

Exhibit A

Lastinger Center for Learning University of Florida

Certified Instructional Leadership Coaching Program

The UF Certified Instructional Leadership Coach Program has been designed as an intentional and powerful strategy to build the capacity of school systems to continuously improve the quality of teaching and learning. Certified Instructional Leadership Coaches are a foundational building block of a school system's strategy to assess the quality of instruction and provide actionable feedback that improves teacher effectiveness. UF's goal is to work closely with the Clay County Public Schools to develop a strong cadre of certified instructional leadership coaches that have deep expertise and substantial success in advancing teaching and learning outcomes.

Specifically, the facilitator training will provide Clay County Public Schools:

A System for Developing and Certifying Instructional Leadership Coaches:

- a. A common language that supports the district's vision for instructional leadership across curricula and various school system roles, with targeted learning opportunities for new assistant principals and principals who serve as both coaches and evaluators for teachers.
- b. A training program that consists of a three-day summer institute, two-day fall institute and three follow-up training sessions throughout the school year to allow for sustained engagement with professional development within a community of administrators.
- c. An online platform that allows for accessing and sharing resources, engaging with colleagues, and sharing videos of coaching conversations with fellow participants and trainers.

New Concepts, Tools, and Strategies:

- a. Knowledge of the fundamentals that support collaborative learning including: (1) how to structure and lead collaborative learning communities, (2) create a learning culture that has high expectations with scaffolded supports, (3) develop skills to facilitate job-embedded professional development, (4) practice strategies for teachers to engage in reflective discourse based on ideas contained in different kinds of "texts," and (5) utilize the instructional resources provided to plan professional development for teachers.
- b. A rubric for evaluating the skills of instructional leadership coaches' ability to focus an observation, collect and represent observation data to teacher participants, and engage teachers in coaching conversations that improve their instructional practice.
- c. Development of an inquiry stance in order to generate meaningful data to guide improvement personalized and relative to the needs of individual schools and staff.
- d. A comprehensive, research-based framework for effective instruction that synthesizes elements from multiple teacher observation systems.
- e. Application of adult learning principles within a coaching structure that supports and enhances teacher practice and student learning.

Skilled Trainers:

UF instructional specialists will lead training sessions for principals and assistant principals to support their inquiry and job-embedded professional learning experiences, in addition to guiding them through the instructional coaching process.

Certified Instructional Leadership Coaches:

Instructional leaders who understand instructional coaching and can employ and leverage the leadership of instruction coaches to assess the quality of instruction and provides actionable feedback for teachers at all levels to improve teacher effectiveness and student learning outcomes.