

Instructional Coaching

A partnership for success!



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- “Quick fixes never last and teachers resent them; they resent going to inservices where someone is going to tell them what to do but not help them follow up. Teachers want someone that is going to be there, that’s going to help them for the duration, not a fly-by-night program that’s here today gone tomorrow.”

» *Lynn Barnes, instructional coach, Pathways to Success*



Video: FWPS Instructional Coaches

As you watch the video think about...

- Level I: What new learning did you gain from watching the video?
- Level II: How does this this video compare with your previous view of instructional coaching?
- Level III: Is instructional coaching a valuable professional learning model for you, teachers in your building, and for teachers across the district? Why or why not?

Choose one or more questions to discuss with a colleague.

2012-2013 FWPS Instructional Coaching Model



Federal Way Instructional coaches serve as learning partners with fellow educators to deliver on the promise of high quality education, every moment every day for every student.

Guiding Principles		Guiding Question	
Relationships		<ul style="list-style-type: none"> How do I develop respectful and productive partnerships to ensure the effectiveness of the Instructional Coaching Model? (ie. staff members, administrators, coaching colleagues, parents, etc.) 	
Data		<ul style="list-style-type: none"> How do I build capacity of myself and others to engage with data productively? How will I know my coaching work is making a difference in student achievement? 	
Equity		<ul style="list-style-type: none"> How do I become a champion for equity? How do I encourage our colleagues to be champions for equity and take a stand for all students against racism and other forms of bias that interfere with equitable outcomes? How do I facilitate deep conversations about education policies, practices and behaviors that impact student achievement? 	
Reflective Practice		<ul style="list-style-type: none"> How do I facilitate and inspire reflective practice to promote a growth mindset in both teachers and myself? 	
High Quality Instructional Practices		<ul style="list-style-type: none"> How do I support teachers in setting goals for their professional development based on data that will improve their teaching and student achievement? How do I help teachers respond to the learning needs of evolving students? How to I support teachers in lesson analysis for HQT? 	
Venue 1: One on One Coaching		Venue 2: Small Group Coaching	Venue 3: Whole Group Coaching
<ul style="list-style-type: none"> How do I effectively partner with an individual teacher to support their growth and development? What skills and strategies do I need to promote responsive one on one coaching to maximize student learning? 		<ul style="list-style-type: none"> How do I effectively lead and/or facilitate small groups which center around critical inquiry focused on student learning? How will I differentiate our coaching to best meet the needs of our teachers? 	<ul style="list-style-type: none"> How do I design and lead high quality professional development? How will I differentiate our coaching to best meet the needs of our teachers?
Commitments:			
<ol style="list-style-type: none"> All teachers will have access to an instructional coach to support student achievement in the classroom. Instructional Coaches respect confidentiality and maintain a non-evaluative partnership with teachers. 			

FWPS Coaching Vision

Federal Way Instructional Coaches serve as learning partners with fellow educators to deliver on the promise of high quality education, every moment every day for every student.

As catalysts of change we commit to the following tenets:

We believe

- Every student has the right to a high quality education that prepares him or her to achieve post high school opportunities by being career and college ready.
- One principle of high quality instruction is being responsive to the evolving needs of students. HQI meets learners where they are and moves them forward by using research based practices with fidelity, establishing high expectations and ensuring achievement for every student.
- That analyzing all domains of student data informs instructional decisions to ensure a responsive action plan for students and teacher.
- Through reflection educators develop a growth mindset that nourishes the coaching partnership.
- Through our work as coaches we create a safe space where educators can be inspired to explore educational possibilities for all students in a diverse and ever changing world.
- To support educators, we meet them where they are and build mutually respectful trusting relationships.
- Every coach collectively and individually commits to growing in their understanding of best practice around coaching, instruction and equity.
- Our responsibility is to encourage meaningful conversations that uncover and challenge biases around race, class, culture, gender, language, and sexual orientation to ensure equitable outcomes.
- It is important to provoke and engage in deep conversations about educational policies, practices and behaviors that impact student achievement.

Instructional Coaching...

What it is?

Funded by Title I/LAP & TFL

- Designed to support the academic achievement of the most at risk students
- Money is allocated by federal and state government

For all certificated staff

Confidential partnership

What it isn't?

Not funded through building allocations; therefore, it does not impact schools' FTE

Only for newer teachers or fixing "lousy" teachers

A precursor to a plan of improvement

A means for an administrator or supervisor to "keep track" of teachers' performance

How Do I Partner With an Instructional Coach?

- Ask! 😊
 - *It's as simple as that. Find a time that works in your schedule to sit down and ask questions. Together (two heads are better than one) you will formulate a plan for what your partnership will look like. Nobody is perfect, and together, you and your coach can tap into areas you may not have considered! **It's about working smarter, not harder.***



Why do Instructional Coaches document their work?

- Time accountability aligned to the FWPS instructional coaching model and Title I/ LAP requirements
- As a data collection device to use as a springboard for self-reflection and goal setting
- To provide evidence of the relationship between instructional coaching and its impact on teacher professional growth and student achievement



Possible Misconceptions

- Principals/supervisors will not use coaching documents for the basis of creating a plan of improvement or evaluation
 - *These documents are for the coach and teacher to utilize for **professional growth and development***





Planning, Questions and Comments

- Take a minute to talk with your team about when you might do this presentation for your staff and who will do what.
- Please Utilize the 3x5 index cards we've provided to write questions or comments.
- Once complete, you may...
 - *Give them to one of the presenters*
 - *Send them via District mail to Terry Knox-Davidson at ESC*
 - *E-mail your questions or comments to tdavidso@fwps.org or call her at 253-945-2033*

Want more information? Great! Other documents are available on AJAX under the "SBE read only" directory in the K-12 Instructional Coaching folder..