



Learning For All • Whatever It Takes

KSDE Annual Conference 2015

Instructional Coaching for School Improvement

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Session Objective

- Participants will understand how one district is using a systems approach to developing, improving, and sustaining a comprehensive instructional coaching program.
- Participants will leave with a framework for reviewing areas of need in their own coaching system or to guide in establishing a new coaching program.



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Who We Are, Who We Serve

- 18 schools, PK-12
- Junction City and Fort Riley, Kansas
- 28 Instructional Coaches (5 of them STEM- focused)
- Enrollment: 8000
- Title I: 5 elementary schools, 2 middle schools
- English Learners: 8%
- Military: 5 schools on post



History of Our Program

- 2001 – Academic Tutors & Success for All Tutors
- 2005 – Added coach at one middle school – on improvement
- 2006 – Added coach at second middle school & the high school
- 2010 – Role re-defined to Academic Coach, new Coordinator
- 2014 – True shift to Instructional Coaching at all levels
- 2015 – Added 5 elementary STEM coaches

Overall Objective

<p>Roles Responsibilities Selection Assignment Assessment</p>	<p>Coach P.D. Coach Learning Opportunities</p>	<p>Differentiated Coaching Roles</p>	<p>Facilitating P.D. and Learning Communities</p>
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Vision, goals, institutional commitment, program administration and communication, principal engagement, program evaluation and continuous improvement.



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Goal, Vision, & Objective

Provide personalized and sustained **professional development** through one-on-one coaching, facilitation of and participation in Professional Learning Communities, and development and facilitation of large group professional development with the goal of IMPROVING TEACHER PRACTICE and STUDENT LEARNING.



Roles

- Primary role – Instruction coaching: helping teachers develop their professional skillset
- Secondary roles – facilitating data review and analysis, support MTSS, provide professional development, participate in Professional Learning Communities

Responsibilities

- Formerly assigned at the building level, now focused on common primary role across buildings
- Knowledge, skills, dispositions are also critical in selection and development of coaches



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Selection, Assignment, Assessment

- Formerly – entirely at the building level
- Currently – building a team around current roles and responsibilities
- Evaluated using KEEP and the teacher rubric



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Coach Professional Development

- All coaches - Jim Knight's Instructional Coaching Institute
- Small and large group book study
- *Mentoring Matters* training for mentors to new teachers
- Next Steps: Better Conversations



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Instructional Coaching Meetings

- Formerly – quarterly and encouraged, not required
- Currently – monthly: All Coaches, Elementary, Secondary, STEM
- Monthly meeting focus
 - Professional development
 - Differentiated needs based on level or focus
 - Feedback from the coaching group
 - Consistent implementation of Norms for Effective Collaboration



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Learning Opportunities

- Identified to support primary and secondary roles
- Enable coaches to stay “up to speed” on new initiatives and content they will need to support teachers



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Differentiated Coaching Roles

- Instructional Coaches at all buildings (K-12)
- Secondary coaches - math/literacy focus
- High school coaches support AVID
- STEM Coaches – Grant funded, serve multiple buildings (K-5)



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Commonalities Across Roles

- Coaching cycle
- Coaching tools
- Report to building principal (K-12, non-STEM)
- Participate in ongoing professional development
- Communicate with coordinator and other coaches



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Facilitating Professional Development

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- CHAMPS Trainers
- LETRS Trainers
- AVID Trainers
- Secondary Coaches – Provide all in-house math/literacy professional development at their level
- Building-level Professional Development – identified, planned, facilitated based on building needs



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Professional Learning Communities

Goal:

- Coaches are *welcome participants* who may attend a variety of grade level or department meetings to provide support as needed
- Depending on the purpose of the meeting, coach facilitates, with the goal of building team interdependence to facilitate their own collaboration



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Norms for Effective Collaboration

- Pausing
- Paraphrasing
- Probing
- Putting ideas on the table/pulling them off
- Paying attention to self and others
- Presuming positive intentions
- Pursuing a balance between advocacy and inquiry



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Foundation – In Progress

- Institutional Commitment
- Program Administration
- Communication



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Foundation – Next Steps

- Vision
- Goals
- Principal Engagement
- Continuous Improvement



Revisiting the Objective

- Participants will understand how one district is using a systems approach to developing, improving, and sustaining a comprehensive instructional coaching program.
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Your Next Steps

- Review the Questions for Reflection
- Commit to a model that works in your context
- Start developing the skills of your coaches
- Contact us with further questions