



Board of Trustees Meeting

May 24, 2011

- I. Preliminary
  - a. Call to Order: The meeting was called to order at 2:06PM
  - b. Roll Call: Board Members in attendance included Travis Gery (TG), Bonita Harmon (BH) *present via phone*, Mary Steffey (MS), and Board Solicitor - Lawrence Frangiosa (LF) *present via phone*, and Jim Stolz present via phone
- II. Old Business
  - a. April 2011 Board Meeting Minutes Approval
    - i. Motion to approve by BH
    - ii. Second to motion by MS
    - iii. Vote carried – unanimously – approved
- III. New Business & Report to The Board
  - a. Enrollment Report (presented by Tim Kreider)
    - i. Increase across the board from K-12 compared to last year
    - ii. Decrease since numbers reported in March
    - iii. Withdrawals still occurring
    - iv. 229 new approvals for the 2011-2012 SY
    - v. 3757 current students will be returning (across grade levels)
    - vi. 1500 students with status unknown for next year
      1. Providing information sessions to answer questions for undecided
      2. Mass withdrawal scheduled for end of June 2011
  - b. Retention Report (presented by Tim Kreider)
    - i. Retention tracking is 7% higher rate for SY 2011 versus SY 2010
    - ii. Retention tracking is 5.6% higher than last month's reported numbers
    - iii. The increase in retention continues and is projected to be significantly higher than last years
    - iv. Remaining steps will continue to impact this number as usual
  - c. Attendance Report (presented by Tim Kreider)
    - i. Reported at 90% - which is an increase of 2% over last years
    - ii. Attendance continues to remain steady
    - iii. Projected to end year at 90+%
    - iv. Significant progress in this area has been acknowledged, and a request was made to see the break out of percentages reported by grade
  - d. Personnel Report (presented by Sharon Williams)
    - i. Total for all school personnel is 415
      1. Teachers total 285
      2. Guidance/Advisors total 25
      3. School Support Staff total 105
    - ii. None of reported personnel fall under educational services
    - iii. Changes to staffing include 7 resignations (1 para-educator, 1 Math Specialist HS, and 5 attendance callers)
      1. No plans to replace these resignations due to school year ending
      2. No action required
  - e. Finance Report (presented by Mary Markert)

- i. April Month ended with \$81k surplus bringing our YTD actual surplus to \$1.1M.
- ii. Received approval for additional Title I and Title II spending
  - 1. Approved for \$119k
  - 2. Forecasted to be spent by the 9-30-11 program end date
- iii. Forecasting a year end surplus of \$1.7M
  - 1. Impacted by increase in enrollment numbers
  - 2. Impacted by decrease in forecasted withdrawals
- iv. Letter to be presented to auditors is currently under review and will need to be signed off on by HOS and Board President, after approvals
- v. Suggestion of Jim Stoltz to be appointed Board Treasurer, possible next month
- vi. Approval of the Budget/Financial Report as submitted
  - 1. Motion made by MS
  - 2. Motion seconded by JS
  - 3. Vote carried – unanimously – approved
- f. School Year 2011-2012 Budget Overview (presented by Mary Markert and Sharon Williams)
  - i. Proposed budget plan introduced based on projected enrollment of 8566
  - ii. Projected expenditures included (see Board Report)
  - iii. Forecasting smaller satellite programs similar to the Philadelphia learning center
    - 1. Areas of Harrisburg, Pittsburgh/Scranton, Southwest Phila., NE Phila. possible targeted areas
    - 2. ADO sites to serve as possible partial “center sites”
  - iv. Budget is based on focused plans of academic achievement and continued efforts to increase retention
  - v. Projections are conservative and take into account several impacting factors
    - 1. AARA and stimulus funding losses (para-educators and truancy callers eliminated) and IDEA funding decreases
    - 2. Possible budget losses due to current political/economic climate
  - vi. Projected administrative changes with K12 staffing
    - 1. New Learning Center planned will require 2 additional staff (Technical Manager and Director) and administrative support for Finance department
    - 2. Position previously held by Kevin Corcoran still vacant
    - 3. Increases in enrollment should project increase in administrative staffing (i.e. assistant directors or other positions)
  - vii. Final SY 2011-2012 Budget should be ready for review and vote by next meeting date
- g. Academic Report (presented by Sharon Williams)
  - i. Passing Rates across the board K-12 grades are to be celebrated
    - 1. Finish Strong Program instituted school-wide
    - 2. Significant gains over the 09-10 SY
  - ii. Program Enhancements Planned for School Year 2011-2012
    - 1. Addition of Instructional Coaches to enhance teaching and learning experience (job description provided)
      - a. Work with teachers in a coaching vs. supervisory capacity

