

Newark Central Schools Instructional Coaching Plan

Revised June 2019

Overview:

Partnership Mindset:

“Instructional coaches adopt a partnership approach with teachers. Partnership, at its core, is a deep belief that we are no more important than those with whom we work, and that we should do everything we can to respect that equality. This approach is built around the core principles of equality, choice, voice, dialogue, reflection, praxis, and reciprocity.”

Instructional Coaching, Jim Knight (2007)

CORE PRACTICES FOR COACHING

- Coaching is driven by evidence of student learning
- Coaching involves regular analysis of student work
- Conversations are framed by specific learning targets
- Collaboration may include co-planning and co-delivery of instruction
- Coaching is ongoing and occurs with individuals and teams of teachers



For the 2019-2020 School year, the Instructional Coaches are:

Aaron Sweet (1.0 Technology)

Lisa Eakins (1.0 FTE MS)

Will Bean (1.0 FTE HS)

Laura Schunk (1.0 Math focus: District Wide)

Marcy Peters (.7 Coach, .3 AIS)

Kari Hamelinck (.7 Coach, .3 AIS)

Liz Weiermiller (.6 FTE PS)

Valerie Michaels (.5 Coach, .5 AIS)

Katy Barker (.1 Coach, .9 AIS)

Tiffany LaPrade (.5 Grade 6 Math, .5 District Wide Math)

Purpose: To facilitate professional growth in order to improve learning experiences and academic outcomes for students. Newark students deserve a community of teachers who are skilled at analyzing student data and self-reflection.

Vision: To promote and sustain a culture of continuous professional and reflective growth at NCSD.

Mission: Newark Instructional Coaches will intentionally partner with teachers to collaborate on improved practice and outcomes.

Roles and Responsibilities of the Coach: Responsibilities include but are not limited to: instructional modeling and support, curriculum facilitation, data coaching, classroom support, targeting professional learning, and connecting teachers to resources. The following responsibilities and strategies more clearly describe what a coach's day might look like:

- Meet with teachers to establish goals (related to student learning)
- Collaborate with teachers to support high quality lesson planning and implementation
- Visit classrooms to collect evidence related to teacher goals
- Model instructional delivery of a particular practice
- Co-teach with teachers to refine a particular practice
- Provide descriptive, evidence-based feedback to teachers after instruction
- Plan and facilitate professional learning with teachers based on need and PD plan
- Provide resources and supports to teachers
- Facilitate team meetings to analyze student work/data
- Support implementation of the Next Generation Standards within the Formative Learning Cycle
- Actively participate in their own ongoing professional learning

- Work with small, targeted groups of students as needed

NOT Roles and Responsibilities of Coach:

- Evaluating teachers

For the 2019-20 school year, coaches will be assigned to *new teachers* in first year of employment as a probationary teacher or long-term substitute and will accomplish the following:

1. At least one meeting per week to plan for instruction.
2. At least one visit per week to the teacher's classroom to provide feedback based on teacher goals based on student data.
3. At least one visit to the teacher's classroom per week to co-teach a lesson, or to model a new strategy or lesson facilitation technique.
4. Ongoing, two-way communication (email, verbal, etc.)

For the 2019-2020 School year, coaches will offer an invitation/sign-up to veteran teachers that might want to enter into a coaching cycle with a coach. This will be sent out during the early days of the new school year. (May be sent out at least once per quarter) Building coaches will be given an opportunity to describe their roles at the first faculty meeting.

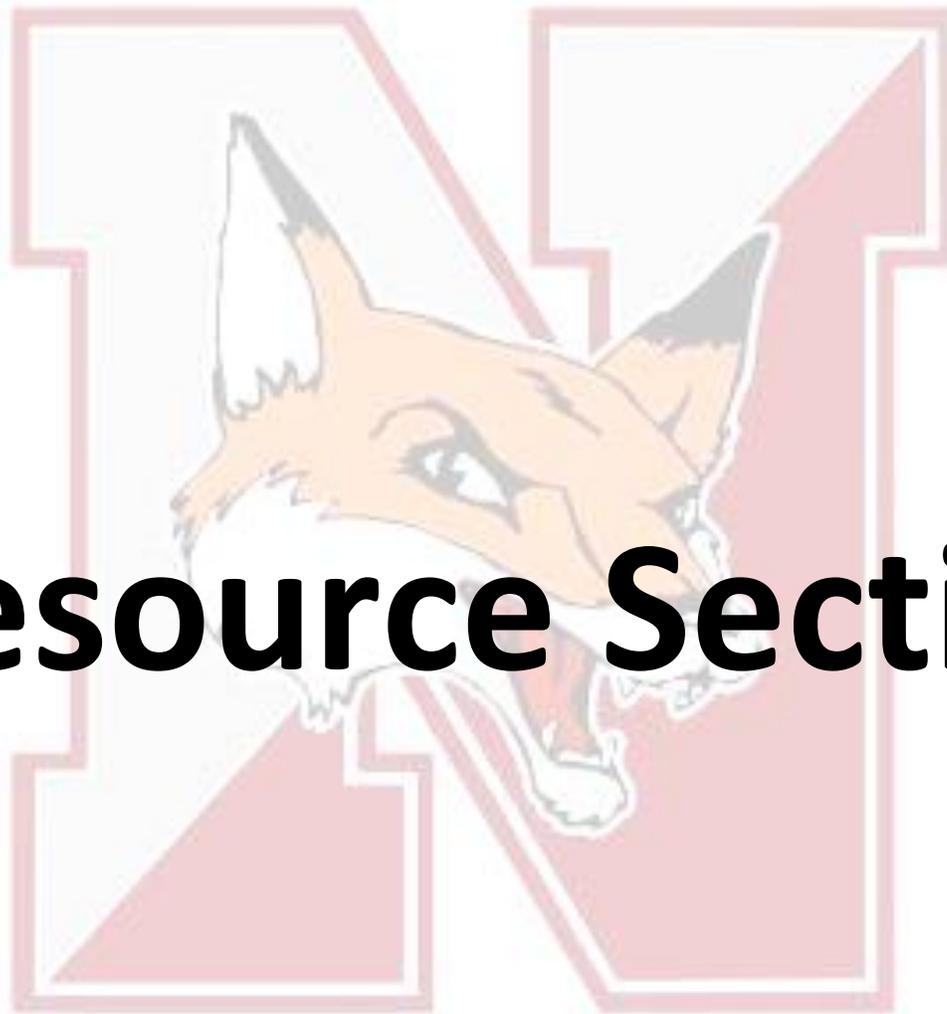
Ongoing Learning:

