Instructional Coaching Manual for
Sandridge Elementary School District 172

Vision: To provide every student with the tools and skills needed to become lifelong learners and productive members of society.

Mission: Sandridge SD 172 is committed to providing a Competitive Learning Environment that empowers each scholar to Achieve by Responding to an ever-changing world.

Coaching Goals:

1. Improving Instructional Practices: Support teachers' development and implementation of effective teaching strategies, differentiated instruction, and best practices to engage students actively in their learning.

2. **Enhancing Classroom Management:** Assist teachers in creating a positive and well-managed classroom environment conducive to learning and minimizing disruptions.

3. **Differentiation and Personalization:** Support teachers in meeting the diverse needs of their students by incorporating differentiated instruction and personalized learning approaches.

4. **Data-Driven Instruction:** Focus and encourage teachers to use MAP and IAR data to inform their instructional decisions, assess student progress, and adjust teaching strategies accordingly.

5. **Integrating Technology:** Assist teachers in integrating technology effectively into their lessons to enhance student engagement and learning experiences.

6. **Supporting New Teachers:** Provide guidance and mentorship to new or less experienced teachers, helping them navigate their first professional years and grow as educators.

7. **Developing Content Knowledge:** Work with tenured/experienced teachers to deepen their understanding of the subject matter they teach and explore ways to make the content more accessible and engaging for students.

8. **Promoting Reflective Practice:** Encourage teachers to reflect on their teaching practices regularly, identify areas for growth, and develop strategic action plans to address their professional development needs.

9. **Building Collaborative Learning Communities:** Facilitate opportunities for teachers to collaborate with colleagues, share best practices, and engage in professional learning communities.

10. **Culturally Responsive Teaching:** Assist teachers in developing culturally responsive and inclusive teaching practices that consider and honor students' diverse backgrounds and experiences.

11. **Parent and Community Engagement:** Support teachers in fostering strong partnerships with parents and the local community to enhance student learning and well-being.

12. **Improving Student Outcomes:** Our goal as instructional leaders is to improve student achievement and learning outcomes through the continuous development of teachers' skills and instructional practices.

Coaching Principles:

1. **Reflective Practice:** Principals and instructional coaches engage in reflective conversations with teachers, exploring their strengths, areas for growth, and potential blind spots.

2. **Instructional Leadership:** Supporting and evaluating teachers, promoting effective teaching practices, and fostering a positive learning environment.

4. **Data-Driven Decision Making:** Instructional coaches use data effectively to make informed decisions about curriculum, instruction, and school improvement initiatives.

5. **Problem-Solving and Decision-Making:** Instructional coaches partner with professional development communities to enrich problem-solving and decision-making capabilities, address challenges and make effective choices in various situations.

6. **Time Management and Prioritization:** Instructional coaches partner with the building principal to help them manage their time effectively, prioritize tasks, and strike a balance between administrative duties and instructional leadership.

7. **Building Positive School Culture:** Instructional coaches work collaboratively with stakeholders to foster strategies to create and maintain a positive and inclusive school culture that supports the well-being of students and staff.

8. **Stakeholder Communication and Engagement:** Instructional coaches effectively communicate with teachers, parents, students, and other stakeholders, fostering open lines of communication and meaningful engagement.

9. **Professional Growth and Development:** Instructional coaches help principals identify relevant professional development opportunities and encourage a growth mindset for continuous improvement.

10. **Leading Change and Innovation:** Instructional coaches provide guidance on leading and managing change initiatives, as well as fostering a culture of innovation in the school.

11. **Conflict Resolution and Team Building:** Instructional coaches assist principals in developing skills to address conflicts, build effective teams, and foster a collaborative working environment.

12. **Sustaining Momentum and Long-Term Growth:** The coaching process aims to build the principal's capacity for sustained leadership growth, empowering them to continue their development independently beyond the coaching engagement.