- b. Projected increase in achievement of teachers and students based on research
      - 2. Attention to cohort dates
      - 3. Ability to accelerate and cater to individual student needs
      - 4. Focus of examining individual student needs and goals along with data driven practices
    - iii. Community Program Enhancements planned
      - 1. Addition of Family Coaches (job description provided)
        - a. Regionally assigned 100:1 student ratio
        - b. Looking at roles and needs in order to support students and families
        - c. Provides face to face component
      - 2. Elimination of Advisors, para-educators, truancy callers, and family support coordinators
    - iv. Review of New Job Descriptions for Family Coaches and Instructional Coordinators and changes to Teacher Job Description
      - 1. Motion to approve additional positions based on job descriptions by JS
      - 2. Second to motion by MS
      - 3. Discussion, request to table until next meeting by BH (failed no second), and call to question
      - 4. Vote carried – unanimously – approved
    - v. Blended Opportunities possible for students in learning center “type” environments with planned enhancements
  - h. Community & Parent Updates
    - i. End of Year Celebrations and XPos planned for various areas (Harrisburg, Johnstown, Pittsburgh, Philadelphia, Elysburg, and Erie)
    - ii. June 21, 2011 scheduled Graduation day (355 seniors)
  - i. Charter Renewal/PDE Updates
    - i. All documents have been submitted
    - ii. Expect a communication from the Dept of Education
  - j. Policy Recommendations/Action Items
    - i. Teacher Handbook – still pending input from K12
    - ii. Laptop Damage Policy – to LF for review and revision
- IV. Public Comment
  - a. Next Meeting June 28, 2011 at 6:30PM at Agora Main Office
- V. Executive Session (NONE)
- VI. Adjournment
  - a. Motion to Adjourn by MS
  - b. Accepted – meeting adjourned at 3:24PM
  - c. Next meeting to be held on June 28, 2011 @ 6:30pm at Agora Cyber Charter School Administrative Office

*Mary Steffy*

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# Board Report

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May 24, 2011

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**AGORA**  
CYBER CHARTER SCHOOL<sup>SM</sup>

Respectfully Submitted by:  
Sharon Williams  
10/7/2011



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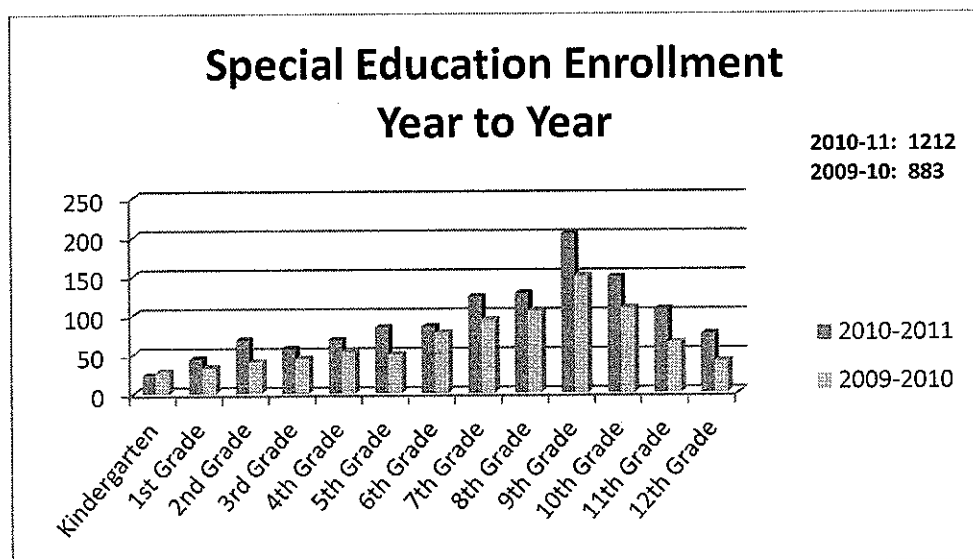
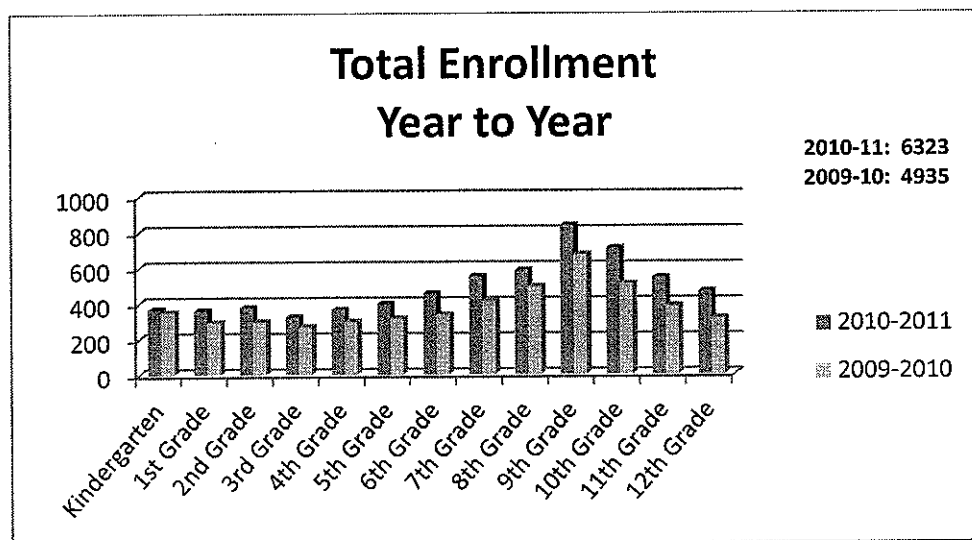
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## Enrollment

