<u>Instructional Coach Shadowing Directions</u>

Shadowers assigned to instructional coaches will shadow using paper versions of the protocol. You should bring with you the sheet with the task, activity, and location codes. You will use a paper task log for instructional coaches, which is similar to the computerized task log for principals, with four important differences.

First, you will not fill out the "tabs" in the same way we fill them out for principal shadowing.

Second, you will record the name, grade level, and subject of any teacher the instructional coach works with (as best you can) on the task log.

Third, <u>when a coach is working directly with a teacher</u>, you will code the topic covered in the discussion on the task log using the attached list. You may use more than one.

Fourth, you will augment the existing task list with the following additional codes, which are specific to instructional coaches. In general, you should use one of the codes on this sheet before you use one of the codes from the primary task list, since this list contains more specificity about the job of the instructional coach.

You may encounter instructional coach activities that are not captured by any of the task codes. If so, use the code that applies best (including "other"), and take good notes about the situation on the task log sheet.

Codes for Topic Covered (when coach is working directly with teacher)

A. Specific student behavior
B. Classroom management
C. Content knowledge
D. Pedagogy/Instructional practice
E. Curriculum
F. Preparing lessons
G. Grading or assessment
H. Standardized testing
I. Pacing
J. Differentiation
K. Opportunities for professional development
L. Working with other teachers
M. Working with a specific student or student population
N. Working with parents
O. Social issues with other teachers
P. Social issues with administration
Q. Support / stress reduction / psychological issues
R. Other_____

Additional Task Codes

Observing/Feedback
51. Making plans to observe instruction
52. Observing instruction formally (i.e., for purposes of a formal evaluation)

53. Observing instruction informally
54. Giving formal feedback on a prior observation
55. Giving informal feedback on a prior observation
56. Writing up feedback

Discussion

57. Providing advice
58. Listening/getting feedback
59. Other discussion

Data Use

60. Analyzing data
61. Planning data collection
62. Discussing data results (specify data source in notes)
63. Explaining/interpreting data results for teacher
64. Answering questions about data
65. Other data use (specify in notes)

Resources

66. Researching resources
67. Seeking resources from others (e.g., school principal)
68. Providing teachers with resources

Teaching

69. Giving/demonstrating a model lesson
70. Teaching (can use Code 25)