Roles and responsibilities of the classroom instructor:

1. **Instruction and Lesson Planning:** Developing and delivering engaging and effective lessons that align with the curriculum and cater to student's individual learning needs. This includes creating lesson plans, selecting appropriate teaching strategies, and utilizing various resources.

2. **Classroom Management:** Establishing and maintaining a well-managed classroom environment that promotes a positive and respectful atmosphere conducive to learning. Managing student behavior and fostering a sense of discipline and responsibility among students.

3. **Assessment and Evaluation:** Assessing students' progress and understanding through various methods such as tests, quizzes, projects, and assignments and providing feedback to students and their parents or guardians on their academic performance and growth.

4. **Individualized Support:** Identifying students who may require additional assistance or have specific learning needs and providing individualized support to help them succeed academically and emotionally.

5. **Student Engagement:** Fostering student engagement and participation in the learning process by encouraging active participation, discussion, and interactive activities.

6. **Communication:** Maintaining effective communication with students, parents, and colleagues. Providing updates on student progress, sharing classroom activities, and being available for discussions or conferences.

7. **Professional Development:** Engaging in continuous professional development to stay updated with the latest educational practices, teaching methods, and subject matter knowledge.

8. **Curriculum Development:** Contributing to the development and evaluation of the curriculum to ensure it remains relevant and meets educational standards.

9. **Role Model and Mentor:** Being a positive role model for students, demonstrating professionalism, ethics, and respect. Acting as a mentor and guiding students in their personal and academic growth.

10. **Inclusive Education:** Embracing diversity and promoting an inclusive classroom environment where all students, regardless of their backgrounds, abilities, or characteristics, feel welcomed and valued.

11. **Mandated Reporting/Safeguarding:** Ensuring the safety and well-being of students within the classroom and school premises, and promptly reporting any concerns to the appropriate authorities.

12. **Collaboration:** Collaborating with other teachers, support staff, and administrators to enhance the overall educational experience and address any challenges that arise.

13. **Technology Integration:** Utilizing technology effectively in the classroom to enhance teaching and learning experiences, where appropriate.

14. **Record Keeping:** Maintaining accurate and organized records of students' academic progress, attendance, IEP's/504's, MAP/IAR data, and F & P assessments.

15. **Parent-Teacher Partnership:** Encouraging and fostering a strong partnership with parents or guardians to support students' learning and development.

Roles and responsibilities of the paraprofessional:

1. **Assisting with Instruction:** Collaborating with the classroom teacher to support the delivery of lessons and instructional activities. This may involve working with individual students or small groups to reinforce learning concepts or providing extra help to students who need additional support.

2. **Student Support:** Providing individualized attention and support to students with special learning needs or challenges. The paraprofessional shall work with students with disabilities, English language learners, or those who require behavioral or emotional support.

3. **Classroom Management:** Assisting the teacher in maintaining classroom discipline and managing student behavior. The paraprofessional shall help enforce rules, reinforce positive behavior, and redirect disruptive behavior when necessary.

4. **Supervision:** Monitoring students during various activities, such as lunchtime, recess, field trips, and other school-related events, to ensure their safety and well-being.

5. **Materials Preparation:** Assisting in the preparation of instructional materials, such as photocopying worksheets, organizing learning resources, and setting up classroom equipment.

6. **Mandated Reporter/Record Keeping:** Reporting identified concerns to the classroom teacher or building administrator. Maintaining records of student progress and behavior as directed by the teacher or school policies.

7. **Technology Support:** Assisting students and teachers in utilizing technology and educational software in the classroom.

8. **Inclusion Support:** Collaborating with the teacher to ensure the inclusion and participation of students with diverse learning needs in all classroom activities.

9. **Communication:** Facilitating communication between teachers, students, and parents or guardians, relaying information and updates as needed.

10. **Personal Care:** For students in PreK - Kindergarten, supporting specific needs, providing assistance with personal care tasks, such as feeding, toileting, or mobility support, following established protocols and guidelines.

