



Jefferson County Public Schools
Dr. Donna Hargens, Superintendent

Goal Clarity Coaches 2014-15 Survey Results

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Background

Goal Clarity Coaches (GCCs) were in 148 schools (including regular and alternative schools) during the 2014-15 school year to analyze student data, develop and provide professional development (PD), support and coach teachers, support teachers in developing assessments aligned to standards, and provide assistance to staff in the area of classroom management techniques. Some high needs locations were assigned two GCCs and there was a small contingency of content specialist GCCs who served multiple locations.

The provision of GCCs to schools is aligned with the *Vision 2020 Focus Areas Learning, Growth, and Development*; and *Increasing Capacity and Improving Culture*. This report addresses the following evaluation questions for the first implementation year:

- 1) What is the impact of the GCCs on instructional practices?
- 2) What role(s) are the GCCs filling at the schools?
- 3) What professional development did GCCs receive?
- 4) Is there specific training that the GCCs need that they did not receive?

Data were gathered from GCCs and Principals using on-line surveys administered during the spring of 2015. The majority of the GCC survey items were taken directly from their job description as shown in Table 1.

Table 1. Jefferson County Public School Goal Clarity Coach Performance Responsibilities

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| <ol style="list-style-type: none">1. Analyzes a variety of student performance data to make decisions about professional development needs.2. Develops and provides PD that will directly impact student achievement.3. Provides support and coaching for cohorts of teachers that will design and implement rigorous lessons that are aligned to the standards.4. Provides support and coaching for cohorts of teachers that will create assessments that are directly aligned to the standards.5. Designs and implements a plan to use multiple sources of data to intervene with students and adjust practices.6. Creates intentional work plans that provide equitable support for the teachers in order to increase student achievement and close the achievement gap.7. Works collaboratively with district leadership and school leadership teams to align school initiatives with district strategic plans and initiatives.8. Provides assistance to teachers and other staff in the area of effective instructional and class management techniques.9. Duties may include performance of health services, for which training will be provided.10. Performs other duties as assigned by the designated administrator |
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Findings

A total of 111 Principals and 139 GCCs completed the surveys. Demographic data is not available for the principal survey. For GCCs, 31 indicated that they have served as a GCC for less than one year (22.8%), 33 for 1-2 years (24.3%), and 72 for 2-3 years (54.5%).

GCC Job Responsibilities

Respondents were asked to respond to the following statement: “Please rate the importance of each item as it relates to your job responsibilities”. Possible responses were **“Not Important”**, **“Somewhat Important”**, **“Important”**, or **“Highly Important”**. Table 2 displays GCC ratings for these items.

In general, each of the eight items was likely to be rated **“Highly Important”** or **“Important”**. The item given the highest degree of importance by GCCs was “Analyze a variety of student performance data to make decisions about professional development needs”. Only the items “Work collaboratively with district leadership and school leadership teams to align school initiatives with district strategic plans and initiatives” and “Create intentional work plans that provide equitable support for the teachers in order to increase student achievement and close the achievement gap” had more than 10% of GCCs rate them as **“Somewhat Important”** or **“Not Important”**.

Table 2: The importance of each item as it relates to your job responsibilities.

