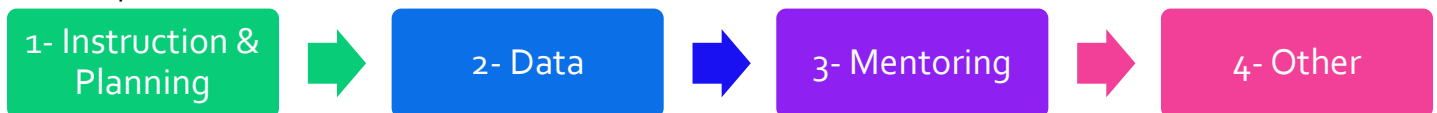


NSMS INSTRUCTIONAL COACH

DEFINITION OF THE ROLES & RESPONSIBILITIES

GUIDING PRINCIPLE: To create the conditions that help the adults in this building continually improve upon their collective capacity to ensure all students acquire the knowledge, skills, and dispositions essential to their success.

PURPOSE: To strengthen our collaborative learning culture by providing staff with the resources, training, mentoring, and support to help them successfully accomplish what they have been charged to do as it relates to their specific content area.



Collaborative Teams: Identify team norms and protocols to guide your team in working together.

Build leadership capacity among teacher leaders found from within your department. Instructional coach partners with team lead to prepare for planning meetings, and team lead facilitates the meeting.

1- Instruction & Planning: PLC #1: What is it we want our students to know and be able to do?

- Identify essential standards.
- Unwrap essential standards. Each team member is clear on the knowledge, skills, and dispositions that students will acquire as required of grade-level content.
- Department has aligned the essential learning with state and district standards and the high-stakes assessments required of our students. Plan for the common assessments of each.
- Using the backwards planning design, the department has agreed on how to best sequence the content of the course and have established pacing calendars.
- Create unit plans for instruction and assessment of standards in each unit. The team has identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction to include planning for student misconceptions.
- The team has identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
- Deliver professional development on the lesson planning template and campus non-negotiables such as the implementation of Teacher Clarity and Success Criteria.

2- Data: PLC #2: How will we know if each student has learned it?

- Instructional coach partners with team lead to prepare for data meetings. Team lead facilitates the meeting. Instructional coach attends meeting as a support.
- Analyze student assessment data and establish SMART goals to improve on the level of achievement we are working interdependently to attain.
- Create an assessment calendar to include planned time for re-teach after a common assessment.

"Schools don't need instructional leaders; they need learning leaders- leaders fixated on evidence of learning" (Dufour & Marzano, 2011).

- Together, create frequent common assessments and determine scoring agreements to clarify student proficiency.
- Coordinate department assessments using AWARE.

PLC #3 & #4: How will we respond when some student do not learn it and how will we extend learning for students who have demonstrated proficiency?

- Use common assessment results to assist each other in building on strengths and address weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels.
- Analyze data from common assessments as a team by standard or learning target to answer the following:
 1. Which instructional practices worked?
 2. Which students learned or did not learn?
 3. What are the trends in learning as shown in work?
 4. How will students reflect on their learning and set goals?
- Create a team plan to re-engage students in learning identified targets whether they need re-teach or extension to include Intervention efforts (Tier 1 and Tier 2/3 instruction).
- Spiral in essential standards with the pacing calendar.

#3- Mentoring

- Instructional coach provides training on timely, relevant instructional strategies and capitalizes on the opportunity to enroll teachers in coaching cycles.
- Model lessons for teachers in need of assistance and meet with the teacher for planning before and meeting for reflection afterwards.
- Partner with each member of your team to analyze their current reality, to set goals, identify and explain teaching strategies needed to meet goals, and provide on-going support until their goals are met.
- Schedule teacher observations and/or opportunities for peer observations that always include a reflection piece.
- On a weekly basis, check teacher lesson plans for alignment and provide areas for refinement and/or reinforcement.

#4- Other Duties as Assigned

- Lunch duty and/or AM/PM duty assignments
- Assist with standardized testing, to include but not limited to, small group, oral testing, and/or online test administrations.
- Manage digital subscriptions for your department.
- Attend all district meetings scheduled for campus coaching and/or Focus trainings.
- Stay abreast of the latest trends and best practices.