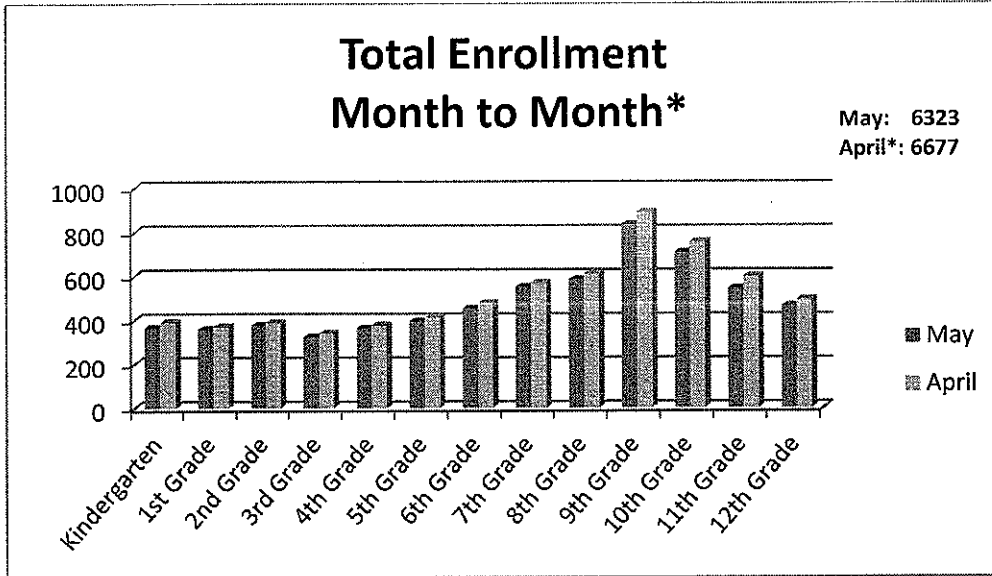
### Yearly Comparison

Total enrollment continues to outpace last year's level. Enrollment of students eligible for special education support is well over 30% versus last year. Enrollment continues last month's trend of a slight drop as we have closed new enrollments for the 10-11 school year.

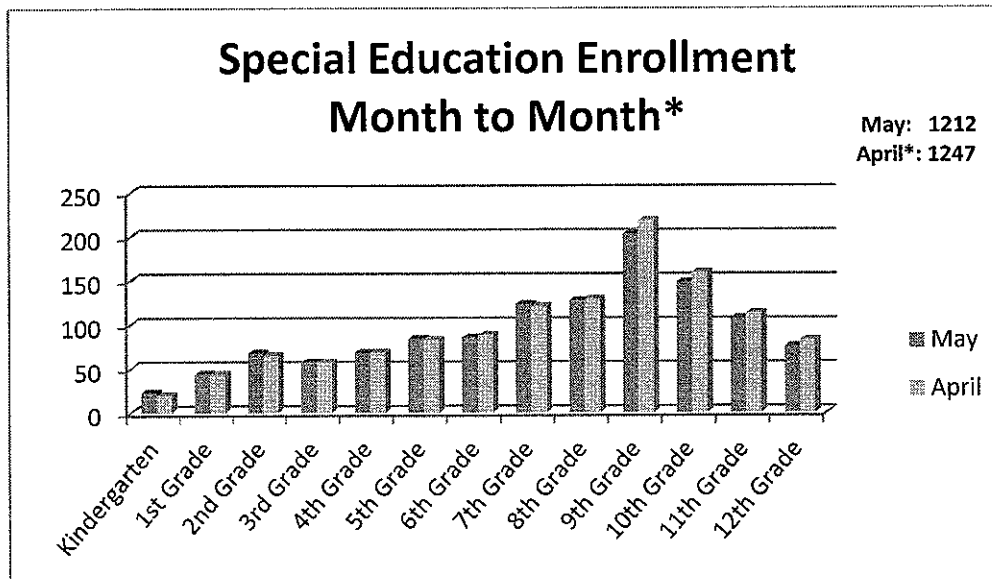
Year to Year		
General Ed	Special Ed	Total
26.1%	37.3%	28.1%



