

**The Value of
Instructional Coaching
for Teacher Development
West Plains R-VII School
District**

**Assistant Superintendent and Presenter Dr. Julie
Williams**

**Instructional Coaches
Grades 6-12(Presenter)**

Lori Shannon-

Tracie Joiner-Grades

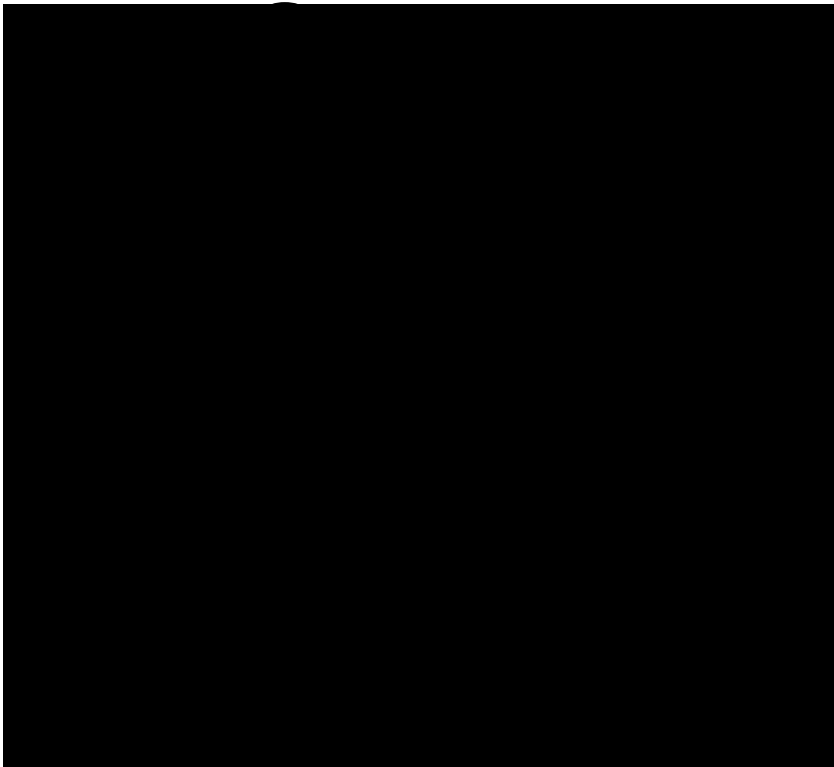
K-5(Presenter)