11. **Health and Safety:** Being aware of any student health issues or allergies and following school procedures in case of emergencies.

12. **Professional Development:** Participating in training sessions and professional development opportunities to enhance their skills and stay updated on best practices.

13. **Confidentiality:** Respecting and maintaining the confidentiality of student information and sensitive matters within the classroom setting.

14. **Flexibility:** Being adaptable and willing to support the teacher in various capacities as needs arise throughout the school day.

Roles and responsibilities of the student:

1. **Active Participation:** Actively participating in class discussions, activities, and group work. Engaging with the learning material and asking questions when clarification is needed.

2. **Self-Advocacy:** Taking ownership of their learning by seeking help from teachers or classmates when facing challenges or needing additional support.

3. **Time Management:** Students in grades 3 - 8 shall manage their time effectively to complete assignments, study for exams, and balance academic responsibilities with extracurricular activities and personal commitments.

4. **Goal Setting:** Setting clear academic short-term and year-long goals and working towards achieving them.

5. **Preparation and Organization:** Students come to class prepared, bring all required materials, and organize their study materials to enhance their learning experience.

6. **Critical Thinking:** Students develop critical thinking skills to analyze and evaluate information, make informed decisions, and solve problems effectively.

7. **Respect and Collaboration:** Students respect all instructors, classmates, and school staff, and actively participate in a collaborative and supportive learning environment.

8. **Responsibility for Learning**: Students shall recognize that learning is an ongoing process and take responsibility for their own academic growth and success.

9. **Embracing Diversity:** Students shall respect and appreciate the diversity of perspectives and experiences within the classroom, promoting inclusivity, and valuing the contributions of all individuals.

10. **Ethical Behavior:** Students shall demonstrate academic integrity and ethical behavior by avoiding plagiarism, cheating, or any form of dishonesty.

11. **Feedback and Reflection:** Students should be open to feedback from teachers and peers and use it constructively to improve their learning and performance. Engaging in self-reflection to identify areas for growth and development.

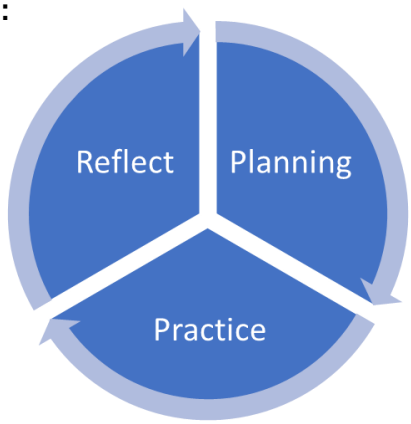
12. **Digital Citizenship:** Students shall practice responsible and ethical behavior in the use of technology and digital resources for educational purposes.

13. **Health and Well-being:** Students should recognize the importance of physical and mental well-being in the learning process and take care of themselves to perform at their best academically.

14. **Curiosity and Love of Learning:** Students should cultivate a curiosity for learning and be open to exploring new ideas and topics beyond the classroom curriculum.

15. **Resilience:** Students should develop resilience in the face of challenges or setbacks and persevere through difficulties to achieve academic success.

3 Part Instructional Coaching Cycle:



Part 1 - Planning and Pre-Conference:

The instructional coach collaborates with the teacher to set specific goals and objectives for the coaching session or a series of sessions.

- The coach and teacher discuss the teacher's needs, challenges, and areas of focus for improvement.
- We will review data, assessment results, or classroom observations to identify specific areas that require attention.
- Together, we will plan the coaching session agenda and outline the strategies or techniques that will be explored during the coaching process.

Part 2 - Instructional Practice and In-Class Support:

The instructional coach provides in-classroom support to the teacher, observing their instructional practices and interactions with students.

- The coach will take notes, collect data, and gather evidence of the teacher's strengths and areas for growth.
- The coach may model effective teaching strategies, co-teach with the teacher, or provide real-time feedback and suggestions to enhance instruction.
- The focus is to help the teacher implement the strategies discussed in the planning phase and refine their instructional techniques.

