

Instructional Coaching

Outline

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| I. | Introduction to Instructional Coaching | 12:00 – 12:30 |
| | | Dr. Alice Davis |
| II. | Understanding the Components of an Instructional Coaching Plan | 1:30 – 3:30 |
| | | Mary Rodman |
| A. | Program Design | 1:30 – 2:00 |
| | 1. Elements of an Instructional Coaching Program | |
| | 2. What is the role of the coach vs role of the supervisor? | |
| | 3. What are the goals and objectives of your Coaching Plan ? | |
| | 4. What are the different types of coaching? | |
| B. | Personnel | 2:00 – 2:30 |
| | 1. What are the characteristics being sought in the coaches and what is the selection process? (Activity) – 30 min | |
| | 2. What do coaches do—Frequent Coaching Activities (Handout) | |
| | 3. Sample job descriptions | |
| | 4. Sharing data | |
| | BREAK: | 2:30 – 2:45 |
| C. | Professional Development for Coaches and Teaching Staff | 2:45 – 3:00 |
| | 1. Self-assessment, Student focus and Student measures, Teams and Trust | |
| | 2. Resistance, Change, Change Theory (Handout) | |
| | 3. Collaborative Forms of Professional Development: Questioning Seminars, Demonstration Lessons, Best Practices Sharing | |
| D. | Coaching Support | |
| | 1. Coaching Agreement | 3:00 – 3:15 |
| | 2. Responsibilities of and Expectations for the Coach, Principal, Teacher | |
| E. | Coaching Continuum | |
| | 1. Light Coaching | |
| | 2. Heavy Coaching | |
| | 3. Coaching Continuum | |
| F. | Evaluation of the Coaching Program and the Coaches | |
| | 1. Guskey's Five Levels of Evaluation | |
| | 2. Woodruff's Instructional Coaching Scale – To be used in Section IV | |
| G. | Print and Electronic Resources | 3:15 – 3:30 |
| | 1. Handouts | |
| | 2. The Center for Comprehensive School Reform and Improvement
http://www.centerforcsri.org/ . | |

3. National Staff Development Council, <http://www.nsd.org/>.

BREAK

3:30 – 3:45

III. Understanding and Applying the Ten Roles of an Effective Coach

3:45 – 4:45

Dr. Alice Davis

- A. Resource Provider
- B. Data Coach
- C. Curriculum Specialist
- D. Instructional Specialist
- E. Mentor
- F. Classroom Supporter
- G. Learning Facilitator
- H. School Leader
- I. Catalyst for Change
- J. Learner

Break:

4:45 – 5:00

IV. Employing Appropriate Instructional Coaching Strategies

5:00 – 6:00

Mary Rodman

Eight Factors that Increase Coaching Effectiveness

1. Sufficient time to work with teachers.
 - A. Chart time, project management
2. Trusting relationship with teachers.
 - B. Building Trust
3. Proven research-based interventions: The Big Four—(a) areas of behavior and classroom management, (b) content knowledge, (c) instruction, and (d) formative assessment.
4. Professional development for instructional coaches designed to (a) increase their coaching skill, and (b) deepen their knowledge about the teaching practices they are sharing with teachers.
5. Protecting the coaching relationship: (a) coaches and teachers are equal partners, (b) teachers should have a choice about what and how they learn, (c) teachers should reflect and apply learning to their real-life practice as they are learning, (d) professional development should enable authentic dialog, and (e) coaches should respect and enable the voices of teachers.
6. Ensuring principals and coaches work together.
7. Hiring the right instructional coaches: (a) excellent teachers, (b) flexible, (c) highly skilled at building relationships, and (d) excellent communication skills; ambitious for change and willing to do whatever it takes to improve teaching practices
8. Evaluating coaches: involve coaches in creating their evaluation guidelines.

Source: Knight, J. (2006). Instructional coaching. *The School Administrator*, 4(63), retrieved from <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=9584>.