

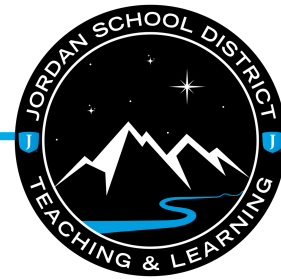
JORDAN SCHOOL DISTRICT

INSTRUCTIONAL COACHING RESOURCES

Adapted from the Utah State Board of
Education Instructional Coaching Resources



Defining an Instructional Coach



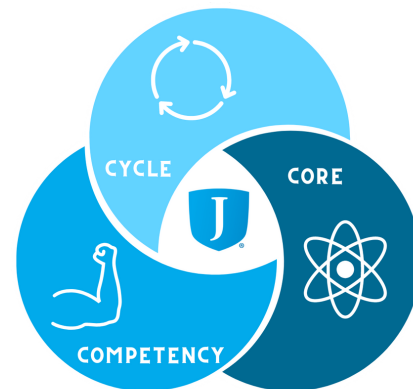
Every educator deserves to realize their personal best in order to serve our students in achieving their fullest potential. Each of us can benefit from having an effective coach who can:

- ▶ Collect data to help provide an accurate picture of our current reality.
- ▶ Engage in a feedback cycle to instill positive habits of thinking.
- ▶ Analyze our actions to refine our craft for greater impact.

As part of the instructional team led by the principal, an instructional coach is expected to spend their work time engaged in tasks that directly impact teachers in improving student learning outcomes. As such, an instructional coach should not be asked to serve as a/an: evaluator, substitute teacher, clerical aide, recess/lunch duty, behavioral therapist, tester, guidance counselor, interventionist, program manager, contest leader, or any other assignment that disrupts their ability to support teachers to improve instructional practices.

CORE

- Lifelong learner who continues to seek opportunities for ongoing professional growth
- Strong belief that each student and teacher can grow and learn at high levels
- Exhibit the partnership principles: equality, choice, voice, dialogue, reflection, praxis, and reciprocity (Knight, 2018)
- Demonstrate flexibility, resiliency, and empathy

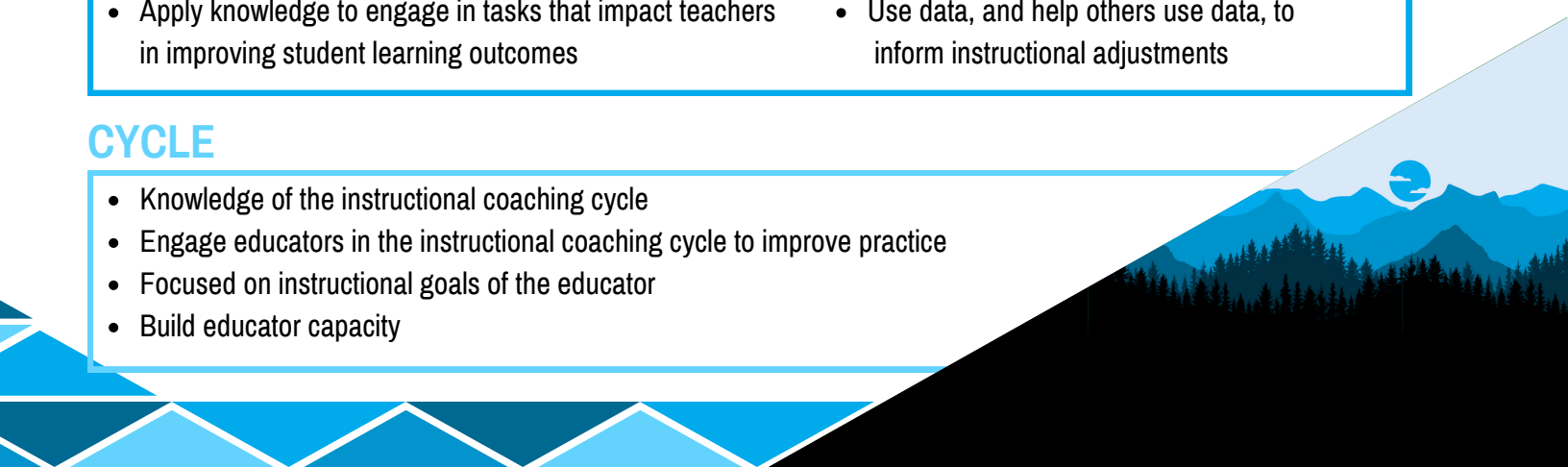


COMPETENCY

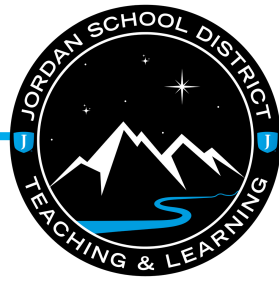
- Communicate effectively
- Deliver job-embedded professional learning
- Build professional relationships
- Have crucial conversations
- Serve as a partner with school/district leaders
- Apply knowledge to engage in tasks that impact teachers in improving student learning outcomes
- Prioritize projects and tasks effectively
- Use resources to effectively implement actions of the school/district improvement goals
- Facilitate teams
- Apply principles of Adult Learning
- Use data, and help others use data, to inform instructional adjustments

CYCLE

- Knowledge of the instructional coaching cycle
- Engage educators in the instructional coaching cycle to improve practice
- Focused on instructional goals of the educator
- Build educator capacity



Coaching Cycle



Pre-Conference

Gather Context

- Observe / gather student data
- Build relationship

Discuss Objectives

- What are the objectives? What will students know/be able to do?
- Talk through the lesson (what will the teacher do? What will students do? Any foreseeable issues?)
- Assessment (how will you know if each student has met the objective?)

Determine Teacher's Desired Focus

- Data - what type? which form?
etc. (Specific / measurable)

Observation/Data Collection

Assume a curiosity stance

- Take the data (just the facts)
- Focus on teacher identified focus

Prepare for the debrief

- Analyze the data to create validation and growth questions
- As necessary, highlight pattern(s) in the data
- Craft coaching questions

Post-Conference/Debrief

Teacher Reflection (focused on current reality)

- Ask desired reflection questions

Change

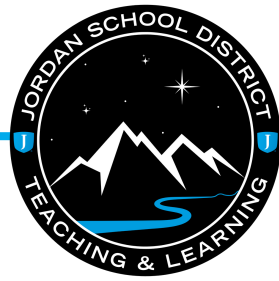
- Ask desired change questions

Examine Data Collected

*It is helpful for the teacher to see and digest the data prior to the meeting

- You asked me to collect data on _____. (Talk teacher through data) as you look at this data what are your thoughts? Insights?

Coaching Cycle



Example Post-Conference/Debrief Questions

Reflection Questions

- On a scale of 1-10 with 1 being the worst lesson you've taught and 10 being the best, how would you rank that lesson?
 - Why did you give it that number?
- What pleased you? What are you celebrating?
- How did it go? How do you know?
- What felt good to you about this lesson?
- Tell me about what went well.
- What did you do that caused _____ to happen?
- What frustrated you?
- What are you looking at for refinement?



Change Questions

- What would have to change to move the lesson closer to a 10?
- If you woke up tomorrow, and a miracle happened so that your students were doing exactly what you would like them to do, what would be different?
- What would be the first signs that the miracle occurred?
- If this class was your dream class, what would be different? What would your students be doing differently if your class was a 10?
 - Tell me more about what that would look like.
 - How could you measure that change?
 - Do you want that to be your goal? If you could hit that goal, would it really matter to you?

