



Instructional Coaching Model at a Glance

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.

Coaching by the Numbers

For the 2010-2011 school year, 585 requests for coach support (from teachers, PLCs, departments) were logged into Sharepoint as of 1/25/2011.

- 387 elementary; 198 secondary
- Over 50% of requests lead to ongoing work with teachers
- Approximately 30% of requests relate to technology integration
- All 35 newly hired novices (2010-2011) receive weekly support from an Instructional Coach
- Requests span content areas and integrate curriculum, instruction, and assessment

How are coaches a part of the ACPS Professional Development model?

- Coaches play a central role in the ACPS professional development model, providing direct support for Strategic Goal # 3: to recruit and retain a cadre of high quality teachers.
- Instructional Coaches provide job-embedded professional development.
 - Research shows that professional development that is sustained over time has a greater impact on instructional practices than one-time events.
 - This model encourages reflective practice on the part of teachers, leading to new and innovative experiences for our students in the classroom.
- Coaching positions are on a 3-5 year rotation.
 - ACPS teachers applied for these positions in order to advance their own professional learning and support other teachers.
 - The coaching position provides a trajectory for a master teacher to remain in the Division while expanding his/her own professional capacity.
 - Coaches will return to the classroom with new skills and improved practice.
- Coaches facilitate connections between and among teachers and Division resources.
 - Coaches foster the development of a *Community of Learners*.

How are the coaches organized?

- There are 6 clusters of 24 coaches who each work in 3 schools.
- A Lead Coach works closely with coaches and principals in each of the clusters.
- Instructional Coaches are based at schools while centrally managed (by Lead Coaches).
 - FTEs for the positions are based on SOQs and do not reduce school-based staffing.
 - Model was designed to have 35 positions but is currently staffed at 24.
- Instructional Coaches meet as a large PLC every three weeks to facilitate connections across schools and levels.

How does the model integrate continuous improvement?

- Several elements in place for evaluation and monitoring of the model as it develops:
 - Ryan Quinn from UVA's Darden School works with the team on a *pro bono* basis.
 - Collects and analyzes stakeholder feedback
 - Facilitates evaluation of work in relation to Division goals
 - Collection of data (Sharepoint) allows for analysis of scope and scale of work across clusters.
 - Action Research model used by coaches develops understanding of best practices in coaching, teaching, and mentoring.

Instructional Coaches: Partners in Practice

Albemarle County's Embedded Professional Development Model

It has been said that the single biggest in-school influence on student academic growth is the quality of the teacher in the classroom. In other words, every student learns when every educator engages in continued professional growth. Whether you engage in conferences, over coursework, or with a coach, learning can come in many forms. By connecting with you within the context of your classroom, an instructional coach can be the link between knowing and doing- the partner that promotes the transfer of your ideas into practice.

What Can I Expect from a Coach?

Think of a coach as a partner in your practice -- another set of eyes and ears to support your professional learning through reflection and co-implementation of innovative practices -- both of which can be more challenging in isolation. The following list is a starting point of ideas for how your students can benefit most from coach support. Feel free to contact a [coach](#) in person or via e-mail. We are here to work with you!

Knowledge of Students

- Identify and work with you to implement strategies that engage learners.
- Collaborate to develop and analyze profiles of your students' learning style, preferences, interests, academic strengths, cultural assets, and social skills.
- Observe a student for a given time period to collect data that could be used to develop plans for helping the student be successful.

Knowledge of Content

- Locate state and division curriculum resources.
- Connect you with other teacher leaders in your school and in our division.
- Provide relevant links, books, and articles.

Safe, Effective Learning Environment

- Work with you to develop routines and procedures that facilitate learning.
- Collaborate to define and establish expectations for behavior.
- Experiment with classroom design and organization ideas.
- Identify strategies that promote active and equitable participation.
- Observe and collect data about student engagement, climate, participation, etc.

Planning, Delivery and Assessment

- Help develop and refine curriculum maps and pacing guides.
- Co-analyze student work and assessment data to help you make instructional decisions.
- Co-create lesson plans and units
- Identify ways to differentiate for students' diverse learning needs
- Support integration of technology and media.
- Observe lessons for alignment between the lesson plan and the lesson delivery.
- Co-observe other classrooms to look for instructional strategies that support your professional goals.

Collaboration and Communication

- Support effective communication with colleagues, administrators, and families.
- Rehearse communication scenarios such as parent conferences or difficult conversations with colleagues.
- Identify and connect with personnel who may be a resource to you and your students.
- Provide resources and protocols that facilitate collaborative planning, co-teaching, collaborative analysis of student work, and participation in a Professional Learning Community.
- Observe PLCs and other collaborative conversations to capture process or language that participants can analyze for trends.

Professionalism

- Co-create and help monitor professional goals.
- Clarify school and division policy and procedures.
- Provide and recommend options for professional development.