

District 96 Instructional Coach Programming



District 96 Board Committee of the Whole Meeting
April 3, 2024



Agenda

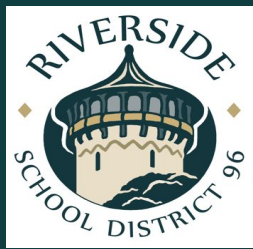
- History of Coaching in District 96
- Instructional Coaching Defined
- Purpose of Instructional Coaching
- Instructional Coaching in District 96
- Impact of Instructional Coaching
- Increasing Instructional Coaching

History of Coaching in District 96



- 1 coach in 2021-2022
 - Large lift for one person to co-teach, model, and coach about 140 certified staff members
- 2 coaches in 2022-2023
 - One with a strong understanding of K-5 but able to assist in middle school, and one with a strong understanding of 6-8 but able to assist in upper elementary
 - Personnel issue led to 1 coach from March through May; again a large lift
- 2 coaches in 2023-2024
 - Due to continued personnel issue, replaced one coach with another person strong in the same area
 - Both coaches worked with staff from October through February, when another personnel issue cause our initial coach to take a classroom position

Instructional Coaching Defined



- Job-embedded form of professional development
- Incremental, regularly scheduled professional development
- Partnership with an educator to help them with their instructional practice to positively impact student achievement
- Can be centered around developing instructional practices or meeting a student-centered established goal

Purpose of Instructional Coaching



- Coaching has the potential to change school cultures and improve student achievement.
- Coaching provides time and support for teachers to reflect, converse about, explore, and practice new ways of thinking about educating students and leading staff
- Coaching improves practice through reflective discussion about one's processes, increased organization trust, and shared decision-making
- Coaching has large positive effects on both instructional practice and student achievement

Instructional Coaching In District 96



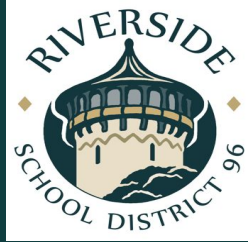
- Based on the value coaching brings to student learning
- Based on Diane Sweeny's Student Centered Coaching
 - Using student evidence to propel student and teacher learning forward
- Coaching conversations focus on student outcomes
 - Grounded in content standards
 - Goal to guide students to mastery of standards
- Coaching is completed in cycles (4-6 weeks)
- Set standards-based goals
- Unpack the standard-based goals into learning targets for students
- Co-plan with student evidence
- Co-teach using effective instructional practices
- Measure the impact on student learning and determine next steps
- Partner with school leader

Impact of Instructional Coach



- First year of comparison growth data at each grade level between teachers who collaborated with an instructional coach and those who did not
- Hard to draw a direct comparison due to various factors
- Can see very encouraging data from our teachers who were coached
- Coaching has produced growth in student outcomes

Increasing Instructional Coaching



- Stability with the program
- Grow program to 4 coaches total
 - Additional Coach in SY25; Additional Coach in SY26
- Coach Teacher Ratio
 - SY24 1:71
 - SY25 1:47
 - SY26 1:35
- Evidence Based Funding Report (2016) suggests 8 FTE
 - 1 coach per 200 students

Increasing Instructional Coaching



- Partner to assist with elementary implementation of new ELA curriculum
- Partner to plan mathematics professional learning in place of MCMC contract (Savings of \$28,600)
- Partner to assist with personalized professional learning goal from Strategic Plan

Thank you.
Questions?