	N	Highly Important	Important	Somewhat Important	Not Important	Highly Important or Important	Average
Analyze a variety of student performance data to make decisions about professional development needs	136	102 (75.0%)	32 (23.5%)	2 (1.5%)	0 (0.0%)	134 (98.5%)	3.74
Develop and provide professional development that will directly impact student achievement	137	96 (70.1%)	35 (25.5%)	4 (2.9%)	2 (1.5%)	131 (95.6%)	3.64
Provide support and coaching for cohorts of teachers that will design and implement rigorous lessons that are aligned to the standards	137	98 (71.5%)	32 (23.4%)	7 (5.1%)	0 (0.0%)	130 (94.9%)	3.66
Provide support and coaching for cohorts of teachers that will create assessments that are directly aligned to the standards	137	92 (67.2%)	32 (23.4%)	11 (8.0%)	2 (1.5%)	124 (90.5%)	3.56
Design and implement a plan to use multiple sources of data to intervene with students and adjust practices	135	89 (65.9%)	44 (32.6%)	2 (1.5%)	0 (0.0%)	133 (98.5%)	3.64
Create intentional work plans that provide equitable support for the teachers in order to increase student achievement and close the achievement gap	136	76 (55.9%)	45 (33.1%)	13 (9.6%)	2 (1.5%)	121 (89.0%)	3.43
Work collaboratively with district leadership and school leadership teams to align school initiatives with district strategic plans and initiatives	136	78 (57.4%)	38 (27.9%)	16 (11.8%)	4 (2.9%)	116 (85.3%)	3.40
Provide assistance to teachers and other staff in the area of effective instructional and class management techniques	137	90 (65.7%)	41 (29.9%)	6 (4.4%)	0 (0.0%)	131 (95.6%)	3.61

Task Prioritizing

GCCs and Principals were both asked a series of questions based on how the GCCs spend their time each day providing assistance. These three questions consisted of spending time with teachers, students, and non-instructional activities. Table 3 shows that there was a slight discrepancy between what the GCCs and principals reported for the item “What percentage of your time as is spent in direct support of teachers in your building?” Nearly 50% of principals reported that GCCs spent 90-100% of their time in direct support of teachers while only 16.2% of GCCs reported sending 90-100% of their time in direct support of teachers. Most GCCs reported spending 70-80% of their time providing direct support to teachers.

Table 3: Teachers

Time	What percentage of your time as a Goal Clarity Coach is spent in direct support of teachers in your building?	
	Goal Clarity Coaches	Principals
# of Respondents	136	111
0%-10%	0 (0.0%)	0 (0.0%)
10%-20%	2 (1.5%)	1 (0.9%)
20%-30%	9 (6.6%)	0 (0.0%)
30%-40%	8 (5.9%)	0 (0.0%)
40%-50%	13 (9.6%)	2 (1.8%)
50%-60%	13 (9.6%)	2 (1.8%)
60%-70%	15 (11%)	5 (4.5%)
70%-80%	34 (25.0%)	22 (19.8%)
80%-90%	20 (14.7%)	24 (21.6%)
90%-100%	22 (16.2%)	55 (49.5%)
Average Range	62.3%-72.3%	80.2%-90.2%
Median Range	70%-80%	80%-90%

Table 4 shows another discrepancy between GCC and principal reports of how much time the GCC spent doing non-instructional activities. For instance, only 57% of GCCs reported spending 20% or less of their time on non-instructional activities while 77.5% of principals thought GCCs were spending 20% or less of their time on non-instructional activities. Ideally, all GCCs would report spending 20% or less of their time on non-instructional activities.

Table 4: Non-Instructional Activities

Time	What percentage of your work week as a Goal Clarity Coach is spent doing non-instructional activities?	
	Goal Clarity Coaches	Principals
# of Respondents	135	111
0%-10%	42 (31.1%)	71 (64.0%)
10%-20%	35 (25.9%)	15 (13.5%)
20%-30%	18 (13.3%)	12 (10.8%)
30%-40%	13 (9.6%)	7 (6.3%)
40%-50%	11 (8.1%)	0 (0.0%)
50%-60%	8 (5.9%)	0 (0.0%)
60%-70%	2 (1.5%)	0 (0.0%)
70%-80%	5 (3.7%)	2 (1.8%)
80%-90%	0 (0.0%)	0 (0.0%)
90%-100%	1 (0.7%)	4 (3.6%)
Average Range	18.5%-28.5%	9.9%-19.9%
Median Range	10%-20%	0%-10%

Principals and GCCs were close in agreement on the frequency with which GCCs work directly with children (71% vs. 77%, respectively). ***Interestingly, working directly with children isn't listed in the GCC job description.***

