



An Instructional Coaching Model: Increasing Implementation of District and School Initiatives with Fidelity

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Agenda

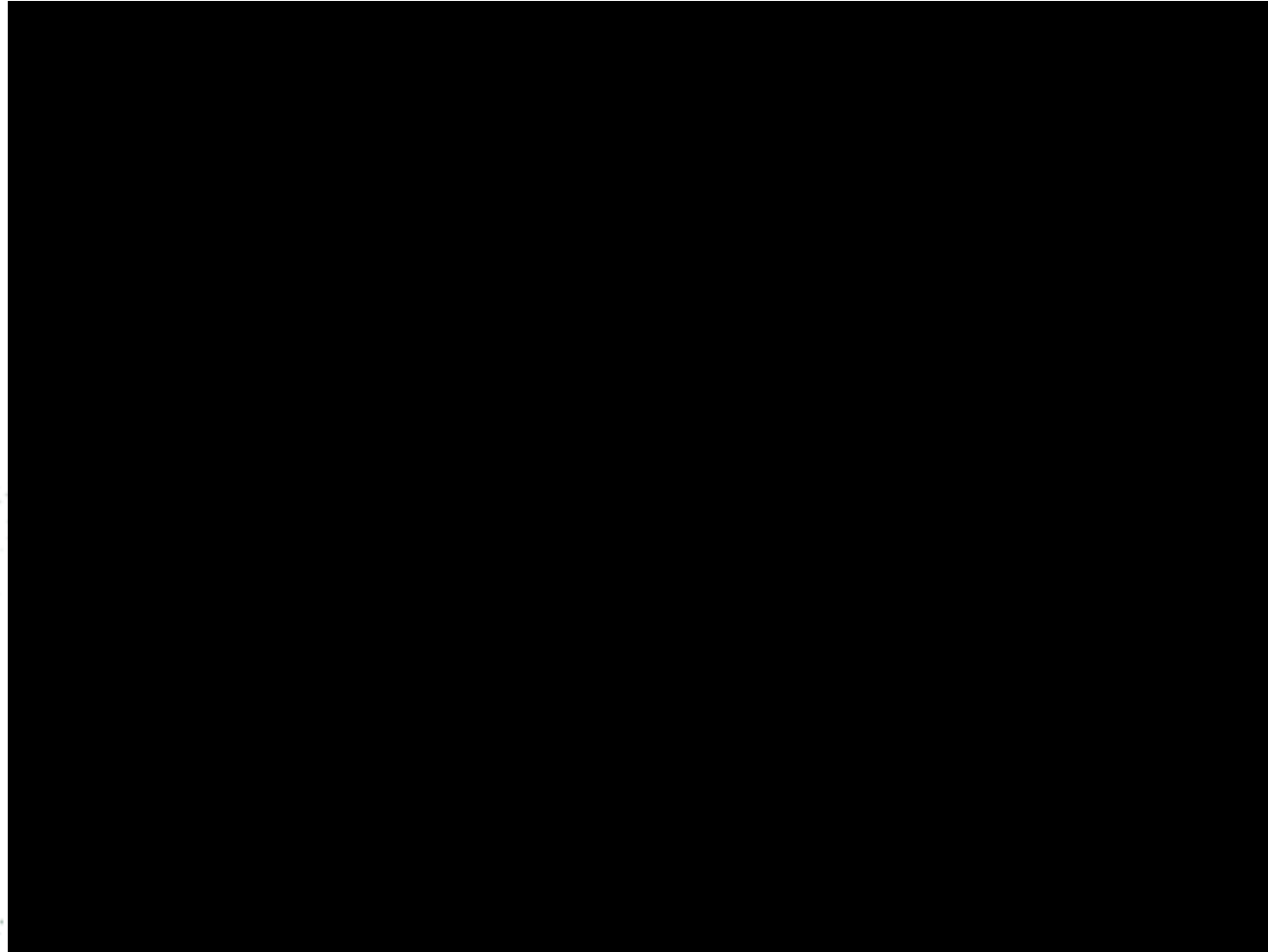
- System Changes at the District and School Level
- Create an Instructional Coaching tool which supports Principals as Instructional Leaders and supports teachers in a self reflective coaching model
- Discuss why a “growth model” Instructional Coaching Rubric works and can be non evaluative and supportive for teacher growth and improvement