In order to continuously reflect on and refine their practice, the Academic Coaches will actively participate in:

- Individual, ongoing research of topics defined in Building Improvement Plan
- Monthly meetings including the NCS D coaching team and the Coordinator of PD
- Professional Learning planning sessions as needed

Coaching Logs:

Instructional coaching is job-embedded professional development and qualifies for CTLE credit. In order to ensure that time that you spend working with a teacher in the coaching cycle (planning, classroom time using a coaching model, reflection) is recorded for CTLE hours, please complete the log included in the resource section of this document. At the end of every month, instruct teachers to make a copy of this log for themselves and send the original to the Curriculum and Instruction Office at District Office through interschool mail. Their hours can then be logged into our PDP system.



Resource Section

Meeting: Building Principal and Instructional Coach

Date:

Expected Meeting Outcomes:

- Explain the progress of coaching towards building and teacher goals
- Prescribe next steps to address gaps in student learning
- Plan any professional development to improve instructional practices
- Address any other emergent issues

Agenda Topic	Notes
Meeting Purpose	
General Updates and Follow up from Previous Week's Next Steps	
Data Results (follow up on action plans)	
Grade/Department Meeting Celebrations, Growth and Needs	

Action Steps:

Who	Task	Completion Date

Dear Teachers,

We will be working as Instructional Coaches in our building this year. In this role, we will be available to support teachers in reaching their goals for student learning. This support can take many forms throughout the school year depending on the teacher's needs at a given time.

Below is a table of support options for you to consider when deciding what you might want to access a coach for. The items on this list are not exhaustive, so if you have another idea, please don't hesitate to suggest it!

Getting Started...	One on One...	Group...
Room Preparation, set-up: Collaborate with a Coaching colleague to design your teaching and learning space and material; at the beginning of the year or any instructional unit!	Listen and Support: Lend an open and confidential ear for a topic of your choice	Learning Lab: Facilitate a group planning session, group classroom visit, and group lesson reflection.
Secure Teaching Material; and Resource; Brainstorm material; and resource; needed for upcoming learning and see what is available.	Co-Planning: Meet informally to collaboratively design learning targets, a lesson, and/or series of lessons that meet the needs of your students.	Data Conversation: Collaboratively analyze data as a group to inform instructional decisions.
Brainstorm: Collaboratively bounce ideas off one another regarding teacher topic of choice.	Modeling: Teach a lesson in your classroom while teacher looks on and collects data regarding (student behavior, new protocol or strategy, etc.)	Planning Session: Collaboratively plan a lesson or series of lessons based on a shared, small group goal.
Pineapple Chart: Cover your classroom so that you can visit another teacher's classroom in the building. https://www.youtube.com/watch?v=MhYZKfMenk To see 2 min. video clip description...	Co-Teaching: After planning together, teach the lesson(s) together.	Attend Grade Level/Dept. Meeting: Lend an ear to offer any support/ideas during a monthly meeting.
Integrating Tech: Integrating a new or existing piece of technology successfully with a focus of student engagement, data collection, and differentiation.	Data Analysis: Use data analysis protocol and data collected to determine student needs together.	Integrating Tech: Integrating a new or existing piece of technology successfully with a focus of student engagement, data collection, and differentiation.

We are looking forward to working and learning with you!

(Type names here)

Initial Coaching Meeting

Teacher: _____ School: _____
Coach: _____ Date: _____

Part 1: Getting to Know You

1. What would you like me to know about you as a teacher and learner?
2. What concerns do you have about coaching?
3. What are your areas of strength? What areas are you currently working on?

Part 2: Goal Setting

1. What would you like to get out of our coaching sessions? List 2.
2. Is there any student work or data that could help us decide on a focus that would make the most impact with students?

Part 3: Schedule

During our coaching cycle, I'd like to have one 30-45-minute planning session together, and I'd also like to be in your classroom during the week. We will reassess our schedule and efforts, after the first several weeks to determine if those days and times are the best. Each week that we meet, we will do a combination of the following: review lesson plans, debrief about instruction, review data, and discuss specific research-based effective instructional strategies.

How would you like to interact during our time in the classroom (co-teach, model, provide data/feedback)?

How would you like to communicate between our planning sessions? (emails, other)

What is your preferred method of feedback post classroom visits? (face to face, email, etc.)