Table 5: Work Directly with Children

	Role	#	Never	Sometimes	Frequently	Always	Frequently or Always	Average
How often does the Goal Clarity Coach work directly with children in your building?	GCC	135	1 (0.7%)	57 (42.2%)	60 (44.4%)	17 (12.6%)	77 (57.0%)	2.69
How often does the Goal Clarity Coach work directly with children in your building?	Principal	111	6 (5.4%)	34 (30.6%)	43 (38.7%)	28 (25.2%)	71 (64.0%)	2.84

Performance

GCCs and Principals were both asked a series of questions based on how the position of GCCs has impacted student achievement and professional learning community (PLC) performance (see Table 6). Two questions specific to schools with two GCCs were also asked. GCCs and principals had a high degree of agreement on the positive impact of the GCC on PLC performance in their building (97.7% high or medium vs. 99% high or medium, respectively). The same trend was seen for ratings of GCC impact on student achievement (97.8% high or medium vs. 96.4%, respectively). When asked about the effectiveness of having two GCCs at a location, with one focused on content, 84.4% of GCCs responded positively about the degree of impact. It is noteworthy that 11.8% of principals responded that they did not understand that the role of the second GCC was content area specific, supporting district initiatives around content areas.

Table 6: Performance

	Group	Number	High Degree	Medium Degree	Low Degree	Average
To what degree has your position as a increased PLC performance in your building	GCC	135	77 (57.0%)	55 (40.7%)	3 (2.2%)	2.55
To what degree has the increased PLC performance in your building	Principal	111	100 (90.0%)	10 (9.0%)	1 (0.9%)	2.89
To what degree has your position as a increased student achievement	GCC	136	64 (47.1%)	69 (50.7%)	3 (2.2%)	2.45
To what degree has the increased student achievement	Principal	111	86 (77.5%)	21 (18.9%)	4 (3.6%)	2.74
(Only for the schools with 2 GCCs) To what degree do you think that having one of the two GCCs assigned to work with content areas and support district initiatives is effective	GCC	32	22 (68.8%)	5 (15.6%)	5 (15.6%)	2.53
	Group	Number	Yes	No		
(Only for schools with 2 GCCs) Do you feel you understand that your second GCC is content area specific and supports district initiatives around content areas?	Principal	17	15 (88.2%)	2 (11.8%)		

Professional Development

GCCs were asked to what degree PD made them more effective at their job, and how much time they spent in PD the past year. They were also given an open-ended question on what additional PD would improve their impact as a GCC.

Table 7: Professional Development

	Group	Number	High Degree	Medium Degree	Low Degree	Average
To what degree was the professional development that you received for your role effective	GCC	133	63 (47.4%)	60 (45.1%)	10 (7.5%)	2.40

Table 8: Professional Development Hours

Approximately how many hours this past year did you spend in professional development specifically designed to make you more effective	# (137)	%
0 Hours	4	2.9%
1-8 Hours	5	3.6%
9-16 Hours	22	16.1%
16-24 Hours	26	19.0%
More than 24 Hours	80	58.3%
Average Range	18.5-24+	
Median Range	24+	

Professional Development – Improve Impact as GCC

There were 104 individuals that made comments to the question, “What additional professional development would improve your impact as GCC?” These comments were placed in the most prevalent category. *Table 9: Professional Development – Improve Impact* shows the number of each type of comment.

Table 9: Professional Development – Improve Impact

THEME	NUMBER
General Suggestions	53
Coaching	25
Data	15
Positive Comments	6
Training	5

The following sections contain a sampling of the comments made for each category:

General Suggestions:

- “I wish the professional development sessions for GCCS would be more differentiated and that we could have choice on what we wanted to attend based on our school data. There are some PDs I attended where I immediately brought back ideas to share and implement while there are others that were not relevant to my school needs. I would love additional PD on differentiation and I loved the PD from Solution Tree as well.”
- “Any professional development that puts a focus on district plans and initiatives to what is expected at the school level.”
- “Collaborating with other GCCs to plan professional development and support PLC work in schools.”
- “Creating more rigorous assessments.”
- “Guidance in creating systems in a middle school for carving out time for teachers to provide intervention. A list of resources or schools to visit that have mastered this would be helpful.”
- “I believe there should be a principal/GCC pairing for a PD about ways to collaborate with one another.”
- “I think it would be helpful if the district coaches came into our buildings and sat down with us to see where we are at as school and then give individual/school input.”
- “I would like to shadow another GCC to see how he/she spends her time. We have very little time to meet with other GCCs that is not focused on specific content. I would like to know how schools effectively manage their data, how they specifically use that data to improve instruction, how they are putting differentiation into action, etc.”
- “It would be beneficial to have professional development on intentional intervention strategies for all grade levels. Often, we have a school process in place for progress monitoring, but need the next step of intervention instructional strategies. As a new coach in this district, it would be wonderful to have meetings with other GCCs to

collaborate and plan. Using ourselves as resources would be very helpful and not only heighten collegiality, but enhance our instruction. I have completed both Cognitive Coaching and Adaptive Schools training and these are both wonderful professional developments for coaches. Adaptive Schools is highly recommended due to the nature of working with groups and leading/facilitating PLCs and meetings. This would be very beneficial to GCCs.”

- “Opportunity for teachers to attend as well.”
- “PD from all content areas- GCCs are specialists in one area (the area they used to teach). How are we supposed to support teachers across content areas when we have zero interaction with or training from the different contents/content specialists? I do not think the differentiation training we had this year was a good use of GCC time- if we are going to be pulled from our buildings, I'd rather spend that time learning about the new science standards, the coming social studies standards, etc.”
- “PLC / collaboration time with other GCCs.”
- “Professional Development that included my teachers.”
- “Send classroom teachers to PD as well.”
- “Session to make familiar with all contents standards (instead of what we are just highly qualified in) since we are responsible for helping all contents.”
- “Time with the principal or key teachers in the building to plan next steps together.”

Coaching:

- “Additional PD on coaching of teachers to improve practice in the classroom. More DI training that will provide next steps in the process of improving practice.”
- “Cognitive coaching training, training to administer targeted diagnostics to students to support teacher differentiation and intervention planning, PGES coaching training, training on all of the standards and content areas a GCC is responsible for overseeing.”
- “Cognitive Coaching/teaching coaches how to have pointed planning conversations with teachers and administrators Some PD on adult learning theory--teaching adults is very different from teaching kiddos, and coaches need to understand the basis before attempting it! Training in how to use a variety of walk-through tools Co-PD with administrators on how to work as a team, and the importance of shared message among admins PD on how to change the culture of a building from the bottom up--not top down Mindset--how to work with teachers who don't want to improve/change their practice.”

- “GCCs need assistance in coaching. Most of us have the content. The real issues are in coaching teachers and getting principals to listen and implement the skills and strategies that we learn in our PD sessions. Over the past three years, I have been told repeatedly that the teachers are not ready for the information and that I cannot share it with them. When teachers learn what has been shared with the GCCs from other schools, I am made to look bad. That is not right, nor is it appropriate treatment for a GCC.”
- “I think it would be beneficial for the GCCs to have professional development on how to coach teachers. We are given the material to present to teachers but not often are we taught an effective way to present the material.”
- “I would benefit from PD that is specifically aimed at training me with actual content coaching strategies and furthering my abilities to coach teachers in action in the classroom setting.”
- “PD for principal and GCC to attend together on how to effectively use GCC in a coaching role.”
- “Strategies for reaching teachers that are resistant to support.”
- “The professional development has been useful, the problem comes with having the opportunity to pass the information along to teachers in my building.”

