

# ***Instructional Coach Evaluation: Effectiveness & Impact***

Work Session  
5.9.22



# *Success Criteria: Planning*



- Demonstrating knowledge of current trends in speciality area and professional development
- Demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program
- Demonstrating knowledge of resources both within and beyond the school and district
- Instructional specialist knowledge of specialty area/trends in professional development is wide and deep
- Planning the instructional support program integrated with the overall school program
- Developing a plan to evaluate the instructional support program

# *Success Criteria: Environment*

- Creating a environment of trust and respect
- Establishing a culture for ongoing instructional improvement
- Establishing a clear procedure for teachers to gain access to instructional support
- Establishing and maintaining norms of behavior for professional interactions
- Organizing physical space for workshops or training



# *Success Criteria: Instruction*



- Instructional specialist evaluation is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis
- Engaging teachers in learning new instructional skills
- Instructional specialist's model lessons and works appropriately to the needs of the teachers being served

# *Success Criteria: Professionalism*



- Reflecting on practice
- Preparing and submitting reports
- Coordinator work with other instructional specialists
- Participating in a Professional Community
- Engaging in Professional Development
- Showing professionalism through integrity and confidentiality

# Impact Monitoring Process

- Monitoring Form
  - Meet in fall, winter, and spring
  - Monthly meetings
  - Observations at trainings, feedback from teachers, principals, etc.
  - Evidence of actual work products, demonstrations, teacher feedback on products, etc. required
- Continuous Improvement
  - Update the monitoring form yearly based on district/school needs
  - ICs participate in extensive student-centered coaching training
  - Feedback loops

# Coaching Cycle Data

Coaching Cycle Focus: Guided Reading			Dates of Coaching Cycle: (4-6 weeks)	
What is the student learning goal for this coaching cycle? What data is this goal based on?	What instructional practices were determined by the coach and teacher to most likely produce the desired learning goal?	What coaching practices were implemented during this coaching cycle? (bold all that apply)	As a result of the coaching cycle, what instructional practices is the teacher now using on a consistent basis?	What is the evidence that students accomplished the desired learning goal?
<p><b>Student Learning Goal:</b> First grade students will improve their DRA score from fall to winter.</p> <p>1st grade students will read grade texts by Winter DRA assessments.</p> <p><b>Standard:</b></p> <p><b>Baseline Data:</b> 50% of students were able to read grade level texts as determined by DRA assessment in the fall of 2021.</p> <p><b>Number of students: 8</b></p>	<p>-Set goals for 15-20 minute guided reading lesson</p> <p>-Observations from IC and classroom teacher</p> <p>-Modeling teacher and student expectations during Guided Reading</p> <p>-Co-teaching of lessons</p> <p>-Professional reading on Word Work activities and next steps</p> <p>-Teaching of reading and comprehension strategies</p>	<ul style="list-style-type: none"> <li>Modeling of guided reading lesson and teaching of reading and comprehension strategies</li> <li>Co-teaching of guided reading lesson</li> <li>Collaborative planning</li> <li>Noticing and Naming</li> <li>Thinking Aloud</li> <li>Assessment Design</li> <li>Teacher observation</li> <li>Professional reading of resources- <u>The Next Forward in Word Study and Phonics</u></li> </ul>	<ul style="list-style-type: none"> <li>Guided Reading template from Jan Richardson (Using all components of effective guided reading)</li> <li>Reading strategies taught and referred to during reading and guided reading lessons</li> <li>Using Word Study book to help assess phonics</li> </ul>	<p>Post-Assessment Data:</p> <p><b>88%</b> of students were able to read grade level texts as determined by DRA assessment in the winter of 2020.</p> <p><b>100%</b> of students were able to improve their DRA score from fall to winter.</p>

