

Resource C

Success Criteria for Building a Culture for Coaching



Members of the school community engage in behaviors that demonstrate collective efficacy.

Success Criteria:

- We avoid labeling students as low achieving. This means we are prepared to respectfully address incidences when our colleagues label students as low achieving.
- We see ourselves as having what it takes to be successful.
- We are not adversarial or competitive with one another.
- There is a platform for sharing successes, such as in faculty meetings, in a weekly bulletin, in grade-level meetings, in department meetings, etc.
- Certain teachers aren't favored over others. Rather, the successes of all teachers are shared.

Collaboration processes are rooted in student evidence.

Success Criteria:

- Collaboration, involving such groups as PLCs, data teams, departments, and attendees of grade-level meetings, includes analysis of student evidence or other forms of assessment data.
- Throughout day-to-day instruction, students engage in tasks that make their thinking visible. These are the formative assessments that are used during collaboration.
- Coaching cycles involve the continuous collection of student evidence.
- Student evidence is compared to the learning targets, or success criteria, to identify gaps in student performance and determine next steps for instruction.

School improvement is focused on one area of improvement at a time.

Success Criteria:

- There is a clear and well-understood focus of improvement.
- The learning focus is data driven and is captured in a well-organized school improvement plan.
- Teachers have a voice in determining the learning focus.
- Coaches support the learning focus through coaching cycles and other collaborative processes.
- Professional learning is differentiated for teachers based on their needs as well as the needs of their students.