Data:

- “As much as I work with data in the building, I would love to have PD on effectively analyzing the data that is available in order to increase student achievement.”
- “Better ways to present and analyze data.”
- “Continued work on Differentiated Instruction, data analysis tools and best practices for presenting data to administrators and teachers.”
- “How to run an Ad-hoc to pull info from IC to help with interventions. Content area updates throughout the year (we can't be in all district department meetings). Managing and organizing interventions at the middle school level.”
- “In depth training and review of data analysis tools. More specifically, Dashboard and higher level CASCADE functions.”
- “Professional development on using Dashboard and the different types of reports that can be pulled from this resource.”
- “The PLC training this year was very good, and I think it needs to be on going. Since I am in a special school, I would like to learn ways to track progress for students that isn't directly aligned to the core content.”

Positive Comments:

- “I feel the focus on differentiation this year was very beneficial because it gave me many resources to bring back and share at our school. I feel the assessment PD's we are going to attend this coming school year will also aid in working with teachers to create assessments that align to the standards and are rigorous.”
- “I felt like the Solution Tree trainings and virtual coach were great resources for GCCs to help with our understanding of the journey of PLCs and to also remind us of the tools/resources that are available to help support the work of PLCs.”
- “I have really liked the opportunity to visit other schools and see firsthand the impact of PLC's, teaching styles, and the impact of the GLC.”
- “The visits to the other schools was an effective professional development tool and allowed us to get a glimpse of what works or doesn't work across the district. In addition to that, I also find it helpful to hear what is working across the country as well by bringing in speakers and education experts to share their experiences.”

Training:

- “TPGES training. RTI training.”
- “* PLC Institute DuFours training* I attended a workshop at the National Reading Recovery Conference last year with a coach named Person A. It was titled "How to Add Value to Your Role as a Coach". They were excellent and would be a perfect resource for our district. It would be beneficial if all of our GCCs could attend their workshop.”
- “Currently working on a Rank One in Teacher Leadership through Eastern Kentucky University. These courses have been more valuable than most PD. I would like to attend intensive PLC training.”

Professional Development – Improve Impact as GCC

There were 89 individuals that made comments to the statement, “Please share any insights you have concerning ways to improve the impact of the GCC.” These comments were placed in the most prevalent category. *Table 9: – Improve Impact* shows the number of each type of comment.

Table 9: – Improve Impact

THEME	NUMBER
General Suggestions	24
GCC Meetings	21
Time	19
Role Definition	15
Administration	10

The following sections contain a sampling of the comments made for each category:

General Suggestions:

- “Two of the questions above are part of my concern about the Goal Clarity position. We should not be those to: "Design and implement a plan to use multiple sources of data to intervene with students and adjust practices," but those who facilitate collaboration for a PLC to accomplish this. In the same way, we should collaborate with teachers to craft work plans that will support them in their PGES goals and development as a teacher so that they can more effectively "increase student achievement and close the achievement gap," through their practice. We need to work toward using these positions to provide the connections in the multiple initiatives we are using to increase student achievement and gap reduction.”
- “Since school-based GCCs are required to be knowledgeable about all contents, content-specific GCCs could help improve the impact of school-based GCCs by providing regional PDs offered for each of the contents. School-based GCCs would gain a deeper understanding of the content and instructional resources available for each content to guide teachers more effectively in PLC work and have the opportunity to build collegial support with others across their region.”
- “Since school-based GCCs are called upon to be knowledgeable about all contents, C-GCC's could help improve the impact of school-based GCCs if there were regional PDs offered for ALL contents next year in the same way that they were offered for elementary math and ELA groups this year.”
- “Since K-12 school based GCC's are called upon to be knowledgeable about all content areas, C-GCC's could help improve the impact of school based GCC's by following the model that elementary math and literacy used this year. Embedded just in time content based professional development for GCC's.”
- “I believe that the Professional Development for the GCCs needs to be more differentiated for the levels of the GCC. For example, there are GCCs who are expected

to do different activities in different buildings. They were newly hired, and they were not brought through the same rigorous training as the Resource Teachers who were hired when they were still housed at Gheens. These GCCs are expected to understand what it takes to desegregate data, align curriculum, coach teachers, etc. but were never given the same training that we were given. I often empathize with them because they do not understand why they are behind with their knowledge.”

