



Oak Park Elementary School District 97

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To: District 97 Board of Education
Dr. Carol Kelley, Superintendent of Schools

From: Dr. Amy Warke, Chief Academic and Accountability Officer
Dr. Tawanda Lawrence, Senior Director of Curriculum, Instruction and Assessment

Re: Instructional Coaching Cycle Update

Date: December 11, 2018

Type of Report: Informational

Purpose of Report: To describe an instructional coaching cycle and provide an update on the cycles that are supporting literacy instruction at the elementary buildings.

Introduction:

District 97 provides a variety of resources that reflect our district's vision to create a **positive learning environment** for **all students** that is **equitable, inclusive**, and focused on the **whole child**.

Specifically, our Reading Units of Study (RUoS) and Writing Units of Study (WUoS) resources help contribute to our students' experiences with literacy instruction and achieve the following goals:

- **Known, nurtured, and celebrated LEARNER** - *Every student feels a sense of belonging and is meaningfully engaged in rigorous learning - with unique needs being met and strengths leveraged.*
- **Empowered and passionate SCHOLAR** - *Every student is inspired to develop their full potential - academic, physical, artistic, and emotional - in order to cultivate high-intellectual performance.*
- **Confident and persistent ACHIEVER** - *Every student has access and opportunity to learn at high levels, eliminating the predictability of learning outcomes associated with race, gender, and socioeconomic status.*
- **Creative CRITICAL THINKER & GLOBAL CITIZEN** - *Every student is meaningfully engaged in our learning environments and challenged to become a critical thinker, creative solution-seeker and contributor to the global community.*

Instructional Coaching Cycle:

Along with these resources, our District 97 teachers receive job embedded professional learning to assist with the implementation of the RUoS and WUoS resources to support differentiated student learning experiences. The District 97 Instructional Coaching team engages teachers in an instructional coaching cycle that consists of modeling a lesson, observing a lesson, collaborating around the data collected during the observation, supporting implementation around the suggestions for implementation, sustaining the implementation and reflecting on what's been learned.

Modeling a lesson-an instructional coach provides a model lesson in a teacher's classroom with the teacher's students.

Observing a lesson- an instructional coach watches a teacher teach a lesson and gathers specific feedback on components of the lesson.

Collaborating around the data- the classroom teacher and the instructional coach meet together, discuss the specific feedback, and determine a plan for implementation.

Implementing the plan- the classroom teacher implements the plan determined collaboratively by the teacher and the instructional coach.

Supporting the plan- the instructional coach uses components of coaching to provide the necessary support to help the teacher implement and sustain the implementation.

Reflecting on what's been learned- the teacher and the instructional coach meet to reflect and discuss what has been learned during this process, address any questions or concerns, and celebrate what is going well.

The district priority of strengthening literacy instruction includes the instructional coaching cycles as a measure of improving literacy instruction. These six week cycles are being carried out by our internal instructional coaches twice per trimester with 4-6 teachers per cycle. Our external coaches have been through four cycles since the beginning of the school year.