# Coaching Cycle Data

Coaching Cycle Focus: Math- Engagement			Dates of Coaching Cycle: (4-6 weeks)	
What is the student learning goal for this coaching cycle? What data is this goal based on?	What instructional practices were determined by the coach and teacher to most likely produce the desired learning goal?	What coaching practices were implemented during this coaching cycle? (bold all that apply)	As a result of the coaching cycle, what instructional practices is the teacher now using on a consistent basis?	What is the evidence that students accomplished the desired learning goal?
<p><b>Student Learning Goal:</b> <u>80%</u> of students were able to stay engaged during mini-lesson during math lesson as determined by an observation on October 19, 2021.</p> <p><b>Standard:</b></p> <p><b>Baseline Data:</b> <u>21%</u> of students were able to stay engaged during mini-lesson during math lesson as determined by the observation on October 19, 2021.</p> <p><b>Number of students:</b> <u>23</u></p>	<p>Observations from IC and classroom teacher</p> <ul style="list-style-type: none"> <li>Modeling teacher and student expectations</li> <li>Co-teaching of math lesson</li> <li>Small group activities math stations</li> <li>A designated 15 minute mini-lesson</li> </ul>	<ul style="list-style-type: none"> <li>Co-teaching with focus on engagement</li> <li>Analysis of student work and next steps</li> <li>Modeling teaching with engaging mini-lesson</li> <li>Collaborative planning</li> <li>Noticing and Naming</li> <li>Thinking Aloud</li> <li>Establish Classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>Noticing and Naming</li> <li>Think Aloud</li> <li>Collaborative Planning</li> <li>Analysis of student work and next steps</li> <li>Modeling expectations</li> <li>Short mini-lesson</li> <li>Established classroom rules</li> </ul>	<p>Post-Assessment Data:</p> <p><u>83%</u> of students were able to stay engaged during mini-lesson during math lesson as determined by an observation on November 12, 2021.</p>



# Coaching Cycle Data

What is your goal?	Our goal is to increase sustained, student engagement and investment in course through project-based learning.
What data do you currently have?	Combined average of students needing remediation per unit at 13.92% (since start of school year)
What data (measures) will you use to determine progress?	For direct, quantitative comparison, student remediation rate for unit will be compared for average of year. Qualitative data (eg. student collaboration and performance, creativity in design, etc) will also be considered.

Cumulative mean of students requiring remediation: 13.92%

Students requiring remediation for unit: 8.31%

Anecdotal highlights - lower percentage of remediation reflects greater buy in from students who were previously non-compliant and/or showed minimal effort or had chronic behavior issues.



# Coaching Cycle Data

Coach: [REDACTED]


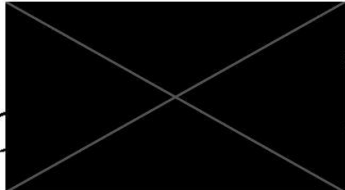
Teacher: [REDACTED]

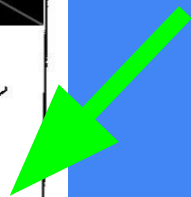
**Area of Focus:** Designing and implementing reading instruction

<b>What is the student learning goal for this coaching cycle? What data is this goal based on?</b>	<b>What is the evidence that students accomplished the desired learning goal?</b>
<p><b>Student Learning Goal:</b></p> <ol style="list-style-type: none"><li>1. Kindergarten students will improve their reading DRA score from Winter to Spring by at least one level.</li><li>2. All Kindergarten students will receive guided reading instruction within the core reading block and as a result, Spring DRA scores will improve.</li></ol> <p><b>Standard:</b></p> <p><b>Baseline Data:</b> Zero students were receiving consistent guided reading instruction using evidence based strategies as determined by schedules, classroom observations, and DRA results.</p> <p><b>Number of students:</b> <u>21</u></p>	<p><b>Post-Assessment Data:</b></p> <ul style="list-style-type: none"><li>• As of 4/25/22: 9/11 have reached DRA 4 or higher</li><li>• As of 4/25/22: 11/11 students have improved by one level or more</li><li>• 100% of Kindergarten students receive guided reading instruction within the core reading block.</li></ul>