GCC Meetings:

- “Again, allotting time for GCCs to brainstorm strategies that might help identified areas of concern.”
- “Being that this is my first year in this position, I have felt the meetings each cycle for math and reading to be effective. It provided me with resources to bring back to the school, as well as opportunities to meet with GCC's from other schools. I think having GCC's meet more often in cohorts would be beneficial because it would allow us opportunities to share resources with one another.”
- “GCCs meeting with other GCCs that are targeting the same areas of instructional growth to increase student performance. This cohort would provide opportunities to have an explicit focus and share ideas for a common goal.”
- “Having PLC time with other GCCs with similar populations has been very helpful. This is something we organized on our own and has provided a wealth of information.”
- “I am part of a small group of GCCs (about 8) who meet on our own time to discuss issues and share ideas. We all seem to agree that these sessions are much more helpful than the GCC PDs. All of us are putting in 60+ hours a week and being spread very thin. There are very few certified people in the building who do not have homeroom responsibilities, so when a situation arises where a certified person is needed, GCCs are frequently called upon (attending meetings, coverage of classrooms, supervision of students who need time out, etc.) GCCs do not really need more PD. We need more time to spend in classrooms with teachers and students. I'm really curious why we spent 3 days in schools to observe teachers for differentiated instruction and very few, if any, of us observed anything noteworthy. If we are going to spend days out of the building, shouldn't it be to observe something exemplar?”
- “I came in as a staff developer. I had many opportunities to work with the math standards in all grade levels. As the district moved away from GE and staff developers, the level of support has all but gone away. We need to meet as a group to learn new techniques, materials, and to better understand what the standards say and how to help teachers, especially new teachers, to use and feel comfortable with them.”

- “I completed the survey previously - but wanted to add a thought. Principals and Assistant Principals all have PLCs or cohorts that they participate in regularly where they share ideas and strategies. It would be great to have a similar small support group with GCCs in our area.”
- “I think that in-house collaborative meetings with other GCCs to discuss strategies that we use with in our schools would be a great use of our time. We could develop focus topics for the year and hold sessions on each focus topics where the GCCs just spent time sharing. This collaboration would give us new and fresh ideas!”
- “I would benefit from a PLC for GCC's that meets regularly.”
- “Opportunities to talk with other GCC's. What are other schools doing that's working and what role does the GCC play in that success?”
- “PLC time with other GCCs in our Area. Sharing ideas etc.”
- “Prior to becoming a GCC, I was a school based instructional coach. There was a cohort that met monthly and we learned a lot from each other. All the PDs tend to involve us getting information from gurus, which is good and necessary, but it would be helpful to also have more opportunities to learn from each other.”

Time:

- “I appreciate high quality professional development but it makes our jobs difficult when we are pulled from our buildings too often. If at all possible, it would be very helpful if they could consistently be on the same day of the week. That way as GCCS we would know anytime we had PD it would be on Monday (or whatever day of the week). Sometimes PD sessions for us have fallen on the same day we hold PLCs in our buildings and that is a critical day for us in our role. If we knew in advance PD would always be on the same day it would make planning coaching sessions, lessons, PLCs, etc. more manageable and would not take away from what we are trying to do within our schools. GCCs are utilized in drastically different ways across the district. I think a clear vision for our role to principals could really help us have a greater impact. I feel fortunate because I am working in a building where I feel I am being used in the way the district intended. However I know this is not the case with all GCCs and there is a great deal of talk amongst us about our day to day expectations and responsibilities.”
- “I believe that the more time the GCCs can spend in the building working with teachers and students, the better. Perhaps there can be less meetings where we are pulled out, especially towards the end of the year when things get hectic. Overall though, I believe that what we do is extremely important and the professional development from this year was well done.”