Major Goal
**The Development of
Teachers**

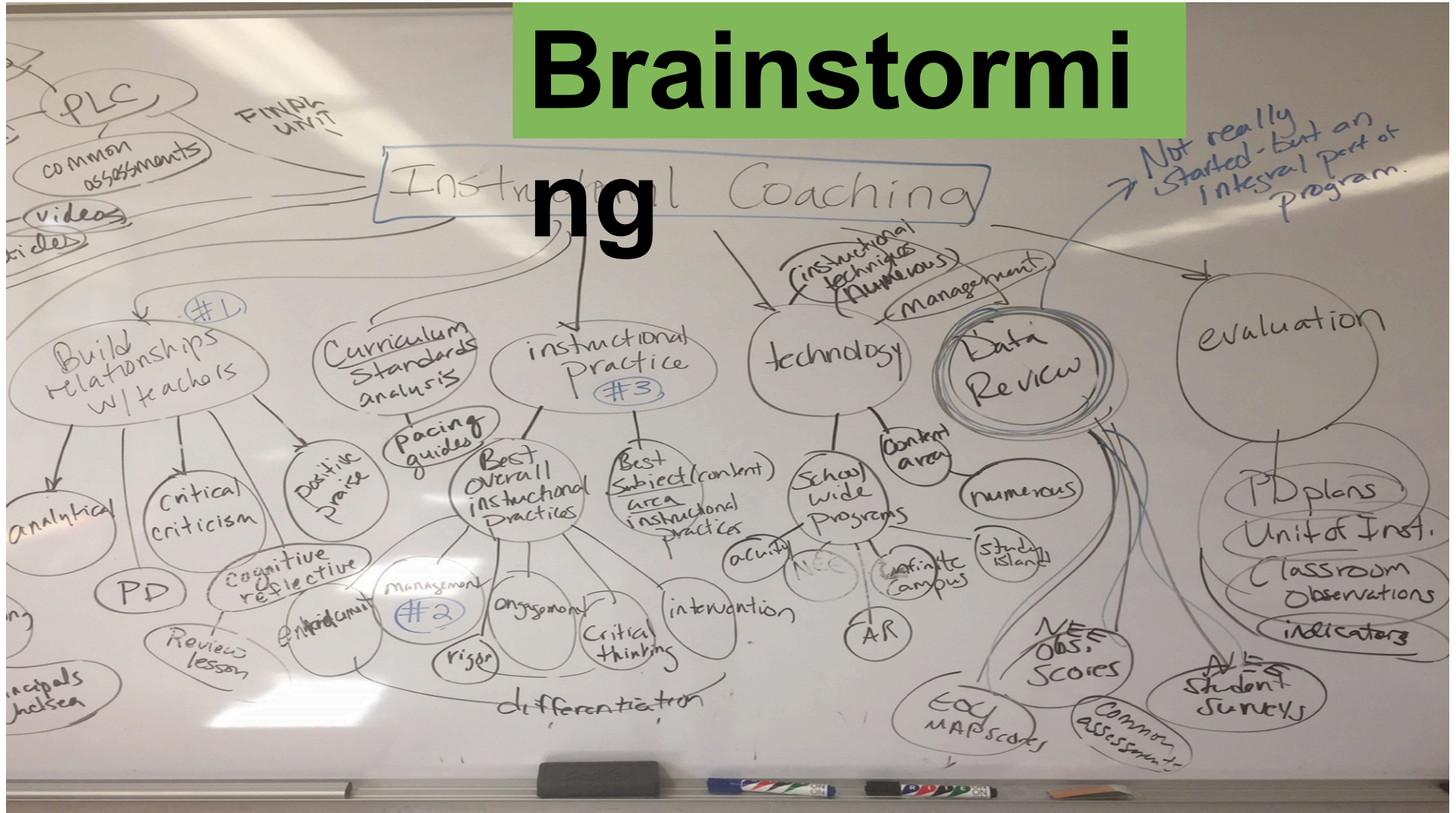
Personalized learning

What can a coach do for



Brainstorming

Instructional Coaching



What can a coach do for your district?

Major Objectives

Teacher Development-Primary Focus

Observations with
Nonevaluative
Feedback

Critical
Conversations

Research-based
Instructional
Strategies

Classroom
Management

Formative
Assessment

Modeling
and
Co-Teaching

Teachers
Observing Other
Teachers

Recognition of
Success

What can a coach do for your district?

Major objectives

Teacher Development-Periodic Focus

Assessment-
Summative

Technology's
Relationship
to Instruction

Data Review

Teacher
Learning
Walks

Alignment of
Standards

Resources

What should a coach **NOT** do for your district?

Evaluating
teacher

Providing info
that would be
used for
evaluation

Serving as a
substitute
teacher

Taking
primary
responsibility
for instruction

Performing
clerical duties

Disciplining
students in an
administrative
capacity



Secondary Goals
**Additional Support for
District**

**Promote district
mission**

Professional Learning Community

Not necessarily a “meeting” member, but support in...

Common assessments

Data review

Scheduling and possible pre-requisites

Team building

Trainers/Presenters

Substitute Training

Paraprofessional Training

Information on District Mission-PBL

Present on Professional Development Days

With whom do you want your

coaches to work

Year 1 and/or new to the district

Year 2 or until tenured

**Highly experienced-Over 5 years, but has a
voiced desire for growth**

Needs specific assistance

What traits and skills should a coach have?

