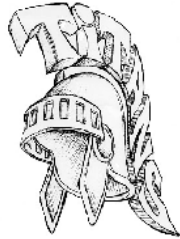


INSTRUCTIONAL COACHING

AT

FAULCONER

CHAPMAN



WHAT IT IS AND HOW IT  
WILL HELP

GOAL : TO IMPROVE

INSTRUCTIONAL PRACTICES AT

FCS

HOW MIGHT AN INSTRUCTIONAL COACH  
HELP ACHIEVE THIS GOAL???

- BACKBONE COACHING CYCLES (SEE NEXT SLIDE)
- ASSIST IN DESIGNING READING AND MATH BLOCKS

# TEACHERS PARTICIPATE IN COACHING CYCLES

- CYCLES CONSIST OF PRE-CONFERENCE, 3 OBSERVATIONS, 3 POST-CONFERENCES (WITHIN 2 WEEKS)

- CYCLES USE DANIELSON IDENTIFY COMPONENT

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>            • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b>            • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p><b>1c Setting Instructional Outcomes</b>            • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p><b>1d Demonstrating Knowledge of Resources</b>            • For classrooms • In school context knowledge • For students</p> <p><b>1e Designing Coherent Instruction</b>            • Learning activities • Instructional materials and resources • Instructional groups</p> <p><b>1f Designing Student Assessments</b>            • Congruance with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b>            • Teacher interaction with students • Student interaction with students</p> <p><b>2b Establishing a Culture for Learning</b>            • Importance of content • Expectations for learning and achievement • Student pride in work</p> <p><b>2c Managing Classroom Procedures</b>            • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b>            • Expectations • Monitoring behavior • Response to misbehavior</p> <p><b>2e Organizing Physical Space</b>            • Safety and accessibility • Arrangement of furniture and resources</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b>            • Accuracy • Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b>            • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p><b>4c Communicating with Families</b>            • About instructional programs • About individual students • Engagement of families in instructional programs</p> <p><b>4d Participating in a Professional Community</b>            • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p><b>4e Growing and Developing Professionally</b>            • Enhancement of content knowledge / pedagogical skill • Receipt of feedback from colleagues • Service to the profession</p> <p><b>4f Showing Professionalism</b>            • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b>            • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b>            • Quality of questions • Discussion techniques • Student participation</p> <p><b>3c Engaging Students in Learning</b>            • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b>            • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>            • Lesson adjustment • Response to students • Persistence</p>

# COLLECTIO

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- ASSESSMENT DATA WILL INFORM INSTRUCTION AND



- TEACHERS COMPLETING COACHING CYCLES WILL VIDEO THEMSELVES AND ANALYZE RESULTS



- STAR Assessments

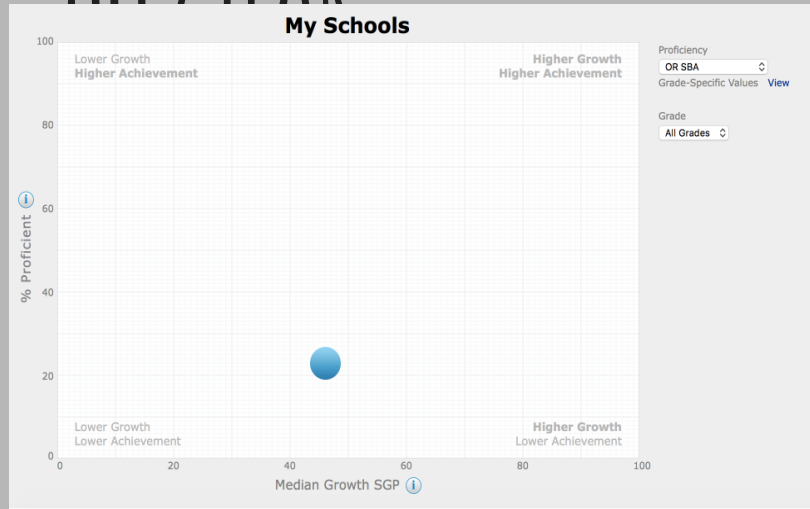


INSTRUC  
IN PLACE  
DIAGNOSE



PROGRESS MONITOR ALL STUDENTS.

# MEASURABLE GOALS FOR THIS YEAR



CURRENT STAR  
SGP FOR FALL  
2016

- RTI SYSTEM FUNCTIONING SMOOTHLY AND EFFECTIVELY
- TEACHERS VIEW COACHING AS A USEFUL TOOL TO IMPROVE PRACTICE
- STAR ASSESSMENT SCHOOL RESULTS