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# Coaching Cycle Data

Teacher Name: [REDACTED]			Coach's Name: [REDACTED]	
Coaching Cycle Focus: Have Success in Math Daily			Dates of Coaching Cycle: (4-6 weeks) Sept 2021 - Feb. 2022	
What is the student learning goal for this coaching cycle? What data is this goal based on?	What instructional practices were determined by the coach and teacher to most likely produce the desired learning goal?	What coaching practices were implemented during this coaching cycle? (bold all that apply)	As a result of the coaching cycle, what instructional practices is the teacher now using on a consistent basis?	What is the evidence that students accomplished the desired learning goal?
<b>Student Learning Goal:</b> Students have success in Math Daily <b>Standard:</b> 	Project-Based Learning  Hands-On Instructional Strategies (sorts, etc.)	- Diving into Standards breaking down <small>Other: (explain)</small> - Planning Sessions - Classroom Visits - Feedback	Multiple Instructional Strategies  - More focused approach to standards	<b>Post-Assessment Data:</b>   25% increase on post exams

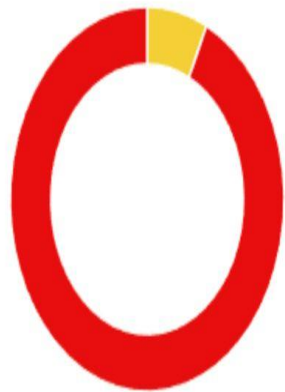


# Coaching Cycle Data

<u>Standards-Based Goal</u>	<u>Instructional Practice</u>	<u>Instructional Coaching</u>	<u>Teacher Learning</u>	<u>Student Learning</u>
What is the goal for student learning?	What instructional practices will help students reach the goal?	What coaching practices were implemented during this coaching cycle?	As a result of the coaching, what instructional practices are being used on a consistent basis?	How did student learning increase as a result of the coaching cycle?
<p>Students will... complete a project based learning within the unit that incorporates mastery learning (75% assessment score), effective communication (PBL newscast product), and community contribution (ability to design a solution to a real-world problem).</p> <p>Standard(s):  <b>MS-ESS3-3</b>  <b>MS-ESS3-4</b>  <b>MS-LS2-5</b></p> <p>Baseline Data:            7 Emerging            9 Developing            4 Meeting            1 Exceeding            24 % of students were able to demonstrate proficiency of the learning targets</p>	<p>Teacher will... Use formative assessment data to make decisions about instruction.</p> <p>Use annotation strategies to help students make a claim, find evidence, and use reasoning.</p> <p>Create/incorporate a Problem Based Learning project that will encompass multiple skills for student success.</p> <p>Create intentional student groups for inclusion and collaboration in the classroom.</p> <p>Use summative assessment data to determine the effectiveness of instructional practices.</p>	<p>Coach and teacher did... (check all that apply)</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Goal setting</li> <li><input checked="" type="checkbox"/> Creating learning targets</li> <li><input checked="" type="checkbox"/> Analysis of student work</li> <li><input checked="" type="checkbox"/> Co-teaching</li> <li><input checked="" type="checkbox"/> Collecting student evidence during the class period</li> <li><input checked="" type="checkbox"/> Collaborative planning</li> <li><input checked="" type="checkbox"/> Shared learning to build knowledge of content and pedagogy</li> <li><input checked="" type="checkbox"/> Other: facilitated PBL</li> </ul>	<p>Teacher is... Classroom management skills and holding students accountable</p> <p>Create high expectations realize that students crave structure</p>	<p>Students are... Using the Graduate Profile to guide the outcome of their learning.</p> <p>Communicating effectively through a newscast product.</p> <p>Prioritizing and managing tasks to complete work at an efficient pace.</p> <p>Finding solutions to the harmful impacts humans impose on the earth's systems</p> <p>Student Learning How did student learning increase as a result of the coaching cycle?</p> <p>Post-Assessment Data:            1 Emerging            4 Developing            13 Meeting            3 Exceeding            76 % of students were able to demonstrate proficiency</p>

# Coaching Cycle Data

Students with Scores



- Near Mastery  
1 (7.1%)
- Remediation  
13 (92.9%)

Students with Scores



- Exceeds Mast  
2 (12.5%)
- Mastery 6  
(37.5%)
- Near Mastery  
7 (43.8%)
- Remediation  
1 (6.3%)

## Coaching Log: Daily Reflection

Coach: [REDACTED]

[Co-Teach Lesson Slides](#)

SMART: 80% of 2nd graders will be proficient on their post constructed SS response.