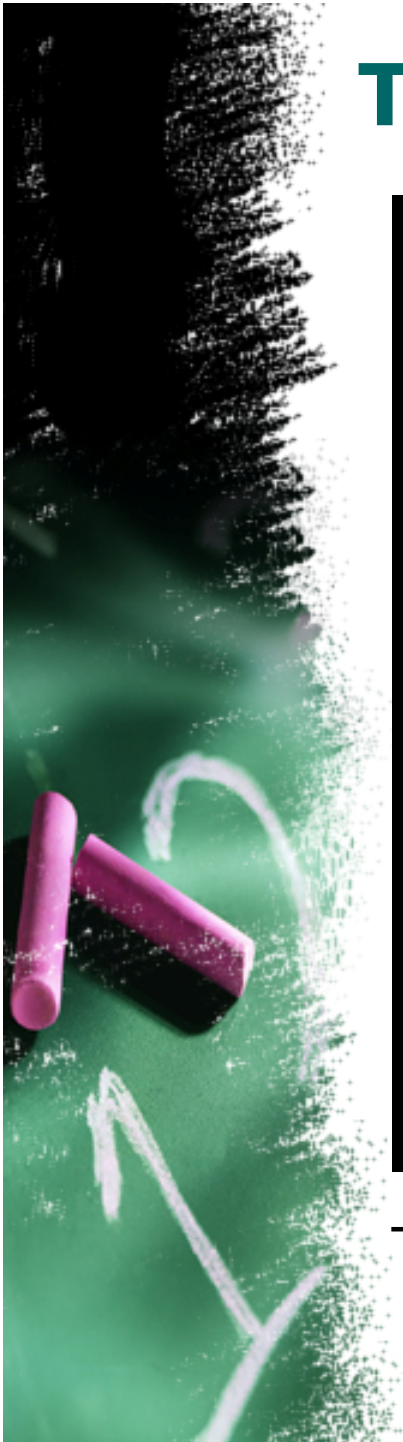
The Role of the District Leadership Instructional Team Member

- Share/Develop Instructional Materials and Teaching Models for Presentation to PIC Teams in Your Program
- Receive up to date information about school policy and instructional research to share with PIC team members
- Provide Information for Professional Development Needs in Each Program
- Design Tools for Improving Students Achievement
- Analyze Data to Make Suggestions for Future Improvement

The Whole Child Approach



Think, Pair, Share



Having A Vision: Making a PLAN

To create a District or School wide Instructional Coaching Model you will need to have identified team members from all stakeholders in your district including administrators and teachers from each school.



The District Instructional Team Plan needs to make a plan for developing the “Tool” that identifies the school initiatives and expectations for student learning.

1. Developing a Coaching Instructional Model

2. Creating a Network of Instructional Leaders to represent school needs

3. Create an advisory team for Staff Development needs to support our goals.

4. Curriculum: Developing power standards or agreed upon curriculum initiatives to monitor using the tool developed by the team.

5. Collaborating with District/School programs to create the best classroom environment for our students

1. **Walk-Throughs are a way to develop a Coaching Model**

2. **Have Staff identify persons or volunteer to represent their peer groups so that all grade levels and students are included in “Tool Design”**

3. **District Professional Development Team identifies areas for professional development by sub groups**

4. **Developing a common language for specific school initiatives you expect teachers to implement . Example; PBIS**

5. **Take back the information to school grade level teams. Keep each other informed. Ask if you are not sure.**



“Hope is not a strategy.”

- Let's bring measurement to the vision.
 - *What can we reasonably do in a year?*
 - *What is the hierarchy of need as we see them?*
 - *Let's develop our plan and determine what professional development we need in order to accomplish these goals.*



What can we do next?

- Make a plan for A Teacher's Coaching Rubric which all teachers will be able to use to make self improvement. Administrators can focus on their Instructional Leadership Role by supporting the Coaching Model and having a clear vision of the expectations for the staff.
 - *Creating a common language and Expectation Clarity using the Coaching Rubric model*
 - *Develop a explanation for each incentive/expectation using a measureable growth model*



Plan to succeed and succeed in planning.

Communication is key to the
success of any good idea.

COACHING vs EVALUATING

What data do we have?

