

## **Sparta Area School District**

### Article 248- Specifications for Effectiveness Coach - Educator Effectiveness System

#### **QUALIFICATIONS:**

1. Possess a valid Wisconsin teaching license
2. Prior teaching experience is required, preferable at the level at which the coaching is taking place
3. Participate in all Effectiveness Coach training as deemed necessary by the District and the Wisconsin DPI
4. Completion of the Teachscape Framework For Teaching Series and Proficiency Test

#### **REPORTS TO:**

Supervising Principal and/or Director of Instructional Services

#### **JOB GOALS:**

The Effectiveness Coach supports ongoing formative feedback to both evaluators and those being evaluated. The effectiveness coach also builds capacity for the Educator Effectiveness (EE) system within the district. The DPI intends that the definition of this role and responsibility remain flexible in order to maximize its utility. These roles and responsibilities may be amended as the system is implemented.

#### **PERFORMANCE RESPONSIBILITIES:**

*This is a specific set of tasks that are representative of most frequently anticipated responsibilities. These should not be interpreted as the only responsibilities performed.*

The Effectiveness Coach will support:

1. the implementation of the EE process by participating in evaluation planning, scheduling, and coordination;
2. educators' understanding of the State model of practice (Danielson Framework for Teaching, and Wisconsin Framework for School Leadership) and completion of their self-rating forms;
3. educators' identification, understanding, and analysis of data, as well as the identification of target student populations, evidence sources, and appropriately rigorous SLO goals;
4. educators' completion of their Educator Effectiveness Plans including SLO, artifacts, PPGs, and self-assessment;
5. the development of trusting relationships and collaborative conversations between educators and observers by serving as a sounding board and liaison;

6. educators' collection of appropriate data, monitoring of progress, and adjustments of instructional strategies to align to findings;
7. observers and educators in determining necessary mid-year instructional and goal adjustments based on collected evidence; and
8. educators' appropriate and effective use of final evaluation results to inform future goals and professional learning.

The Effectiveness Coach will participate:

9. in evaluation conference discussions to support dialogue regarding data, appropriately rigorous goals, observations of practice, and ongoing, aligned professional learning;
10. in observations of practice to provide formative feedback to educators and to increase the collection of evidence in order to address capacity concerns of evaluators.

Legal Reference:

Cross Reference:

Approved: September 30, 2014

Revised: