
Indicators of Digital Readiness

Indicator	Coaching and Mentoring
Theme	Education and Classroom Practice
Priority Level	P3
Organizational Level	District

Description of the Indicator

Coaching and mentoring for teachers is designed to support their success in the classroom as knowledgeable and effective teaching professionals who leverage technology to personalize learning in the classroom. The goal is to use data-informed decision making to prepare and inspire teachers to provide the highest quality instruction and academic, social, and personal support to the children they serve.

Why is this indicator important?

Providing data-driven professional development opportunities for all staff members on effective teaching practices and strategies for leveraging technology in the classroom will ensure compliance with State and Federal requirements, improve quality instruction, and provide students with access to more personalized learning. In addition, coaching and mentoring opportunities will enable school and district oversight of successful implementation and integration of technology initiatives.

Indicator Rubric

<p>Insufficient Evidence of Implementation</p> <p>(0 Points)</p>	<ul style="list-style-type: none"> ● District does not define and communicate to all staff a clear vision, goals and expectations of quality instruction ● District does not utilize needs assessments and surveys to guide the professional development of staff ● No Instructional/Technology coaches are provided at building base level to provide support through coaching, mentoring and professional development ● No professional development opportunities are available to staff or opportunities are not data-driven
<p>Foundational Stage of Implementation</p> <p>(1 Points)</p>	<ul style="list-style-type: none"> ● District defines the vision, goals and expectations of quality instruction but may not clearly communicate this vision with staff ● Based on the district’s vision, goals and expectations, needs assessments and surveys may be used but do not help to guide the professional development needs of the staff ● Instructional/Technology coaches may not be available full-time to provide support through coaching, mentoring and professional development ● A minimum number of data-driven professional development opportunities are available to staff to assist them with leveraging technology in the classroom
<p>Achieving Success in Implementation</p> <p>(2 Points)</p>	<ul style="list-style-type: none"> ● District defines and communicates to all staff the vision, goals and expectations of quality instruction ● Based on the district’s vision, goals and expectations, needs assessments and surveys are utilized to guide the professional development needs of the staff ● Full-time Instructional/ Technology coaches are available at a district level to provide support through coaching, mentoring and professional development ● Data-driven professional development opportunities are available to staff to assist them with leveraging technology in the classroom
<p>Exemplary Success in Implementation</p> <p>(3 Points)</p>	<ul style="list-style-type: none"> ● District defines, regularly communicates and invites the participation of all staff in reviewing the vision, goals and expectations of quality instruction ● Based on the district’s vision, goals and expectations, needs assessments and surveys are carefully crafted, utilized and revised regularly to guide the professional development needs of the staff ● Full-time Instructional/Technology coaches are available at building-based level to provide support through coaching, mentoring and professional development ● A variety of data-driven professional development opportunities (face-

	to-face, blended, virtual) are available to staff to assist them with leveraging technology in the classroom
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Who in the school/district should lead and be involved with this indicator?

- Superintendent
- Assistant Superintendent(s)/Director(s) of Curriculum Instruction
- Human Resources/Personnel Department
- District and/or School Data Team
- Building Administrators
- Content-Area Supervisors
- Professional Development Team
- District and/or building based committees (e.g. DEAC/ScIP, tech committee)

How to execute the indicator

- Create a district vision, goal and expectations which is incorporated in the district's approved mentoring and professional development plan.
- Create and implement a needs assessment for staff members based on the district's vision
- District and/ or School Data team analyzes feedback from needs assessment to determine tiered levels of professional development.
- Once data is analyzed a district/ building-based plan will be created to support the needs of staff.
- The district/building-based plan will be shared with staff to ensure understanding of vision, goals and expectations and the step to achieve them.
- Quarterly needs assessments will be created and utilized to ensure we are meeting the needs of our staff and students.
- Provide targeted, ongoing professional development opportunities, including coaching and mentoring, for staff as it relates to their role in meeting the district's vision.
- Focus group will be created and utilized to collect data on the process on a regular basis.
- Create a quality review process for evaluating the coaching and mentoring plan implementation.

Recommended evidence to submit for successful execution of this action

- Documentation of district's vision, goals and expectations of quality instruction.
- Documentation of district or building base plans.
- Documentation of needs assessments/surveys.
- Documentation of the support provided by Instructional/Technology Coaches and Mentors.
- Documentation of data-driven professional development offerings.
- Documentation of evaluation of coaching and mentoring plan implementation.

Resources schools can use to complete this action successfully

- Sample abstract for Professional Development Department including its role in the coaching and mentoring process. ([Sample District Abstract](#) from Edison Public Schools)
- Sample Brochure of District Professional Development Opportunities ([Sample Brochure](#) from Edison Public Schools)
- [ACTIVATE: A Leader's Guide to People, Practices, and Processes 1st Edition](#) by Houghton Mifflin Harcourt
- [What Connected Educators Do Differently](#) by Todd Whitaker, Jeff Zoul & Jimmy Casas
- [Beyond the Numbers: Making Data Work for Teachers & School Leaders](#) by Stephen H. White
- [NJ Department of Education link for Teaching and Mentoring](#)
- [Exploring Coaching for Technology use in Education](#)

Certified Schools Exemplars: See links for school evidence

No certified schools are available at this time. Check back next year!