Creating and Sharing the Data

- Coaches and Teachers can share their rubric results and develop goals
- Schools can look at rubric results and target areas of concern or celebration as a school using anonymous surveys monkey tool

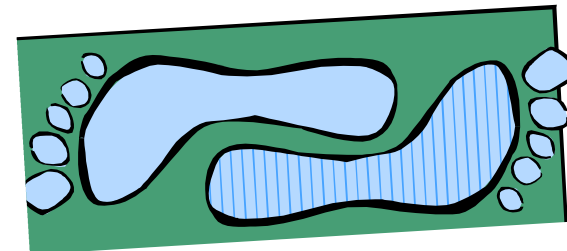


- How can we use Coaching Rubric data to increase students achievement?

The journey of a thousand miles begins with one step.

Loa TZU

- Rtl- What place does it have at your school and how does can we create the Coaching Model Rubric to include expectations of implementation?
 - *Train Staff*
 - *Creating Rubric/Tools for Implementation*
 - *Providing Adequate Resources to Implement*
- Implementing Rtl with fidelity using coaching tool to measure and self evaluate progress
- Refine a Coaching Tool for Each program
- Evaluate the Data to make
Decisions in the future



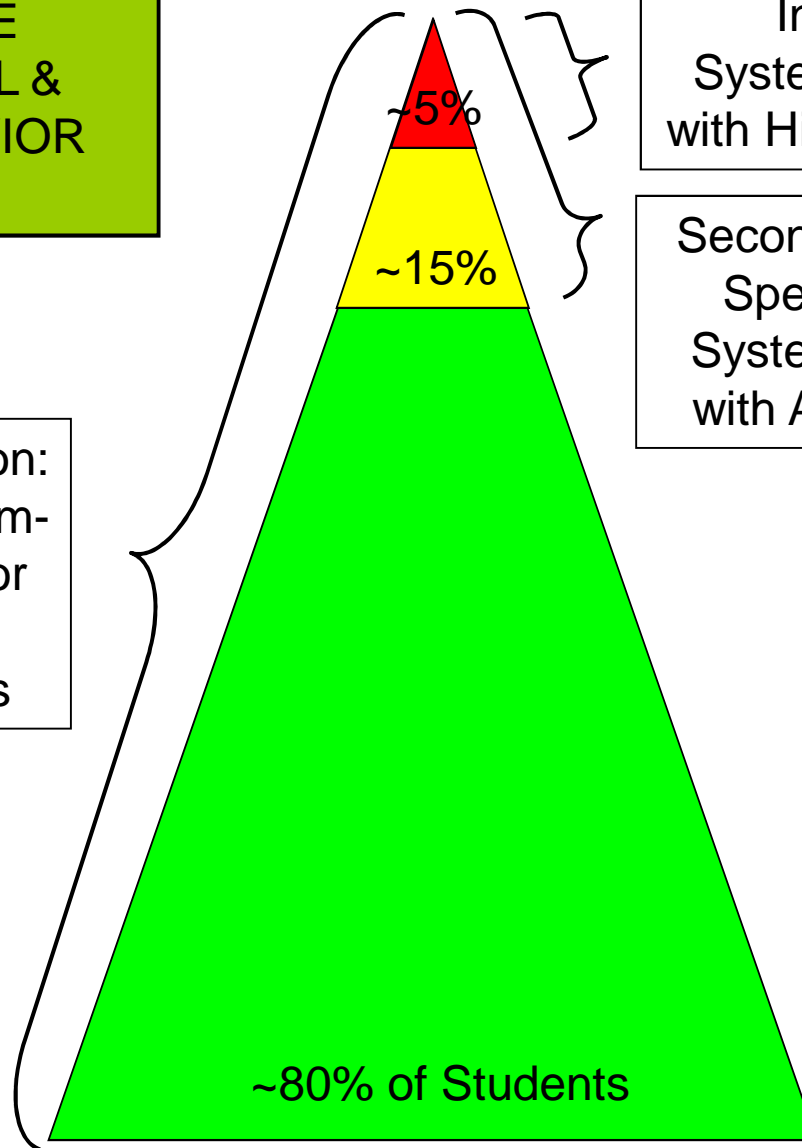


The Adult Learner

- Discuss why a “growth model” Instructional Coaching Rubric works and can be non evaluative and supportive for teacher growth and improvement.
- Share the research on the Adult Learner
- Share our results using the Instructional Coaching Rubric in three schools.
- Using the Rtl framework in your schools for administrators, teachers and students creates an atmosphere of supports where they are needed.

CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

