

Instructional Reading Coach K-5

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Why have a coach?

- to move from where each currently is to increased efficacy
- results of wanting to improve
- higher performance
- greater results

NSDC/Taking the Lead Killion & Harrison 2006

- Districts and School administrators know students are not likely to perform at higher levels until teachers begin performing at higher levels.
- Professional development is the only practical tool at their disposal to increase the instructional effectiveness of current classroom teachers.

NSDC/Taking the Lead, Killion & Harrison 2006

- Coaching can improve teaching only when it is embedded in a sustained, coherent, district-wide effort to improve instruction.
- Coaching should never be a stand-alone intervention.

NSDC/Taking the Lead Killion & Harrison 2006

Resource Provider

- Offers resources requested by teachers
- Recommend resources
- Shares research, effective instructional practices, emerging trends

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Data Coach

- Facilitate data dialogue with teams of teachers
- Assist teachers to plan and take action to alter instruction
- Help identify the cause of the problem
- Help determine which probes to use to collect useable data

NSDC/Taking the Lead, Killion & Harrison 2006

Curriculum/Instructional Specialist

- Trained in Core program and strategies
- Teaching Teachers
- Modeling/Demonstrating
- Observing
- Guiding Practice/Feedback
- To increase the quality and effectiveness of classroom instruction

Mentor

- To increase the instructional skills of the novice
 - classroom management
 - curriculum
 - differentiation
 - other challenges
 - provide on-going support

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Learning facilitator

- To design Collaborative, Job Embedded, Standards-Based Professional Learning
 - Serve as a provider
 - Coordinate or facilitate

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School Leader

- Work collaboratively with school leadership to design, implement, and assess school change initiatives to ensure alignment and focus on intended results.

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Catalyst for Change

- Engage teachers in "evaluation think" (Killion, 2002)
- Introducing alternatives or refinements to current practices

(Expectation that the coach is comfortable being on the leading edge, current in curriculum, instruction, assessment, professional development, leadership, and change.)

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Learner

- To Model continuous learning
- Keep current
- To Be a Thought Leader in the school

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