

# Rochester City School District Instructional Coaches' Program Overview

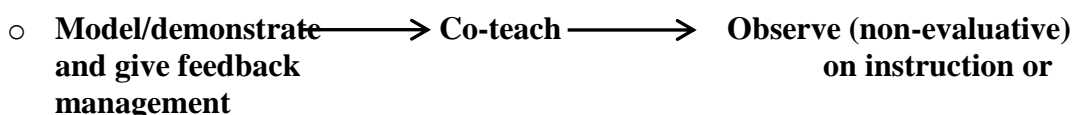


## Coaching Cycles

Effective professional learning provides continued follow up, support, and pressure best delivered by a school based instructional coach. RCSD is providing the necessary supports by organizing coaching into cycles. These cycles allow coaches to structure time that allows for sustained collaboration.

Coaching Cycles have the following characteristics:

- Cycles involve in depth work with teachers or teams of teachers lasting approximately 6-9 weeks. (The RCSD coaching program is using an 6 week cycle).
- Cycles focus on either formal or informal student data.
- Cycles include regular planning sessions, such as 30 – 50 minutes of planning per week and two to three times per week for co-teaching, modeling instruction, or observing (non-evaluative) the teaching and learning (classroom supporter role).
- The below continuum is built on the theory of gradual release. Over time the teacher assumes more responsibility for implementing the new practice.



Coaching cycles are only a portion of a coach's work load. Other duties may include one or more of the following roles (data support, instructional resource provider, learning facilitator, additional support, curriculum specialist, instructional specialist, school leader, change catalyst, and learner).

With all of these responsibilities, an instructional coach should take on four to six teachers or teams of teachers per cycle.

The success of the cycle approach to coaching depends on clear expectations and the coach's commitment to meet with the team and/or individual teachers. As teachers engage with instructional coaches staff builds a healthy culture of collaboration in which every educator is committed to learning and growing to best meet students' needs.

Resources: [Coaching Matters](#) by Killion, Harrison, Bryan, and Clifton, [Student Centered Coaching](#) by Diane Sweeney, and [Taking the Lead](#) by Killion and Harrison