Part 3 - Reflection and Post-Conference:

The instructional coach and the teacher come together for a post-conference session.

- Together we will reflect on the teaching and learning that occurred during the coaching session.
- The teacher will share their insights, experiences, and challenges, and the coach will provide feedback, guidance, and possible next steps.
- Together, we will analyze the data and evidence collected during the in-class support and discuss progress toward the set goals.
- The post-conference allows for constructive feedback and an opportunity to adjust the instructional approach for future sessions based on the teacher's needs and student outcomes.

Instructional coaching questions for teachers:

1. What are your instructional goals for this unit/lesson, and how do you plan to assess student progress toward those goals?

2. What instructional strategies are you currently using to engage students and promote active learning in your classroom?

3. How do you differentiate instruction to meet the diverse needs of your students?

4. How do you incorporate formative assessment and student feedback to guide your instruction?

5. What challenges or obstacles are you currently facing in the classroom, and how can I support you in overcoming them?

Academic Goals for Reading and Math -

Schoolwide Reading Goals:

- Increase our reading percentage for MAP and IAR by 10%.
- Teachers will assist students in understanding their MAP and IAR data, creating personalized learning targets, and progress monitor throughout the school year.
- CC.K-12.L.R.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.K-12.L.R.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing

meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CC.K-12.R.R.2 Key Ideas and Details: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Schoolwide Math Goals:

- Increase our math percentage for MAP and IAR by 10%.
- Teachers will assist students in understanding their MAP and IAR data, creating personalized learning targets, and progress monitor throughout the school year.
- **Kindergarten** -
- Counting and Cardinality • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers.
- Operations and Algebraic Thinking • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Number and Operations in Base Ten • Work with numbers 11–19 to gain foundations for place value.
- Measurement and Data • Describe and compare measurable attributes. • Classify objects and count the number of objects in categories.
- Geometry • Identify and describe shapes. • Analyze, compare, create, and compose shapes.
- **1st grade** -
- Operations and Algebraic Thinking • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations.
- Number and Operations in Base Ten • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract.
- Measurement and Data • Measure lengths indirectly and by iterating length units. • Tell and write time. • Represent and interpret data.
- Geometry • Reason with shapes and their attributes.
- **2nd grade** -
- Operations and Algebraic Thinking • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication.
- Number and Operations in Base Ten • Understand place value. • Use place value understanding and properties of operations to add and subtract.
- Measurement and Data • Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data.
- Geometry • Reason with shapes and their attributes.
- **3rd grade -**

- Operations and Algebraic Thinking • Represent and solve problems involving multiplication and division. • Understand the properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Number and Operations in Base Ten • Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Number and Operations—Fractions • Develop an understanding of fractions as numbers.
- Measurement and Data • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Geometry • Reason with shapes and their attributes.
- **4th grade -**
- Operations and Algebraic Thinking • Use the four operations with whole numbers to solve problems. • Gain familiarity with factors and multiples. • Generate and analyze patterns.
- Number and Operations in Base Ten • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Number and Operations—Fractions • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions.
- Measurement and Data • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Represent and interpret data. • Geometric measurement: understand concepts of angles and measure angles.
- Geometry • Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
- **5th grade -**
- Operations and Algebraic Thinking • Write and interpret numerical expressions. • Analyze patterns and relationships.
- Number and Operations in Base Ten • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Number and Operations—Fractions • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Measurement and Data • Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- Geometry • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.
- **6th grade -**

- Ratios and Proportional Relationships • Understand ratio concepts and use ratio reasoning to solve problems.
- The Number System • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers.
- Expressions and Equations • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables.
- Geometry • Solve real-world and mathematical problems involving area, surface area, and volume.
- Statistics and Probability • Develop an understanding of statistical variability. • Summarize and describe distributions.
- **7th grade -**
- