

Coach Application Guide

Essential Qualities for SLOPE Coaches

An applicant to be a SLOPE Coach must:

- Have previously taught Algebra I successfully,
- Possess strong interpersonal communication skills,
- Be respected and held in high regard by colleagues and peers,
- Be actively engaged in seeking opportunities to improve teaching and learning,
- Be a reflective practitioner.

Desirable Qualifications

An applicant to be a SLOPE Coach should:

- Have demonstrated commitment to personal professional growth and learning (e.g., National Board certification, advanced degrees, conference attendance, etc.),
- Possess coaching and/or mentoring experience,
- Have experience presenting at conferences or other professional development activities,
- Have taught mathematics courses beyond Algebra I,
- Have experience in working collaboratively with teachers in planning lessons or assessments,
- Be aware of resource materials that can inform instructional planning,
- Possess proficiency in using productivity software (e.g., Microsoft Word),
- Be able to work comfortably in an online environment.

Eligibility Requirements

In order to be eligible, an applicant to be a SLOPE Coach must:

- Be a high School math teacher with at least 5 years of successful teaching experience
- Be able to commit to the following:
 - Work collaboratively with assigned Project Teacher(s) for two years from May 2012-August 2014 when the research study is completed
 - Work collaboratively with a Project Teacher(s) for 1-3 hours per week
 - Become familiar with state-adopted academic content standards and performance levels for students, content specific pedagogy, and the specific needs of the student population taught by the Project Teacher(s) to whom they are assigned
 - Participate in professional training to acquire the knowledge and skills needed to be an effective and successful SLOPE Coach.
 - Engage in formative assessment processes with assigned Project Teacher(s) including non-evaluative, reflective conversation about formative assessment evidence
 - Share instruction ideas and materials with Project Teachers
 - Deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity
 - Be an excellent professional role model
- Complete and submit the application.
- Provide three letters of recommendation—one from site or district administrator, and two letters from colleagues,
- Complete the interview process.

The SLOPE Project reserves the right to retain coaches who are successful within the coaching model we are implementing, as measured by multiple sources of evidence, including feedback from the site administrator and each Project Teacher.

Coaches will be assigned to Project Teachers by Dr. Ivan Cheng, who will oversee the work of the coaches as well as maintain quality control of the coaching.

California Education Round Table Intersegmental Coordinating Committee (ICC)

Alliance for Regional Collaboration to Heighten Educational Success (ARCHES)



STEM Learning Opportunities Providing Equity (SLOPE): Innovations that Complement the Implementation of High Standards

Submit three letters of recommendation (one from a site or district administrator, two from colleagues) along with your application to: Sharon Twitty, i3 Project Director @ stwitty@arches-cal.org

SLOPE Coaching Application

Applicant Information

First Name		Last Name		
Address		City	State	Zip
Phone Home () -	Work () -		Cell () -	
Email (A regularly monitored email address is required)			DOB	Gender Female <input type="checkbox"/> Male <input type="checkbox"/>

Employment Information

School Name	District	Site Administrator
Grade Level	Subject(s) Taught	Number of Years Teaching Full Time
I am currently serving as a:		
<input type="checkbox"/> Full-time Classroom Teacher <input type="checkbox"/> Part-time Classroom Teacher <input type="checkbox"/> Retired		<input type="checkbox"/> Full-time Academic Coach <input type="checkbox"/> Part-time Academic Coach

Coaching Experience

Have you served as a math instructional coach in the past? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I am trained in the following coaching model(s). List <input type="checkbox"/> I have coached for _____ years.
Have you ever been coached as a teacher? <input type="checkbox"/> Yes <input type="checkbox"/> No When was the last time you were coached?

Credential Information

Supplemental Authorization(s)

<input type="checkbox"/> Clear Multiple Subject <input type="checkbox"/> Clear Single Subject <input type="checkbox"/> Added Authorization. Subject(s): Authorized to teach up to which course?	<input type="checkbox"/> CLAD <input type="checkbox"/> BCLAD <input type="checkbox"/> Other
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Please list other recognitions, honors, and awards you have received:

Undergraduate Degree(s)	Subject(s)
Graduate Degree(s)	Subject(s)
National Board Certified? <input type="checkbox"/> Yes <input type="checkbox"/> No	Area of certification:
	Date:

Please identify significant professional development activities/events you have completed or led in the last 5 Years.

Event/Activity	Date mm/dd/yy	District Initiated	Self-Initiated
1.		<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>
4.		<input type="checkbox"/>	<input type="checkbox"/>
5.		<input type="checkbox"/>	<input type="checkbox"/>
6.		<input type="checkbox"/>	<input type="checkbox"/>
7.		<input type="checkbox"/>	<input type="checkbox"/>
8.		<input type="checkbox"/>	<input type="checkbox"/>
9.		<input type="checkbox"/>	<input type="checkbox"/>
10.		<input type="checkbox"/>	<input type="checkbox"/>
11.		<input type="checkbox"/>	<input type="checkbox"/>
12.		<input type="checkbox"/>	<input type="checkbox"/>
13.		<input type="checkbox"/>	<input type="checkbox"/>
14.		<input type="checkbox"/>	<input type="checkbox"/>
15.		<input type="checkbox"/>	<input type="checkbox"/>
16.		<input type="checkbox"/>	<input type="checkbox"/>
17.		<input type="checkbox"/>	<input type="checkbox"/>

Professional Learning Experience

Please answer the questions on the back and/or attach additional paper if necessary.

1. Please explain your motivation for applying to this position.
2. Think back to a lesson you taught when your students did not achieve the learning objectives. What possible factors may have led to this outcome and what did you subsequently do about it?
3. Please describe what actions you would take in the following scenario:

The administration is encouraging teachers at your school to increase the level of cognitive demand in lessons based on Bloom's Taxonomy. You are helping a colleague do that in a lesson on solving systems of equations.

Letters of Recommendation

Upon receiving this document, please email completed application along with 3 letters of recommendation (one from a site or district administrator and two colleagues) and attach current resumé by **November 18, 2011**:

Sharon Twitty stwitty@arches-cal.org and Administrative Assistant Alexandra Higgins
alexandra@capimactllc.com

I have read and understand the **SLOPE Coach Roles and Responsibilities** and would like to participate in the ARCHES i3 SLOPE Project. I have submitted three letters of recommendations including one from a site or district administrator and two from colleagues) along with a current resumé. I will attend all trainings and meetings, submit online documentation, and engage in 4 to 12 hours of coaching per week. I agree to fulfill the requirements of the Responsive Teaching Cycle (RTC) model and SLOPE program. I understand that I must successfully complete all of the requirements of the project by the due dates in order to receive my full stipend. I understand that SLOPE is a U.S. Department of Education research project and I agree to comply with all research protocols established by the USDE.

Applicant Signature*:

Date:

* I understand and agree that my typed full name serves as my electronic signature.