

ISTE Coaches Self-Rating Scale for Shantel Breen

<b>4.1. Change Agent</b> <i>Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning. Coaches:</i>	
<i>Rate your experience with the practice expressed through each standard using a scale of 1-5 (with 5 being the most proficient/experienced)</i>	Rating Scale 1 - 5
4.1.a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.	4
4.1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.	4
4.1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.	5
4.1.d. Recognize educators across the organization who use technology effectively to enable high-impact teaching and learning.	4
4.1.e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.	2
<b>4.2. Connected Learner</b> <i>Coaches model the ISTE Standards for Students and the ISTE Standards for Educators and identify ways to improve their coaching practice. Coaches:</i>	
4.2.a. Pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.	5
4.2.b. Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy and the learning sciences.	4
4.2.c. Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.	5
<b>4.3. Collaborator</b> <i>Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes. Coaches:</i>	
4.3.a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.	3
4.3.b. Partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and aligned to content standards.	3
4.3.c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.	3
4.3.d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning.	5
<b>4.4. Learning Designer</b> <i>Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students. Coaches:</i>	
4.4.a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency	4
4.4.b. Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.	5
4.4.c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.	4

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4.4.d. Model the use of instructional design principles with educators to create effective digital learning environments.	4
<b>4.5. Professional Learning Facilitator</b> <i>Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to use technology to advance teaching and learning. Coaches:</i>	
4.5.a. Design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.	5
4.5.b. Build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback.	3
4.5.c. Evaluate impact of professional learning and continually make improvements in order to meet schoolwide vision for using technology for high-impact teaching and learning.	4
<b>4.6. Data-Driven Decision-Maker</b> <i>Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning. Coaches:</i>	
4.6.a. Assist educators and leaders in securely collecting and analyzing student data.	3
4.6.b. Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.	4
4.6.c. Partner with educators to empower students to use learning data to set their own goals and measure their progress.	3
<b>4.7. Digital Citizen Advocate</b> <i>Coaches model digital citizenship and support educators and students in recognizing the responsibilities and opportunities inherent in living in a digital world. Coaches:</i>	
4.7.a. Inspire and encourage educators and students to use technology for civic engagement and to address challenges to improve their communities.	2
4.7.b. Partner with educators, leaders, students and families to foster a culture of respectful online interactions and a healthy balance in their use of technology.	2
4.7.c. Support educators and students to critically examine the sources of online media and identify underlying assumptions.	3
4.7.d. Empower educators, leaders and students to make informed decisions to protect their personal data and curate the digital profile they intend to reflect.	2