Experience

Learner

Sense of humor, positive

Analytical

Able to have critical conversations

Knowledgeable of types of coaching

Self-motivated

Trustworthy-honest, **confidential**, caring

Use and knowledge of technology

Use and knowledge of standards

Able to respond quickly If needed

Collaborator

Able to handle criticism effectively





What resources are needed?

Video camera

Laptop

Books on classroom management, instructional strategies, types of coaching

Associations-meetings with other instructional coaches

Support from administration

Room for training/meetings/office

How Should Coaches Document?

T-Chart

Ten to Twenty
Minute Observation

Adapted from
Instructionalcoaching.com 2011
President: Jim Knight

STOIC Chart

Adapted from *Safe and Civil Schools 2007.*

Videotapes

11 Monday	12 Tuesday	13 Wednesday
Speed modeling lesson-Miranda	Office Nathan Fleming, Dillon Chronister	ELA 7th and 8th grade PLC Ideas for Chronister and Eldringhoff
sub training 9-1030 new Lori Shannon	Cover Phipps/McGhee w Lori for good observations Tracie Joiner	Abby Eldringhoff Lori Shannon Dillon Chronister Lori Shannon Jenni Campbell Randa Hart
1030-1100 old Lori Shannon	Dr. Davis discuss PE pacing map Tracie Joiner	Tyler Lunch Jenni Campbell and Sammi Rad
Email out Pow Check on DBL	Antonio Delatorre Lori Shannon Lunch Tracie Joiner	conversation stems for collabo Chris Carstensen you instructe
Karen Collins Lunch	Randa and Tyler Kelsey ragdale	Office-sentence stems for Dillon and high order questioning for Abby
Pacing guide PE	Matt Petkint Work on growth mindset presentation	Doctoral class
Abby Eldringhoff	Dillon Chronister and Antonio	
Tom Cooper donors choose fin		
Miranda webber		

Implementation
Plan

INSTRUCTIONAL COACH MID-YEAR SURVEY

MY GRADE LEVEL: K-5 _____ 6-12 _____

Rate the following statements using this scale: 4 AGREE 3 SOMEWHAT AGREE 2 SOMEWHAT DISAGREE 1 DISAGREE

	4 AGREE	3 SOMEWHAT AGREE	2 SOMEWHAT DISAGREE	1 DISAGREE
1. I see the coach as a peer.	4	3	2	1
2. The coach's roles and responsibilities are clearly defined.	4	3	2	1
3. <i>The Instructional Coach in my building</i>				
a. Builds relationships effectively.	4	3	2	1
b. Exhibits a deep knowledge of a wide variety of instructional practices.	4	3	2	1
c. Listens effectively.	4	3	2	1
d. Believes every teacher (including themselves) can grow, develop, and become better.	4	3	2	1
e. Focuses on supporting teachers and students to improve the learning community.	4	3	2	1
f. Treats me like a professional.	4	3	2	1
g. Demonstrates a willingness to adapt his/her thinking.	4	3	2	1
h. Is honest.	4	3	2	1
i. Is objective.	4	3	2	1
j. Is available.	4	3	2	1

Evaluation of Program-Teacher Feedback

Technology, technology, technology assistance!

Help with establishing the priority of what really needs to be done first.

All of the new programs that we have to log in to-explained and set up together.

Procedures-bell schedule, lunch schedules(with number needed, lines), extra duties, how to reach tech department

A helpful surprise was lesson plans from previous teachers. During my first year of teaching I was able to use these plans as pacing guides.

It would be helpful to have a checklist for new hires.

More team time at the beginning of the year.

Why is Teacher feedback important?

Improvement of Instructional Coaching Program

Understanding Gained by Coaches of Stressors Teachers Have

Creates a Conversation on What is REALLY Important in Teaching

Increasing Buy-In and Importance of Program by Asking All Teachers Involved to Contribute to Evaluation of Program



Questions?

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