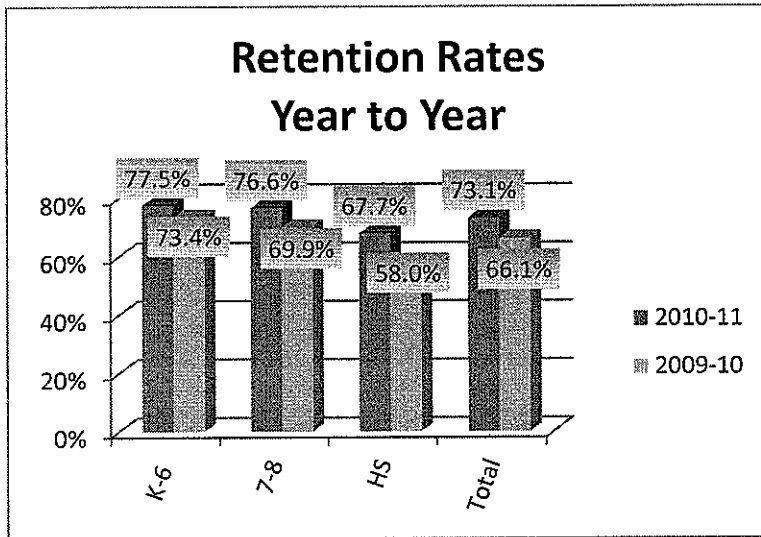
### Monthly Comparison



Percent Change Month to Month		
General Ed	Special Ed	Total
-5.9%	-2.8%	-5.3%



## Retention Rates

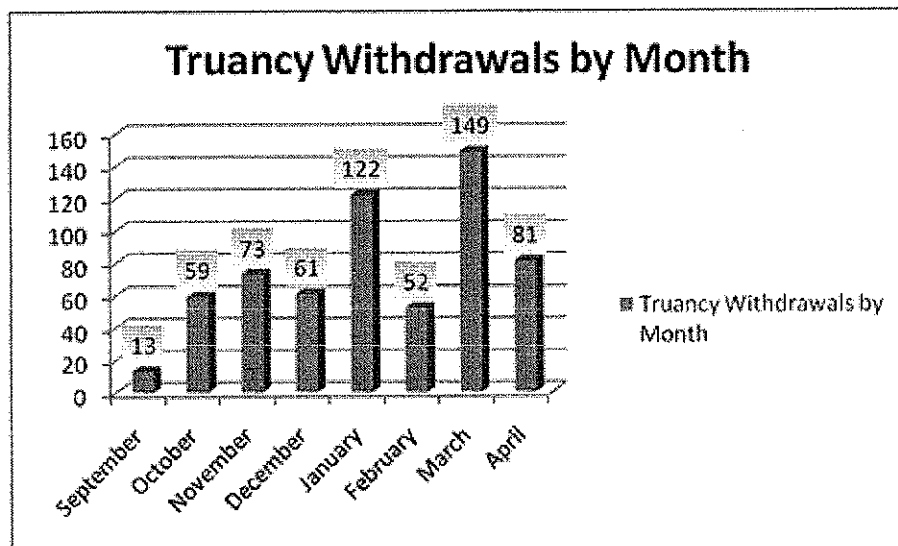


Focused efforts toward increased retention continue to show in positive month. High school has shown the most dramatic gains.

	Percent Change Year to Year this Month
K-6	4.1%
7-8	6.7%
HS	9.8%
Total	7.0%

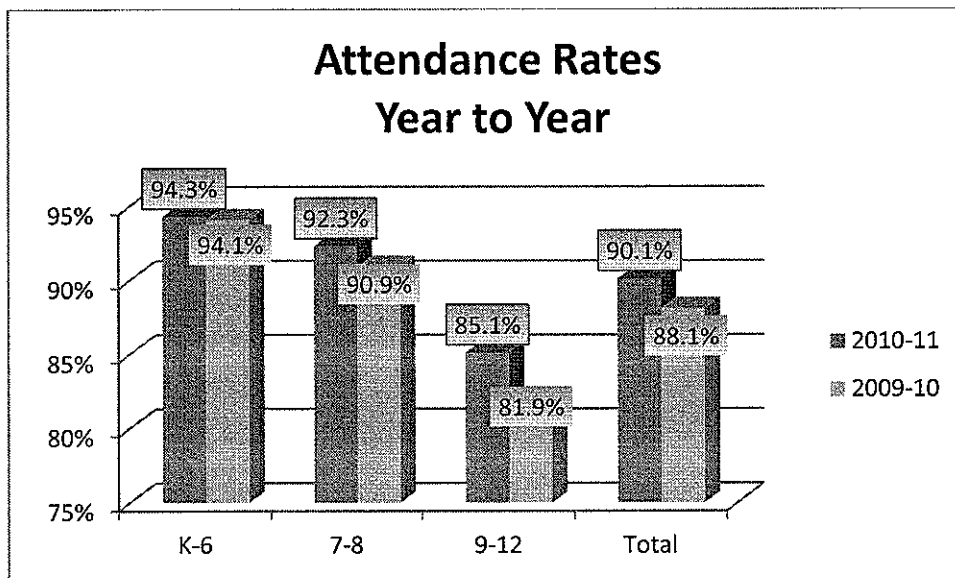
	Percent Change Year to Year as of Last Month
K-6	4.2%
7-8	5.2%
HS	7.2%
Total	5.6%

Withdrawals for truancy spiked in March correlating with attendance requirements for testing during that period. The January spike was due to the introduction of the Academic Progress and Achievement Policy.