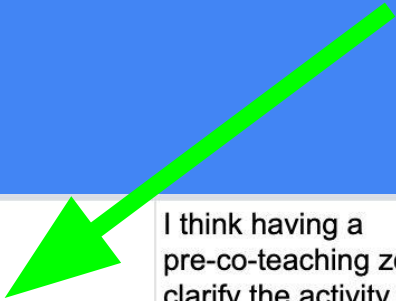
Date	Time	Topic	Activity
9-15-21	12:00-1:00	Classroom management—entry procedures	Coaching conversation
12-19-21	9:30-10:00	SS-Inquiry 2	Pre-Assessment Creation
1-13-22	9:30-10:15		All Students Novice
1-14-22	9:30-10:15		Co-Plan SS for next week  Tuesday: See, Think, Wonder posters to gauge what they know



# Teacher Feedback

	A	B	C	D	E	F	G
1	Co-Teaching Topic and/or Activity	Please rate the co-teaching session overall	The time spent pre-planning was beneficial and helped me to understand what technology was being utilized.	My students learned new and useful information during the co-teaching session.	What was most effective about this co-teaching session?	What could be done more effectively during future co-teaching sessions?	Additional comments?
2	Virtual Museum Egyptian Pharaohs	5	5	5	Pre-planning to work out perceived problems before they came up with students.	I want more time with her! Instructional coach is awesome!!!	
3	Instructional coach had a great teaching lesson for the students in learning how to hyperlink and a how to on Screencastify.	4	4	5	The ability to add new resources and tools into our students inventory.	Nothing	
4	Your Body Book	5	5	5	Instructional coach made it simple and interesting which quickly engaged the students.	If I have a better understanding of the technology.	She is VERY GOOD!!

# Teacher Feedback



5	Adobe Spark Videos	5	5	5	Being able to work together and bounce ideas off of each other. I think having both of our perspectives and ideas were helpful for the students.	I think having a pre-co-teaching zoom to clarify the activity could have been helpful. We had a misunderstanding, but it was easily overcome and potentially could have been avoided with a quick conversation to clarify the student work.	IC is awesome!!
6	bookcreator	5	5	5	You taught us how to create a book that we will be able to use for our Islam content.	Nothing!	Thank you! Your help is always so so appreciated!!
7	Flipgrid Research Presentations	5	5	5	Students were comfortable making mistakes or asking for help and trying new things	I should add better instructions	thank you

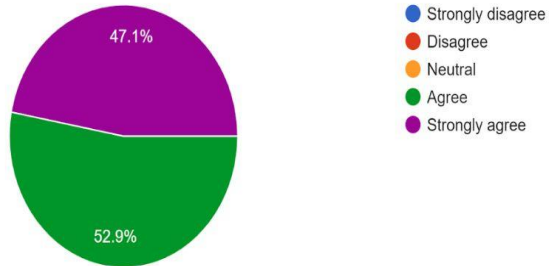
# Teacher Feedback

Timestamp	How beneficial was the information and feedback the Instructional Coach provided in your professional learning or time together?	How likely are you to participate in more coaching collaboration ?	How has this improved your instructional practice? Explain how student achievement has been affected.
5/3/2022 8:1	5	5	Student engagement has improved as a result of my collaboration with IC
4/27/2022 1	4	5	IC has provided me with several intervention practices that have improved my instruction with students. Through these intervention practices I have seen growth with my students.
4/22/2022 1	5	5	Through our book study I have begun to implement new teaching strategies that are more engaging.
4/22/2022 1	4	4	Coaching has helped my instructional practice by allowing me to ask questions and receive feedback as well as assistance/support if needed. Student achievement has been affected as evidenced by classroom behavior is more manageable (students are much more engaged in tasks/academics) and classroom relationships have improved between students and between students and teacher. Students overall are performing better, even if not at grade level, after becoming more engaged in learning.
4/22/2022 1	5	5	Planning with the coach has been very helpful in the teaching of content that is new to me (new grade level). I am also thankful for a coach that is willing to come into my classroom and give feedback and suggestions and even teach a lesson for me to observe.
4/22/2022 1	4	4	By implementing guided math groups, I am better able to gauge students learning through small group settings. I am also better able to assist students with what they need. By implementing more structured guided reading groups I am able to ensure that students are getting instruction in all parts of reading.
4/22/2022 1	5	5	She showed me the correct ways to lead a guided reading lesson.
12/13/2021	5	5	IC helps me to think outside the box. She has a wealth of knowledge and gives us ideas to increase student engagement and achievement, whether they are needing interventions or enrichments. She is always quick to offer her support and always willing to come alongside us in our planning.

