

# Rochester City School District

## Instructional Coaching Program

**"Instructional coaches are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms."**

~Jim Knight

### Purpose of Instructional Coaching

The role of the coach is to improve student achievement by building teacher capacity and understanding of instructional practices as related to APPR, Common Core, and Data Driven Instruction. The coach, in conjunction with the administration, is responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Coaches support the instructional development of all teachers. Coaches are required to support teachers in understanding the CCSS curriculum and implementing it with fidelity. Coaches have a working knowledge of the Framework for Teaching, Common Core State Standards and data analysis. They build strong relationships with teachers, administrators and other coaches. They work collaboratively. Among the important roles coaches assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

### Core Organizational Competencies

- Student Learning is at the forefront of our work.
- Professional Learning emerges from mutual respect, collegial relationships, and a shared responsibility for student learning.
- Coaching work is driven by a cycle continuum which provides the teacher or team members the opportunity to engage in modeling/demonstrating, co-planning/co-teaching, observing/providing feedback, data collection, and on going professional learning.
- Job embedded learning provides authentic context.

Please access **The Office of Professional Learning Intranet Site** to submit a request for an Instructional Coach.



### Vision

- Every child is a work of art. Create a masterpiece.
- We will treat every child like one of our own.
- We will provide individual teachers with rich, ongoing support, through intensive, adaptive, differentiated learning and feedback .

### Our Mission

- To provide a quality education that ensures our students graduate with the skills to be successful in the global economy.
- To establish a trusting relationship with teachers that allows for modeling, observations, mutual problem solving that assists teacher implementing better teacher practices.

“Coaches appear to have a plethora of roles and responsibilities. However, the heart of their work is embedded in enhancing teacher quality to impact student achievement. On a daily basis they work collaboratively with teachers to accomplish this goal by co-teaching lessons, assisting with differentiated instruction, being a liaison, developing materials, assessing students, and observing and providing feedback to teachers.” (Killion, 2006)



## Highest Priority Goals for Instructional Coaches:

### 1. Sufficient and focused time to work with teachers, grade level teams, leadership, teams.

Instructional coaches spend 100% of their time collaborating with teachers on good first teaching.

### 2. Knowledge of Research Based Best Practices

Instructional Coaches enhance the good first teaching in classrooms by providing the knowledge of best practices, the Common Core State Standards, and the adopted Common Core Curricula.

### 3. Professional Learning

Professional learning for the instructional coaches is required as an ongoing effective practice to increase student achievement through improving good first teaching. Their professional learning is researched and standards-based which aligns with their job description and district's initiatives.

### 4. Trusting Relationship

Trust is one of the most crucial components of a coaches relationship with teachers. Coaches are cognizant of the teacher's role to have choice, make decisions, and have a voice. Coach and teacher are equal partners. Through authentic dialogue and coaching conversations, they choose the professional learning opportunities to engage in.

This trusting relationship is protected by instructional coaches' clearly defined roles and responsibilities which are unique and separate from those of administrative roles/responsibilities.

### 5. Administration and Coach Work Together

Administration and coach collaborate to analyze the SCEP, student, and teacher data to decide which teacher, teams of teachers or leadership teams need their support. It is essential that the principal remain the instructional leader: the voice that is most important to teachers. The principal should fully understand the instructional coaches' expertise.

## Ten Roles of Instructional Coaches

1. **Instructional Specialist:** To support the implementation of effective instructional strategies.
2. **Instructional Resource Provider:** To identify a variety of resources to enhance classroom instruction and student achievement.
3. **Classroom Supporter:** To increase the quality and effectiveness of classroom instruction based on using the gradual release model.
4. **Curriculum Specialist:** To promote implementation of the state standards through adopted curricula.
5. **Data Support:** To facilitate conversations using data to drive instructional decisions.
6. **School Leader:** To support and communicate the school and district initiatives with the school community.
7. **Change Catalyst:** To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically.
8. **Learning Facilitator:** To collaboratively design and facilitate effective professional learning opportunities based on the school's or district's professional learning priorities.
9. **Additional Resource:** To support the implementation of instructional strategies.
10. **Learner:** To engage in continuous learning in order to keep current with instructional strategies and the district's priorities.

**Coaches are an essential component to the professional growth and enhancement of teachers. Our instructional coaching program provides on-going, job embedded professional learning and support. This is accomplished by organizing coaching into cycles. These cycles allow for sustained collaboration within school communities.**

### **Coaching Cycles Characteristics:**

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

Model/demonstrate→Co-plan/Co-teach→Observe (non-evaluative) and give feedback (instruction or management)

## **Effectiveness of the Rochester City School District**

### **Instructional Coaching Program**

#### **Data Analysis Results**

**Coach Effect (1) - The coach effect is significant in differentiating teacher performance.**

**Coach Effect (2) - The more time coaches spent serving as classroom supporters, the better the teachers performed in last year's annual performance evaluation.**

**Size of Coach Effect (1) -Majority of the coaches are associated with positive and higher-than-comparison-group teacher growth.**

**The analysis of student and teacher performance data for the 13-14 school year indicates that working with an Instructional Coach had a positive and significant impact on teacher performance scores. A deeper look into teacher performance data for the 1,137 teachers revealed that teachers who collaborated with an Instructional Coach performed 2.5 points higher on their APPR score than those who did not work with an Instructional Coach. (Note that 1,137 is the number of the total analysis sample including both teachers with coaches and teachers without coaches.)**

**The statistical analysis was controlled for the effects of gender, ethnicity, years of teaching experience and total hours of coaching on teacher performance scores to ensure—everything being equal—Coaching Matters.**

#### **Overview**

- ◇ **The Rochester City School District Coaching Program and professional learning, supports the work of Instructional Coaches as having a positive impact on teachers and students.**
- ◇ **Based on the data, having a coach increased a teacher's APPR score by 2.5 points.**

Instructional coaching is “the art of identifying and developing a person’s strengths.”  
~Differentiated Coaching: A Framework for Helping Teachers Change, Jane A. G. Kise



## Effective Coaches:

- Share core beliefs that influence their approach to collaborating with others.
- Are instructional experts.
- Have content expertise.
- Provide embedded professional learning opportunities to enhance teacher effectiveness and improve student learning.
- Have expertise in coaching skills.
- Demonstrate relationship and leadership skills.

For more information contact: The Office of  
**Professional Learning**  
324-9940

*Every educator engages in effective professional learning every day, so every student achieves.*

**The primary role of instructional coaches is one that raises the quality of teaching and learning in every classroom in the school by building a culture in which teaching is public ..., planning is thorough and collaborative ... and [teacher] conversations and questions about improving student results ... are constant, evidence-based and nondefensive”**

**~Jon Saphier and Lucy West (2009) (p. 46).**

**RCSD Office of Professional Learning Resource Guide :**

***Minds in Motion Module 6, 6-3***