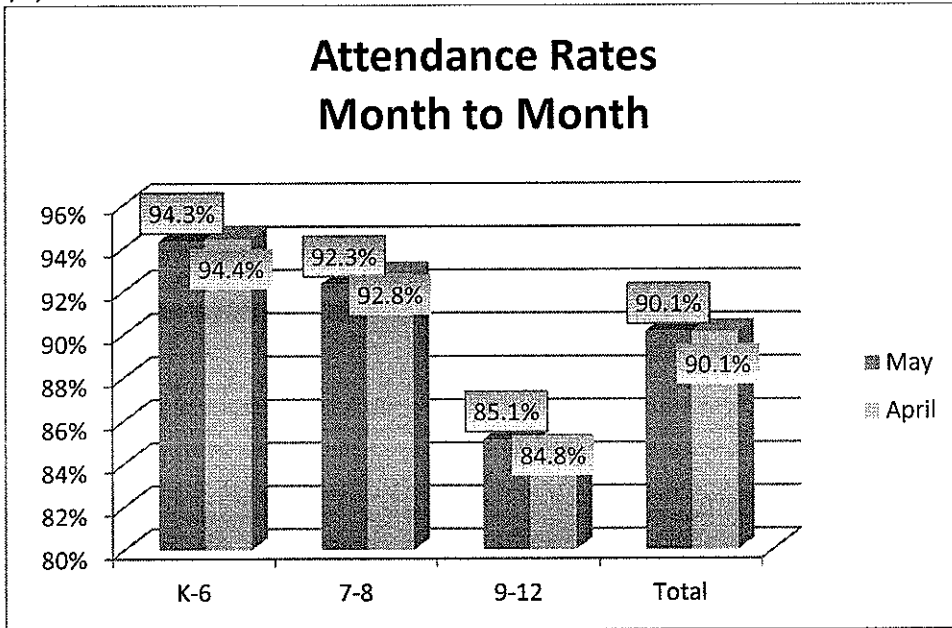
Attendance rates continue to be above 90% overall and 2% higher than last year at this time. As with Retention, High School has shown the greatest gains.

## Attendance



	Percent Change Year to Year
K-6	0.2%
7-8	1.4%
9-12	3.2%
Total	2.0%

	Percent Change Month to Month
K-6	-0.1%
7-8	-0.5%
9-12	0.3%
Total	0.0%



## Personnel

The following changes to staff occurred since the last board meeting: (Personnel Report Attached)

**Hired - 0:**

**Resignations- 7:**

- Truancy Prevention Outreach Workers (5)
- Para Educator (1)
- HS Math Specialist (1)

**Transfers- 0:**

Total Agora Employees	
May 2011	415

Employee Type	
Teachers	285
Advisors/Guidance	25
Support Staff	105

Teacher Breakdown	
Elementary	80
Middle School	41
High School	115
Special Education	49

## Finance

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Item	Amount (Current Actuals)
Revenue	\$56.9M
Expenditures	\$55.8M
Net Fund Balance/Deficit	\$1.1M

### Financial Updates

- April Month ended with \$81k surplus bringing our YTD actual surplus to \$1.1M.
- During the month we received approval for additional Title I and Title II spending of \$119k. These dollars are forecasted to be spent by the 9-30-11 program end date.
- Forecast was updated to include increased enrollment from less than forecasted withdrawals, forecasting a year end surplus of \$1.7M.
- Audit Update: Fiscal year 2007 audit report is in final review/signature stage. FY years 2008 and 2009 Audits are in process. We expect to have reports in the next few weeks.

## Academics

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### Passing Rate Summary

- High School: 72.3%
- Middle School: 74%

### Academic Program Enhancements for 2011-2012

- Focused Teacher Job description (See attached)
- Instructional Coaches to enable teachers to use data to implement scientifically proven instructional practices that will have a positive impact on student achievement. (see attached job description)
- Instructional program changes
  - Synchronous instruction
  - Alternate schedules
  - 8am-9 pm
  - Shift: 8 am – 4pm; 1 pm – 9 pm
  - Block Scheduling for synchronous High School Students
  - Credit Recovery tract for mid year cohorts
  - Cohort Academies (9th Grade PLUS late enrollments)
  - Part Time teachers to replace KEG

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10/7/2011



- Continue with same levels of Remediation Specialists (Title 1)

### Community Program Enhancements for 2011-2012

- Family Coach is to be the first and most meaningful relationship students have with Agora. (see attached job description)
- Blend orientation/para/attendance team with this team
- Regionally assigned 100:1

### Blended Sites Opportunities

- South West Phila
- Harrisburg
- Pittsburgh
- Possible NE to answer the closure of several Catholic schools (working with marketing)
- Each smaller than current site
- Programs may also alter depending on student need

### Upcoming Events

A dark, textured rectangular graphic with white text. The title "End of the Year xPos" is centered at the top. Below it, the schedule is divided into two columns: "May: Science Centers" and "June: Parks".