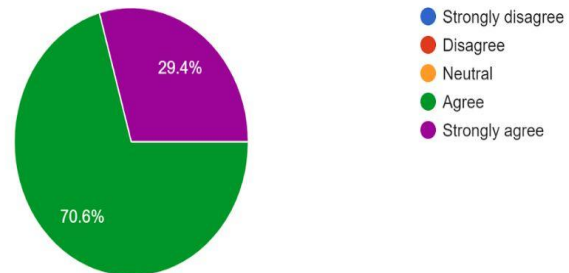


# Teacher Feedback

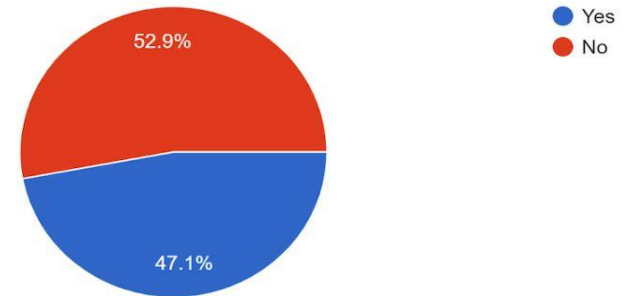
My instructional coach maintains open, two-way communication with me.



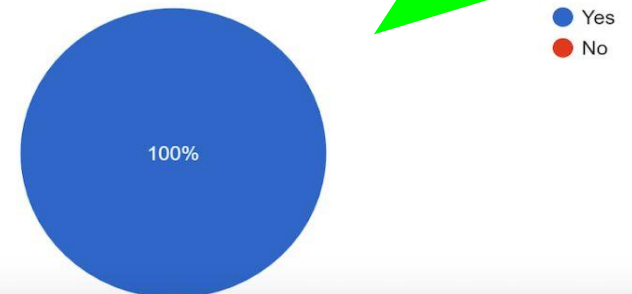
My instructional coach communicates information clearly and concisely.



Did you participate in a coaching cycle this year?

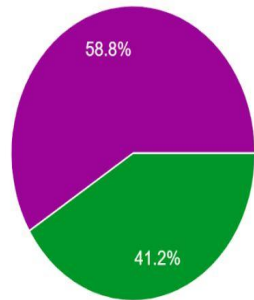


If not, would you be willing to participate next year?



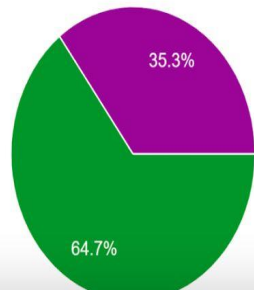
# Teacher Feedback

My instructional coach is knowledgeable about instructional strategies.



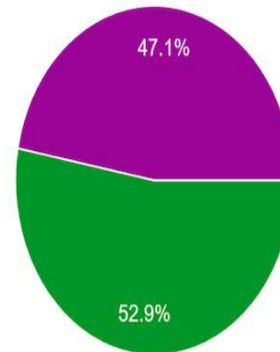
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

My instructional coach contributes positively to the improvement of school instruction.

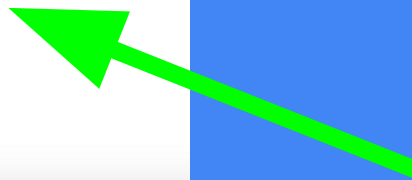


- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

My instructional coach has helped me gain knowledgeable resources for blended learning.



