minded language that guides and motivates the collaborating teacher to ensure he/she remains persistent, resilient, and focused on the teaching/learning process.

Critical Component: Effective Data Analysis			
Definition	**Accomplished Use**	**Developmental Use**	**Ineffective Use**
Process of reviewing and analyzing data to inform next steps for improvement.	In partnership with teacher(s), the coach consistently: A. Gathers multiple forms of data (e.g. classroom, assessment, student learning, student growth, perception, demographic, process). (*What data do we have? What data do we need?*) B. Reviews and analyzes the data to prioritize needs or areas of concern. (*What does the data tell us? What's working? What's not working*) C. Works to develop a plan of action for improvement based upon the data. (*Where do we go from here? What strategy will be used to address the needs/areas of concern?*) D. Follows a teachable, learnable data analysis process (e.g. 5-step process, Classroom-Focused Improvement Process). E. Demonstrates how to collect and use progress monitoring data.	In partnership with teacher(s), the coach inconsistently: A. Gathers multiple forms of data (e.g. classroom, assessment, student learning, student growth, perception, demographic, process). (*What data do we have? What data do we need?*) B. Reviews and analyzes the data to prioritize needs or areas of concern. (*What does the data tell us? What's working? What's not working*) C. Works to develop a plan of action for improvement based upon the data. (*Where do we go from here? What strategy will be used to address the needs/areas of concern?*) D. Follows a teachable, learnable data analysis process (e.g. 5-step process, Classroom-Focused Improvement Process). E. Demonstrates how to collect and use progress monitoring data.	The coach does not: A. Gather multiple forms of data (e.g. classroom, assessment, student learning, student growth, perception, demographic, process). (*What data do we have? What data do we need?*) B. Review and analyze the data to prioritize needs or areas of concern. (*What does the data tell us? What's working? What's not working*) C. Work to develop a plan of action for improvement based upon the data. (*Where do we go from here? What strategy will be used to address the needs/areas of concern?*) D. Follow a teachable, learnable data analysis process (e.g. 5-step process, Classroom-Focused Improvement Process). E. Demonstrates how to collect and use progress monitoring data.

Critical Component: Effective Professional Learning			
Definition	**Accomplished Use**	**Developmental Use**	**Ineffective Use**
Processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators to impact the learning of students.	In partnership with teacher(s), the coach consistently: A. Provides professional learning opportunities related to the teacher's goals that are intentional, ongoing, and systemic. B. Provides continuous support related to the implementation of the teacher's professional learning. C. Fosters a teacher's growth mindset to ensure continuous improvement that impacts student learning.	In partnership with teacher(s), the coach inconsistently: A. Provides professional learning opportunities related to the teacher's goals that are intentional, ongoing, and systemic. B. Provides continuous support related to the implementation of the teacher's professional learning. C. Fosters a teacher's growth mindset to ensure continuous improvement that impacts student learning.	The coach does not: A. Provide professional learning opportunities related to the teacher's goals that are intentional, ongoing, and systemic. B. Provide continuous support related to the implementation of the teacher's professional learning. C. Foster a teacher's growth mindset to ensure continuous improvement that impacts student learning.

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