**End of the Year xPos**

May: Science Centers	June: Parks
• Wednesday, May 11 <sup>th</sup> 6:00-9:00pm Whitaker Center Harrisburg, PA	• Monday, June 13 <sup>th</sup> 10:00am-12:00pm Knobels Amusement Park Elysburg, PA
• Monday, May 16 <sup>th</sup> 6:00-9:00pm Carnegie Science Center Pittsburgh, PA	• Wednesday, June 15 <sup>th</sup> 11:00am-1:00pm Waldameer Park & Water World Erie, PA
• Thursday, May 26 <sup>th</sup> 6:00-9:00pm The Franklin Institute Philadelphia, PA	

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Sharon Williams  
10/7/2011



### Appendix 1: Enrollment Details

	2010-2011			2009-2010			Percent Change		
	General Ed	Special Ed	Total	General Ed	Special Ed	Total	General Ed	Special Ed	Total
Kindergarten	343	23	366	323	28	351	6.2%	-17.9%	4.3%
1st Grade	315	44	359	260	33	293	21.2%	33.3%	22.5%
2nd Grade	309	68	377	256	40	296	20.7%	70.0%	27.4%
3rd Grade	266	57	323	224	44	268	18.8%	29.5%	20.5%
4th Grade	295	68	363	243	53	296	21.4%	28.3%	22.6%
5th Grade	311	84	395	265	49	314	17.4%	71.4%	25.8%
6th Grade	369	85	454	259	77	336	42.5%	10.4%	35.1%
7th Grade	428	123	551	320	93	413	33.8%	32.3%	33.4%
8th Grade	457	127	584	388	105	493	17.8%	21.0%	18.5%
9th Grade	632	203	835	523	149	672	20.8%	36.2%	24.3%
10th Grade	560	148	708	399	108	507	40.4%	37.0%	39.6%
11th Grade	436	107	543	319	64	383	36.7%	67.2%	41.8%
12th Grade	390	75	465	273	40	313	42.9%	87.5%	48.6%
<b>Grand Total</b>	<b>5111</b>	<b>1212</b>	<b>6323</b>	<b>4052</b>	<b>883</b>	<b>4935</b>	<b>26.1%</b>	<b>37.3%</b>	<b>28.1%</b>

	May			April			Percent Change		
	General Ed	Special Ed	Total	General Ed	Special Ed	Total	General Ed	Special Ed	Total
Kindergarten	343	23	366	371	20	391	-7.5%	15.0%	-6.4%
1st Grade	315	44	359	326	44	370	-3.4%	0.0%	-3.0%
2nd Grade	309	68	377	324	65	389	-4.6%	4.6%	-3.1%
3rd Grade	266	57	323	283	57	340	-6.0%	0.0%	-5.0%
4th Grade	295	68	363	309	68	377	-4.5%	0.0%	-3.7%
5th Grade	311	84	395	330	83	413	-5.8%	1.2%	-4.4%
6th Grade	369	85	454	389	88	477	-5.1%	-3.4%	-4.8%
7th Grade	428	123	551	449	121	570	-4.7%	1.7%	-3.3%
8th Grade	457	127	584	482	129	611	-5.2%	-1.6%	-4.4%
9th Grade	632	203	835	673	218	891	-6.1%	-6.9%	-6.3%
10th Grade	560	148	708	597	159	756	-6.2%	-6.9%	-6.3%
11th Grade	436	107	543	485	113	598	-10.1%	-5.3%	-9.2%
12th Grade	390	75	465	412	82	494	-5.3%	-8.5%	-5.9%
<b>Grand Total</b>	<b>5111</b>	<b>1212</b>	<b>6323</b>	<b>5430</b>	<b>1247</b>	<b>6677</b>	<b>-5.9%</b>	<b>-2.8%</b>	<b>-5.3%</b>

## Appendix 2: Retention Details

	2010-11			2009-10			Percent Change
	total enrolled	5-13 enrolled	2010-11	total enrolled	5-13 enrolled	2009-10	
Kindergarten	510	366	71.8%	473	351	74.2%	-2.4%
1st Grade	451	359	79.6%	407	293	72.0%	7.6%
2nd Grade	486	377	77.6%	399	296	74.2%	3.4%
3rd Grade	417	323	77.5%	380	268	70.5%	6.9%
4th Grade	464	363	78.2%	416	296	71.2%	7.1%
5th Grade	511	395	77.3%	408	314	77.0%	0.3%
6th Grade	564	454	80.5%	450	336	74.7%	5.8%
7th Grade	718	551	76.7%	595	413	69.4%	7.3%
8th Grade	764	584	76.4%	701	493	70.3%	6.1%
9th Grade	1224	835	68.2%	1128	672	59.6%	8.6%
10th Grade	1049	708	67.5%	865	507	58.6%	8.9%
11th Grade	825	543	65.8%	723	383	53.0%	12.8%
12th Grade	668	465	69.6%	518	313	60.4%	9.2%
K-6	3403	2637	77.5%	2933	2154	73.4%	4.1%
7-8	1482	1135	76.6%	1296	906	69.9%	6.7%
HS	3766	2551	67.7%	3234	1875	58.0%	9.8%
<b>Total</b>	<b>8651</b>	<b>6323</b>	<b>73.1%</b>	<b>7463</b>	<b>4935</b>	<b>66.1%</b>	<b>7.0%</b>

## Appendix 3: Job Descriptions

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### Our Mission

The mission of the **Agora Cyber Charter School** is to provide innovative and intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills.

Agora embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! With commitment, hard work, consistency and responsibility, every student will meet the challenge of mastering high expectations.