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree



# Teacher Feedback

A	B	C	D	E	F	G	H	I
Timestamp	I receive meaningful feedback from my instructional coach on my instruction. (conversation, emails, feedback forms, PLCs, etc.)	The feedback I receive from my instructional coach helps positively impact student achievement.	My instructional coach is knowledgeable about instructional and assessment strategies.	My instructional coach is willing to spend time with me to meet my needs.	I participate in sessions that deepen my content knowledge or develop new skills that I can immediately apply in my classroom.	My instructional coach makes me aware of the services she can provide.	My instructional coach responds to my requests for assistance in a timely manner.	My coach seeks out provides resources help meet my need
4/22/2022 11:5	5	5	5	5	5 Strongly Agree	5	5	
4/22/2022 12:5	5	5	5	5	5 Agree	5	5	
4/25/2022 7:42	4	5	4	5	5 Agree	5	4	
4/25/2022 8:27	4	4	4	4	4 Strongly Agree	4	4	
4/25/2022 13:2	4	4	4	5	5 Agree	4	5	
4/25/2022 13:4	4	5	5	5	5 Strongly Agree	5	5	

# Teacher Feedback

From: [REDACTED]

Date: Fri, Apr 22, 2022 at 10:43 PM

Subject: Re: Seedfolks unit

To: [REDACTED]

Myself and my kids really enjoyed doing Seedfolks!

I thought that it was a great way to get my students thinking about character traits and branching out their imagination. I think that personally it would have helped my students to have maybe an anchor chart with some different types of character traits and what they mean (they seemed to want to use the same ones over and over again - nice, helpful, etc.)

I loved that it kinda broke up the traditional learning that we were doing in class. I wish that we could embed some more standards in with it for even further content.

My students stories turned out WAY better than I would have ever possibly imagined. When you first told Amanda and I what we were going to be doing with it, I was really worried how my kids would perform.

Almost all my students were truly 100% engaged. I believe those that weren't engaged were those that just truly didn't understand the book/ the content being asked of them. My kiddos ADORE you and were so excited every day that you came in.

I loved getting to observe your teaching techniques, not only were you benefiting my students, but you were benefiting me as well. I learned a lot watching you with my class from expectations, content, engagement and more.

# PLC Support

SMART Goals Worksheet				
<b>School:</b> [REDACTED]				
<b>Team Members:</b> [REDACTED]				
<b>School Goal:</b> To accelerate student learning in literacy, OMES CASE projected proficiency scores will be 65%.				
Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our reality: 66% of students were <i>below</i> proficiency in reading on KPREP.	Using informational reading/integrating science into reading	Coll Team	Sept - Dec 2021	CFA
Our goal: We will have 60% of students to reach proficiency in reading CFAs.	Using alphaboxes and Frayer models to study new vocabulary in context	Coll Team	Sept - Dec 2021	CFA
<p>SMART Goal Review (November/December): Teachers are meeting daily to collaborate on plans and implementing their first PBL. Students are navigating through the Science/ELA PBL at their pace and teachers differentiate based on student needs. At the end of each day, there is a specific time devoted to vocabulary development. The latest Reading CFA had an average score of 58%.</p> <p>SMART Goal Review (January): 38.6% of students were projected proficient on CASE; 180 days of reading; adding weekly assessments on Fridays, continue alphaboxes and Frayer models due to progress;</p> <p>SMART Goal Review (April): 52.9% of students are projected proficient on CASE</p>				

# PLC Support

What does the data suggest?

- We need to talk about enrichment
- We need standards work
- We are not helping them see the value of PLC

Implications, Next steps....

- Talk about "OUR students" in PLCs
- Extension work in Math, ELA, SS (Science continue alignment work before extension talk)
- How might we include teachers who do not teach the same content in our PLC
- Standards work
- Make sure everyone knows the Purpose

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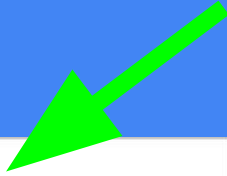
**Professional Learning Community** instead of PLC

- Remind everyone of the purpose and value
- A place to grow
- Not just a Tuesday meeting
- Data - not Show and Tell; possibly look at grade level Summit data and talk about strategies used and strategies needed.
  - Presenter and Audience become engaged in the discussion and all are gaining something from the data share.
- As a department, what skills do our students need to be successful in High school and beyond? (Successful writers, historians, scientists, mathematicians)
  - How do PLC participants grow to teach/provide the skills for our students?
  - Where do each of the teachers fit into the big picture of the department?
- Professional - To help someone grow in a positive way; safe environment



