From Teacher to Coach: My Story

Tara Zuspan
First moments as a coach…
TOP 10

Critical Themes & Lessons Learned
What is an Instructional Coach?
Instructional Coach Description

The instructional coach’s primary responsibility is increase student learning.

Specific Responsibilities include:
~Increasing teachers’ understanding of content and pedagogy
~Planning deep lessons collaboratively with teams and/or individual teachers
~Co-teaching or demonstrating lesson components in teachers’ classrooms
~Observing teachers’ lessons and providing formative feedback
~Interpreting and analyzing student achievement data
~Professional development on research-based instructional practices and strategies

Adapted from LPS Math Dept., 2010
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Professional Development
Professional Development & Trainings:

2010  TEAC 836B Math Leadership Course
2011 & 2014  Jim Knight Conference @ LPS
2010-2012  Monthly Math Coach Meetings
2012  EMC: Math Coaching
2013-2014  LPS Instructional Coach Meetings
Partnering with the principal
*What are your priorities for the school year? How can I help make these happen?

*What specific job responsibilities do you want me to take on?

*Where do you think I should start?

*How and when will we communicate?

*How will I document my work? What evidence do you want?
7
Building Relationships
Laggards & Resisters
Clarifying my role to staff
Collaborative Planning:
Lesson Design
Content
Analyze Student Work
Assessments to Plan
for Instruction

What can an instructional coach do to support you?

Model,
Co-Teach,
Observe, and
Reflect

Student Engagement:
Cooperative Learning
Structures
All Student Response
Visual Models
Technology

PLCs/Data Teams:
Selecting Instructional Strategies
Share Research Articles
Data Teams Process
A Culture for Coaching
Teacher Survey

Please rate the following statements from 1 to 5 based on your comfort level regarding each item. Then, checkmark if you are interested in learning more about the topic.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all comfortable</th>
<th>Very comfortable</th>
<th>I would like to know more about this and partner with you (Check this box and we will be in contact with you soon!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like learning from modeled lessons.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>I enjoy taking risks and trying out new instructional strategies.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>I am comfortable hosting a math or reading lab in my classroom for my teammates to observe students.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>I enjoy co-planning.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>I am confident in my ability to detect students’ level of understanding and know what to do next.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>I am confident facilitating Math Talk in my classroom.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I am confident facilitating Collaborative Conversations during the reading block.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I am confident using Cooperative Learning strategies with my students.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>I am confident in my classroom management abilities:</td>
<td>1 2 3 4 5</td>
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<tr>
<td>*3:1 Ratio of Interactions</td>
<td>1 2 3 4 5</td>
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<td></td>
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<tr>
<td>*Opportunities to Respond</td>
<td>1 2 3 4 5</td>
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<tr>
<td>*90% or more Students on Task</td>
<td>1 2 3 4 5</td>
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<tr>
<td>*Disruptions &lt; four per each 10 min.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

How can I support you this year?
4
Understanding Change
CHANGE IS NEVER FINE
THEY SAY IT IS
BUT...IT'S NOT.
Collaboration & Partnerships
Jim Knight’s Partnership Principals

Dialogue
Choice
Equality
Voice

Reflection
PRAXIS
Reciprocity
Current Reality
Reading

Math

Writing

Science

Social Studies
Student Achievement
Does coaching have an impact?

2010

2011
What coaching is not...
This is what coaching is all about!