### Our Vision

Through a combination of research based, individualized, and specialized curriculum, combined with instruction in the home, online conferencing with a certified teacher, and access to a community of experts in science and technology, our students will emerge as confident leaders of the digital age.

### Core Values of Agora Educators

- High expectations for all without limits.
- Remove all barriers that limit student potential
- Nurturing learning environment well suited to each students' unique need
- Meaningful communication and high engagement with all students
- Collaborative partnership, among students, parents, community, teachers, staff and administrators
- Focused environment with expert research bases lesson plans and instruction that ensures mastery for all

### Job Description for Teacher

**Overview:** The Agora Cyber Charter School teacher is a highly qualified and state-certified teacher responsible for delivering specific course content in an online environment. These teachers will provide instruction, support, and guidance, while managing the learning process and focus on students' individual needs. Teachers monitor student progress through K12's learning management system, and they work actively with students and parents to advance each child's learning.

<b>Role of the Teacher</b>	The role of the Agora Cyber School Teachers is to impart knowledge to ensure all students master the curriculum and state standards and foster the Agora Culture. As content specialists, each teacher will embrace the mission and vision of the school and remain loyal to its core values.
<b>Responsibilities</b>	Agora Cyber Charter School teachers will: <ul style="list-style-type: none"><li>• Teach 6 hours per day</li><li>• Provide asynchronous and synchronous support</li><li>• Provide remediation and enrichment lessons for students according to their needs</li><li>• Provide differentiated instruction for all students according to their individual academic plans</li><li>• Evaluate student work and provide timely feedback</li><li>• Collaborate with Family coaches and other Agora staff members</li></ul>

Respectfully Submitted by:  
 Sharon Williams  
 10/7/2011



	<ul style="list-style-type: none"> <li>• Deliver formative and summative assessment and utilize data to inform instruction</li> <li>• Complete monthly progress reports</li> <li>• Utilize the RtII process</li> <li>• Participate in the development of the IEP for special ed students and attend IEP meetings</li> <li>• Participate in all testing and assessment windows as necessary</li> <li>• Co-teach</li> <li>• Learn the curriculum in its entirety for assigned grade levels</li> <li>• Demonstrate knowledge of the state standards and how it aligns with the K12 curriculum</li> <li>• Understand overall diversity of assigned families and individual characteristics of students/parents; specifically, how this impacts support needed</li> <li>• Utilize asynchronous and synchronous tools to augment course content according to prescribed policies and procedures</li> <li>• Travel to administer the PSSA tests during the testing window</li> </ul>
<p><b>Qualifications</b></p>	<ul style="list-style-type: none"> <li>• 3+ years of teaching experience</li> <li>• Bachelor's degree and professional experience</li> <li>• Appropriate teaching certification for the State of Pennsylvania</li> <li>• Meet state's NCLB's Highly Qualified Teacher requirements</li> <li>• Proficiency in Microsoft Excel, Word and Outlook</li> <li>• Experience in a customer service environment</li> <li>• Experience using search engines (Internet)</li> <li>• Strong communication skills</li> <li>• Very self-motivated</li> <li>• Flexible schedule</li> </ul>
<p><b>Professional Development for Teachers</b></p>	<p>Participate in all required professional development, acquiring the knowledge, skills, technology skills, and instructional strategies necessary to effectively impact student achievement. Remain knowledgeable about current and past research in specific content area.</p>
<p><b>Metrics Measuring Teacher Performance</b></p>	<p>Achievement: Course and mastery of standards and at least one year's growth        Course attendance</p>
<p><b>Supervision of Teachers</b></p>	<p>Teachers will be evaluated and supervised by the Academic Administrator.</p>

### Job Description for Family Coach

**Overview:** The role of the Family Coach (FC) is to be the first and most meaningful relationship students have with Agora.

<p><b>Responsibilities of the Family Coach</b></p>	<ul style="list-style-type: none"> <li>• Serve as a family's first point of contact</li> <li>• Conduct Home Visits</li> <li>• Verify attendance</li> <li>• Conduct orientation and on boarding</li> <li>• Provide significant student and parent training</li> <li>• First respondent to family concerns</li> <li>• Provide resources: community, school, attendance, and School Assistance Program (SAP)</li> <li>• Identify individual student learning path</li> <li>• Distribute progress reports</li> <li>• Have a comprehensive understanding of the k-12 programs</li> <li>• Collaborate with teachers and local booster family members</li> <li>• Distribute weekly communication and messaging</li> <li>• Engaged in student communities (out of office 4-5 days per week)</li> <li>• Attend weekly team meetings</li> <li>• Maintain student/family confidentiality</li> <li>• Hold virtual office hours</li> <li>• Organize local Agora Days Out</li> </ul>
<p><b>Qualifications</b></p>	<ul style="list-style-type: none"> <li>• Bachelor's Degree and PA Teaching Certificate <i>preferred</i></li> <li>• Experience in a customer service environment</li> <li>• Strong communication skills</li> <li>• Very Self Motivated</li> <li>• Flexible Schedule</li> <li>• Experience coordinating academically-oriented clubs and extracurricular activities</li> <li>• Ability to travel 4-5 days a week within and between assigned geographic areas to support students, attend regularly scheduled meetings, and participate in school activities, open houses, and orientations.</li> </ul>
<p><b>Professional Development for Family Coach</b></p>	<p>Participate in all required family coach professional development, acquiring the knowledge, skills, technology skills, strategies necessary to support Agora families.</p>
<p><b>Metrics Measuring Family Coach Performance</b></p>	<ul style="list-style-type: none"> <li>▪ Attendance: School and Event</li> <li>▪ Home Visits</li> <li>▪ Sustained Enrollment</li> <li>▪ Scantron and testing Participation</li> <li>▪ Agora Days Out Attendance: #s and % of participation</li> <li>▪ Referrals (SAP, Social Services)</li> </ul>