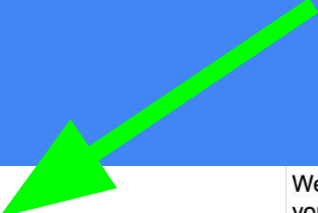


# PL Feedback



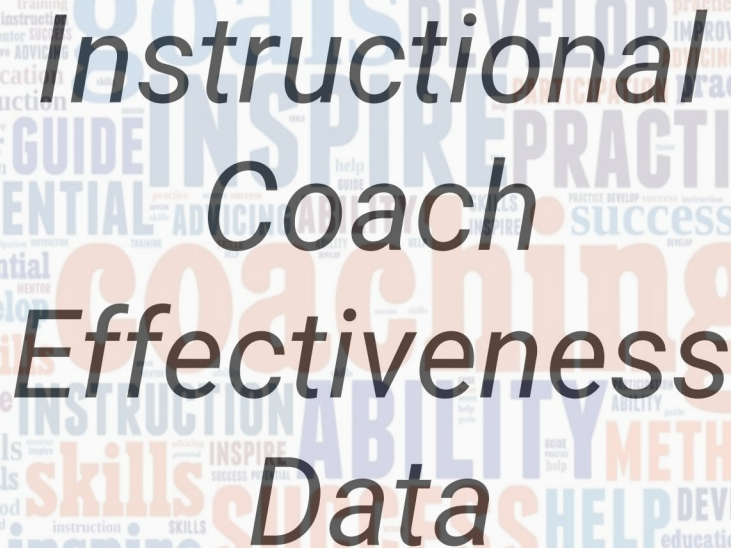
Timestamp		On-Demand Virtual Session you watched:	Overall Session Rating	Summarize two technology tools you learned more about.	Goal(s) or next steps for your classroom after viewing this session:	We would love to hear your feedback on this session. Your constructive criticism is appreciated!
4/1/2022 9:25:37		Writing and Technology	5	Story cubes and Toontastic are 2 new technologies that I learned more about. Story cubes provides the students with 9 random cubes that they can use to create a story. The cubes can be used literally or figuratively. It looks like a great guide to help those kiddos that struggle to find topics to write about or adding details to their stories. Toontastic looks great. It gives kiddos a visual about the parts a story needs (beginning, middle, end, problem, solution). This one seems great for those kiddos that struggle to write stories just using pencil, paper. Students can tell a story through a voice recording instead of typing or writing. It looks very engaging!	My students love storyjumper, especially the collaboration aspect. I think I am going to have my students collaborate by using a storyboard and then work together to create a Toontastic movie. I think that will be so engaging for them. Next, I am going to use the story cubes to help with our last unit on poetry. I'm going to model for them how the cubes can be used both literally and figuratively. We will be learning more about figurative language and I like the visual aspect that the cubes provide because it starts with something concrete that they can use to help them work towards metaphorical meanings.	One of the hardest part for me teaching online last year was teaching writing virtually. I think these are fantastic ideas for helping students use technology with their writing. I love that kiddos that struggle with reading have the voice to text option through technology. Thank you for pointing out that it's not "cheating"! I think the options provided in this PD are so helpful and engaging! Thank you so much for your hard work and diligence in searching for sites that are easy and fun to use.
4/1/2022 12:59:2		Writing and Technology	5	I had never heard of Toontastic 3D before. I think students would LOVE this app! It gives them the opportunity to be imaginative and creative and can be used by all students, even our struggling writers...I also have never thought of something so simple as creating a google form and including a picture prompt for students to respond to each day to get them engaged in writing.	I would love to include the two tools I summarized-toontastic 3D and google forms with picture prompts. I think students would really enjoy both of these and they are fun ways to get them engaged, especially at the end of the year when many are struggling with motivation.	Thank you so much for sharing so many great resources!

