

Why Instructional Coaching

What are we trying to achieve for
students

If Teacher Quality is the largest factor for Student Learning

- “...teacher effectiveness is far more important in a student’s current and future achievement than any other non-educational factor.”

Bianchi, 2003; McCaffrey et al., 2003

Then to impact teacher quality will have a large effect on student learning.

- The effects of teachers on student achievement are both additive and cumulative with little evidence of compensatory effects
- As teacher effectiveness increases, lower achieving students are the first to benefit. The top quintile of teachers facilitate appropriate to excellent gains for students of all achievement levels.

It should be a goal to impact teacher quality.

- Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators

Teacher quality is impacted by professional development

- “Teachers and principals can improve their practice through professional learning. The professional learning of teachers is a central factor in determining the quality of teaching.”
National Staff Development Council
- Professional development focused on specific, higher-order teaching strategies increases teachers’ use of those strategies in the classroom.
US Dept. of Education

Some forms of professional development are more effective:

- On the one hand, this study adds to the body of literature (Bush, 1984; Showers, 1982, 1984) showing that most teachers will not use new teaching practices inside the classroom if the only learning opportunity available to them is a one-time in-service professional development workshop. On the other hand, the results of this study suggest that teachers will implement proven practices with a high degree of quality if skilled instructional coaches support teachers following the one-time workshop.

Knight, 2008

- This (change in instructional practice) effect is even stronger when the professional development activity is a reform type (e.g., teacher network or study group) rather than a traditional workshop or conference; provides opportunities for active learning;

US Dept. of Education

- “professional stage (educators) need personalized supports as they build upon their individual strengths and work to overcome individual challenges...should be involved in mentoring and job-embedded professional development specifically designed to achieve goals for their students and for the school as a whole. They should be engaged in individual and group reflection toward continuous improvement and growth.”

Council of Chief State School Officers -2010

The coaching model is designed to focus on these innovative, effective forms of development.

- The mission of the coaching model is to support the **continuous improvement** of curriculum, assessment, and instruction by **working together with teachers to actualize professional goals.**
- Dynamic implementation and **continuous improvement of FQL, TPA, PLC, and best teaching and learning practices;**
- **Influences teaching practices in individual classrooms;**
- **Engages/facilitates teachers around learning;**
- **Supports investment in school-based changes/development;**
- School-based and centrally managed;
- Supports vertical/horizontal communications and decisions within a school;
- **Uses in-school and cross-school collaborative team- centered approach**

- ACPS Instructional Coaching
Mission and Assumptions

Therefore, the coaching model will help develop high quality teachers and impact student learning

- “In summary, this study suggests that instructional coaching will increase the likelihood that teachers adopt new teaching practices. The results also suggest that instructional coaching will increase the likelihood that teachers will use the practices with a higher degree of quality inside the classroom when compared with teachers who do not receive coaching support following professional development.”

Jim Knight from *Studying the Impact of Instructional Coaching*