Respectfully Submitted by:  
 Sharon Williams  
 10/7/2011

	<ul style="list-style-type: none"> <li>▪ Completion of Individualized Learning Plans</li> </ul>
<b>Supervision of Family Coach</b>	The family coach is supervised and evaluated by the academic administrator.

### Job Description for Instructional Coach

**Overview:** The goal of instructional coaching is to enable teachers to use data to implement scientifically proven instructional practices that will have a positive impact on student achievement.

<b>Role of the Coach</b>	<p>The coach will work primarily with teachers, playing a strong role in analyzing assessment data to impact instructional decision-making. The coach also provides support to the academic administrator in data analysis and professional development decision making</p> <p>Instructional coaches act as "over the shoulder" classroom support to teachers and initiate collaborative group professional learning. Instructional coaches generate discussion topics, assist teachers in identifying the academic needs of students, help teachers develop their potential in the classroom, recognize the connection between data and instruction, and determine which evidence-based practices will bridge the learning gaps. They work in partnership with teachers to plan lessons and engage in informal classroom visitations followed by lesson debriefings. ICs must know a large number of scientifically proven instructional practices and have the ability to focus on a broader range of instructional issues, sharing a variety of effective practices that might address classroom management, content enhancement, specific teaching practices, or formative assessment</p>
<b>Non Supervisory</b>	The central idea behind instructional coaching is equality. Coaches and teachers are equal partners. The role of a coach is separate and apart from the evaluative role of the academic administrator. The coach advocates for, facilitates, and supports the work of the teacher but never performs supervision or evaluation. The IC should not offer information related to personnel matters, including informal commentary about a teacher's performance. The IC does provide consultative feedback requiring professional judgment directly to the teachers with who he/she works.
<b>Qualifications</b>	<p>A valid PA Teaching Certificate          5 years of overall teaching experience          2 years teaching in virtual setting preferred          Demonstrated:</p> <ul style="list-style-type: none"> <li>• Evidence of improving student achievement in the classroom.</li> <li>• Deep knowledge of the relevant content areas.</li> <li>• Knowledge and use of a rich array of instructional approaches, resources, and technologies.</li> <li>• Skills in analyzing and using data for instructional decision-making</li> <li>• High expectations and provides the affirmative and honest feedback that helps people to realize those expectations.</li> <li>• Interpersonal, problem solving, and organizational skills required to effectively facilitate coaching and staff development</li> <li>• Kind-hearted, respectful, patient, compassionate, and honest.</li> </ul>

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 Sharon Williams  
 10/7/2011



	<ul style="list-style-type: none"> <li>• Knowledge and skills to implement a standards-based education system and familiarity with the Pennsylvania Assessment Anchors.</li> <li>• Skilled at unpacking their collaborating teachers' goals to help them create a plan for realizing their professional goals.</li> <li>• Excellent communication skills and be able to empathize, listen, and build relationships and trust.</li> <li>• Highly skilled at facilitating teachers' reflection about their classroom practices.</li> </ul>
<b>Responsibilities</b>	<p>Enroll teachers in coaching by holding small group information sessions and one-on-one interviews.</p> <p>Build and maintain confidential relationships with teachers.</p> <p>Maintain professional attitude, which reflects Agora's mission and vision, and is consistent with the core values of Agora educators.</p> <p>Work with teachers to make decisions about where to start coaching, focusing on engagement, content knowledge, direct instruction, and formative assessment.</p> <p>Provide feedback that is specific and direct.</p> <p>Review data as partners, using dialogue</p> <p>Coaching will include, but not be limited to, observing, modeling of instructional practices, lesson planning to differentiate instruction, data analysis, and co-planning with teachers</p>
<b>Professional Development for Instructional Coach</b>	<p>Participate in all required coach professional development, acquiring the knowledge, skills, technology skills, and instructional strategies necessary to effectively impact the instructional practices of the teachers that are coached.</p> <p>Remain knowledgeable about current and past research in their specific content area.</p>
<b>Supervision of Instructional Coach</b>	<p>The coach is supervised and evaluated by the academic administrator.</p>

**Adapted From:**

1. PA Department of Education- Job Description for Coaches and Mentor Coaches in Pennsylvania Coaching Initiatives, 2010.
2. Knight, Jim. Instructional Coaching. Thousand Oaks, CA: Corwin Press, 2007.