# PL Feedback



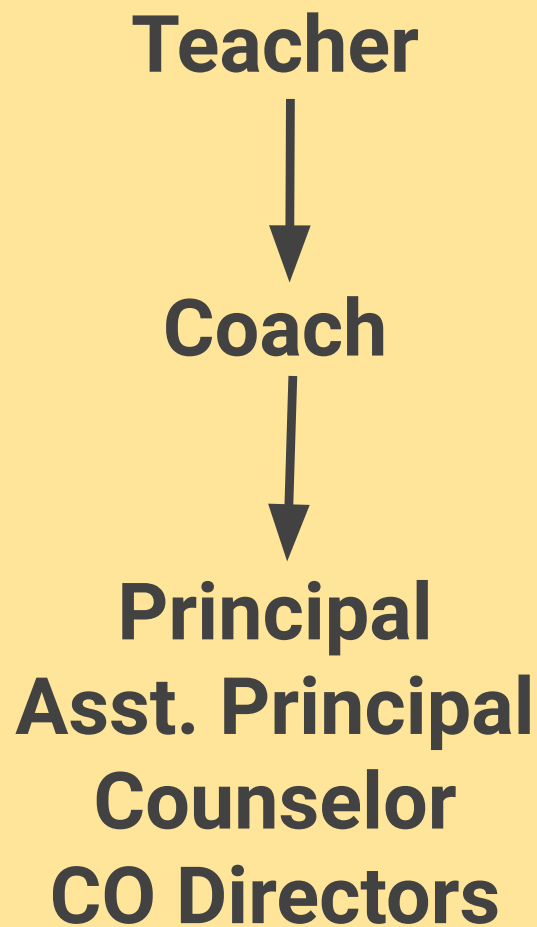
Timestamp	Your School	On-Demand Virtual Session you watched:	Overall Session Rating	Summarize two technology tools you learned more about.	Goal(s) or next steps for your classroom after viewing this session:	We would love to hear your feedback on this session. Your constructive criticism is appreciated!
3/17/2022 19:14:44		Math and Technology	5	Toy Theater seems to be very kid friendly and interactive. I played around on it and I believe my students will love it because the way it's set up it doesn't come across as doing a "learning" game. Sumdog is state standards aligned and teachers can track progress. I think students will enjoy doing Sumdog because of the extra rewards they can earn.	My goal is to allow a certain amount of minutes each week on one of these math interactive sites. Even if it's only the last 10 minutes a day while they are packing up, I believe it will benefit my students.	I enjoyed exploring the sites suggested that could benefit my students. Thank you!
3/18/2022 10:13:13		Math and Technology	5	Nearpod and Splashlearn	I am going to incorporate Math Snaps, Seesae, Nearpod, and Splashlearn to my math plans:)	This was great! Very informative.
3/18/2022 12:37:42		Math and Technology	4	Math Snaps & Math Facts Pro	I hope to use these resources next year for intervention type learning.	I loved the conversations and real experience feedback on the resources.
3/18/2022 17:49:51		Math and Technology	5	I learned about math snaps (LOVED that one). I learned about	I do not teach math myself, but my teammate does and I plan to share many of the different technology tools that were explained and share the slides presentation with her that has so many great ideas that you all shared.	I loved that you had a Google slide with all of the ideas so that we can look back at them!





# Instructional Coach Effectiveness Data

- **Coaching Cycles: 300+**
- **Avg. Student Growth: 25% to 65%**
- **Co-Teaching/Co-Planning: 500+**
- **Instructional Strategies training for Classified Staff: 32+**
- **Professional Learning Opportunities: 300+**
- **PLC Facilitator Support Meetings (Requested): 45+**
- **Teacher Year Experience Avg: 17 (Year 0-27)**



- Brooks Elem
- Bullitt East High
- Crossroads Elem
- Hebron Middle
- Lebanon Junction Elem
- Maryville Elem
- Mt. Washington Elem
- Nichols Elem
- Old Mill Elem
- Overdale Elem
- Pleasant Grove Elem
- Shepherdsville Elem
- Zoneton Middle

## DEFINING THE ROLE OF THE INSTRUCTIONAL COACH

### The Instructional Coach IS

- Individualized professional development
- The facilitator of data-based decision making
- In service to and support of teachers' needs
- Someone to model a lesson or co-teach with

### The Instructional Coach IS NOT

- Sent to "fix" teachers
- The one in charge of PLCs/team planning meetings
- The creator of lesson plans
- A substitute teacher when short staffed
- The eyes and ears of administration

