

Instructional Coaching

COMPONENT #: 7-507-322

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to develop and apply an understanding of current trends, theories, and practices in instructional coaching as a driver of increased teacher effectiveness and student achievement.

Upon successful completion of this professional development activity, the participant will be able to implement a coaching cycle incorporating formal and informal coaching and support strategies leading to improved instructional performance, including, but not limited to: setting the stage for a coaching relationship; selecting a focus for the coaching cycle; selecting appropriate data collection and display strategies; engaging in reflective discussion; setting and agreeing upon improvement targets and strategies; selecting and sharing appropriate resources to facilitate improvement; providing actionable feedback, and monitoring progress toward goal attainment.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input checked="" type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

Instructional Coaching

COMPONENT #: 7-507-322

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|---|
| <input type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Develop and apply an understanding of current trends, theories, and practices in instructional coaching as a driver of increased teacher effectiveness and student achievement.
2. Learn and understand the relationship between the district's instructional framework and the professional performance standards embedded in the performance evaluation system for instructional professionals and will learn how to facilitate this understanding for other instructional professionals.
3. Learn and understand the development, application, and interpretation of multiple strategies for observation of instructional practice, for the collection, display, and discussion of relevant data, and for provision of feedback to improve professional practice.
4. Learn, understand and apply the principles, of adult learning to the provision of job-embedded support, coaching, and learning experiences for instructional professionals.
5. Learn and understand the foundational principles of collaborative peer-to-peer coaching, including the coaching cycle, and will develop a repertoire of effective coaching strategies.
6. Learn and understand effective communication skills and how to address barriers to communication, and will learn and understand a repertoire of facilitative protocols.
7. Implement a coaching cycle incorporating formal and informal coaching and support strategies leading to improved instructional performance, including, but not limited to: setting the stage for a coaching relationship; selecting a focus for the coaching cycle; selecting appropriate data collection and display strategies; engaging in reflective discussion; setting and agreeing upon improvement targets and strategies; selecting and sharing appropriate resources to facilitate improvement; providing actionable feedback, and monitoring progress toward goal attainment.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in guided discussion and readings to develop an understanding of current trends, theories, and practices in instructional coaching as a driver of increased teacher effectiveness and student achievement (SLO 1).
2. Participate in guided discussion, whole-group and small-group activities to learn and understand the relationship between the district's instructional framework and the professional performance standards embedded in the performance evaluation system for instructional professionals and will learn how to facilitate this understanding for other instructional professionals (SLO 2).

Instructional Coaching

COMPONENT #: 7-507-322

3. Work independently and in small groups, followed by whole-group facilitated discussion to learn and understand the development, application, and interpretation of multiple strategies for observation of instructional practice, for the collection, display, and discussion of relevant data, and for provision of feedback to improve professional practice (SLO 3).
4. Participate in guided discussion, small-group, and independent activities to learn, understand and apply the principles, of adult learning to the provision of job-embedded support, coaching, and learning experiences for instructional professionals (SLO 1-7).
5. Participate in guided discussion, small-group, and guided simulation activities with feedback to learn and understand the foundational principles of collaborative peer-to-peer coaching, including the coaching cycle, and develop a repertoire of effective coaching strategies (SLO 1-7).
6. Participate in guided discussion and small-group activities and to learn and understand effective communication skills and how to address barriers to communication, and learn and understand a repertoire of facilitative protocols (SLO 1-7).
7. Participate in simulated practice activities, ,guided discussion, small-group, and independent activities to learn how to implement a coaching cycle incorporating formal and informal coaching and support strategies leading to improved instructional performance, including, but not limited to: setting the stage for a coaching relationship; selecting a focus for the coaching cycle; selecting appropriate data collection and display strategies; engaging in reflective discussion; setting and agreeing upon improvement targets and strategies; selecting and sharing appropriate resources to facilitate improvement; providing actionable feedback, and monitoring progress toward goal attainment (SLO 1-7).
8. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
9. Provide evidence (verifying that the content impacted their coaching and communication practices).
10. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
11. Develop an action research study related to the training and provide evidence of implementation.
12. Provide evidence of collaborative planning or product development related to the training.
13. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).
14. Develop and submit a portfolio, incorporating relevant artifacts, including multi-media documentation, evidencing implementation of a full coaching cycle

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches,

Instructional Coaching

COMPONENT #: 7-507-322

mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator (professional growth): Will consist of review of evidence provided by participants regarding the application of the knowledge learned into identification of the needs of instructional professionals for improving professional practice and development and implementation of a coaching plan..
2. Student learning: Will consist of evidence of implementation through documented impact on one or more measures of student achievement.
3. Organizational support and change: Will consist of evidence of implementation through documented impact on team, grade-level, school, or program instructional, practice in response to the coaching cycle.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/20/2014

Department: Office of Professional Development and Evaluation

Name of Author/Position: Ada Fernandez-Vicaria - Director