- “I think it is of extreme importance that we remain in our buildings as much as possible throughout the year. We have a HUGE job to do, and it's hard to be as effective as necessary if we aren't in the building to do so. On the other side of that, I fully support being provided with opportunities to attend thoughtful, well-planned, common core based PD that is relevant to the tasks required of us as GCCs. I feel there is a better balance to be reached in these two areas.”
- “I think we were pulled from our buildings way too much this year. I work with students and teachers on a daily basis and this made my work inconsistent. I hope the district will consider changing the Math and ELA Cycle PD sessions to a maximum of 3 hours. Although I realize the need for the differentiated instruction PD and think that Person B is a knowledgeable and effective presenter, I don't think it was time and money well-spent. This is a second-order change we're asking for and without sufficient support and resources it is difficult to accomplish. I don't think it's realistic to expect the GCC to make this kind of change.”
- “PD needs to be differentiated to meet the needs of GCCs. A few GCCs were resource teachers before becoming a coach and had years of training in some areas or even trained other teachers. I think that we also need to be careful how many days we have GCC out of their schools. We need to have a better way of making sure that we do not have too many teachers or other staff out on the same day.”

Role Definition:

- “Many administrators do not have a clear understanding of the distinct roles and responsibilities and overall district expectations of the GCC placement in their buildings. Principals have been using GCC's as substitutes when teachers are out, interventionist-RTI person, the advance program teacher of record, cafeteria support, bus support, timeout staff, and the list goes on. This devaluing of the main job of the GCC has carried over to what many teachers now consider the role of their GCC. They view the GCC as just an extra assistant in the building pulling up the slack they do not have time to do themselves. Our district has invested too much in placing a GCC in every school, and in return the district needs to receive the biggest and longest lasting return on this investment, which is to improve student achievement across the district in each in every classroom. Our district leadership understands that the one factor that can make the most difference in improving student achievement is a skillful and knowledgeable teacher in front of every classroom- thus they created the GCC position for every school to build this capacity. This district investment is being sabotaged by principals who do not quite understand the specific roles and responsibilities of their GCC's. A suggestion or concern would be to improve the impact of GCC's in their job as an instructional

coach by having them report directly to central office instead of all these different principals. During the first year of placement, GCC's reported directly to the Director of Curriculum and Instruction, and then the principal. To return back to this type of reporting would send out a clear message of the sacredness and priority of the GCC's roles and responsibilities in their job description."

- "Because GCCs are not administrators, but also not a classroom teacher, we are sometimes put in awkward situations, where we are expected to be a leader, but quickly reminded that we are not administrators. I would like some clarification on what our role is exactly. In the past few years I have been a substitute for teachers that are out sick or on professional leave, I have helped writing the consolidated school improvement plan (CSIP), I've created a curriculum for low incidence students, I have presented training, to name a few, it has been a very interesting role, that is often changing."
- "GCCs have spent a tremendous amount of time covering for classes when substitute teachers don't show up to cover for absent teachers. Substitute teaching takes time away from other job responsibilities such as supporting/coaching teachers and analyzing student data."
- "Need for clearly defined roles as instructional support, limit Administration use of GCCs for assistant principal roles, building security, coverage for teachers without subs, and using them as building assessment coordinators (BACs)."
- "GCCs should not be BACs. If I were not the BAC at my school I would be able to spend more time on improving instruction and working with teachers and students."

Administration:

- "I just feel we need more support from the administrative staff in general to perform our jobs and have an impact on student success."
- "I would highly recommend that administration continue to shift time consuming responsibilities that decrease the time that GCC's can work directly with teachers and students."
- "More time planning with administration."
- "The biggest challenge for GCCs heard over and over again in our PDs has been teacher resistance to buy-in, even when data supports us. According to research and from my own experience in leading various organizations, buy-in from resistant parties doesn't happen through the presentation of facts -- it happens through relationships, team-building, and good leadership practices. This would be most beneficial: Get GCCs and their principals together in a training about how to increase teacher buy-in. We can have all the best ideas, but what good are they if they fall on deaf ears?"

Conclusion:

This report contains important information about support needs and improvements for district GCCs. This information should be carefully reviewed by district personnel and used to guide improvement efforts for the upcoming school year.