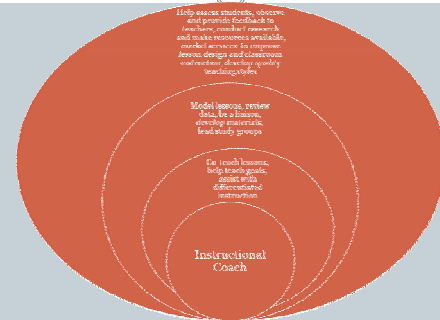


# Instructional Coaching

TITLE I FALL CONFERENCE  
OCTOBER 2008

## Job Responsibilities of an Instructional Coach



## Instructional Coach Model Supported by Research

Showers, Joyce, and Bennett, 1987;  
Showers & Joyce, 1995  
Darling-Hammond & McLaughlin, 1995;  
Duffy, 2002;  
Sparks & Loucks-Horsley, 1990;  
Strickland, 2002  
Center on English Learning and Achievement of 2002;  
Learning First Alliance, 2000;  
Lyons and Pinnell, 2001,  
Taylor, Pressely & Pearson of 2002  
Knight, 2006

## Rationale for Instructional Coaching

Data shows that many students are not succeeding at each grade level.

The most direct impact upon student achievement is the experiences students have each day in classrooms.

A major objective should be to equip, empower, and expect staff to implement effective instructional practices.

## Further Rationale

**“Of all forms of teacher professional development, coaching is the most effective”**

**Bruce Joyce and Beverly Showers,**

## Spokane Washington Public Schools

Beliefs about the Instructional Coaching Model:

- 1) strengthen our commitment to quality teaching and learning by providing intentional, ongoing support to staff at the school and classroom levels.
- 2) support the development of quality learning communities where continuous improvement would be the norm for students and teachers alike.

Jim Knight, (School Administrator, April 2006

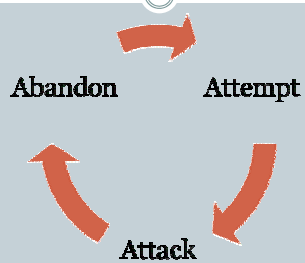
“Coaching is becoming popular, in part, because many educational leaders recognize the old form of professional development, built around traditional inservice sessions for teachers, simply doesn’t affect student achievement.”

“Coaching promises to be a better way to improve instruction in schools.”

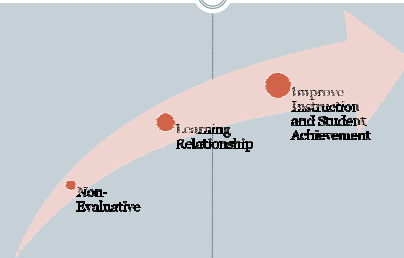
Jim Knight, Kansas University Center for Research on Learning

“ Superintendents and other educational leaders who consider particular success factors will be better able to use valuable resources to realize the promise of instructional coaching.”

### Vicious Cycle



### End the Vicious Cycle



### 8 Factors :

To increase the likelihood that the coaching model increase student achievement and “fix” the school

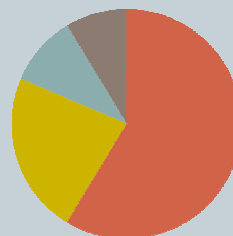
Jim Knight

1. Sufficient time to work with teachers
2. Proven research-based interventions
3. Professional development for instructional coaches
4. Professional development for coaches should address at least two subjects
5. Protecting the coach relationship
6. Ensuring that principals and coaches work together
7. Hiring the right instructional coaches
8. Evaluating coaches

### Method to Assure Adequate Time

Time Allotted for various tasks

Coach Comm



Superintendents like the data and respond positively to good news!



## The "Big Four"

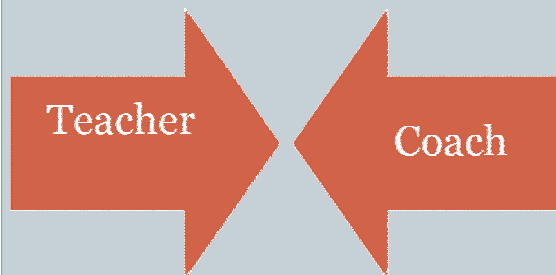
- Behavior
- Content Knowledge
- Instruction
- Formative Assessment

## Professional Development for Coaches

Should include:

- Powerful, proven practices,
- The identification of appropriate teacher interventions,
- How to model and gather data in the classroom,
- Effective ways to engage in dialogue about classroom and other data,
- How to improve communication, relationship building, and change management and leadership.

## TRUST



## Ensuring principals and coaches work together

- Principal is the instructional leader
- Coach is the right hand of the principal
- Principal must protect the coaching relationship
- Requires regular and meaningful dialogue

## Hire the right instructional coach!

Most critical factor related to the success or failure =

Skills & attributes of the coach

Skills needed:

- ✓ Excellent teacher
- ✓ Flexible
- ✓ Ambitious
- ✓ Highly skilled at building relationships

- ✓ Ambitious for change
- ✓ Willing to do whatever it takes without being aggressive or self-centered
- ✓ Embody combination of personal humility and professional will

## Evaluating Coaches

- Involve coaches in the process
- Develop a rubric that follows the guidelines created
- Method encourages "buy-in" from coach

## Data Driven Instruction

- Determine the right data
- Collect the data
- Share the data
- Discuss specific methods to improve instruction and student achievement
- Create tools for teachers

AYP



## In closing

“...ideas, value, technologies that do the job with the least demand on psychic energy will survive. An appliance that does more work with less effort will be preferred”

Mihaly Csikszentmihalyi

The Instructional Coach's goal is to remove any barrier that might stand in the way of implementation.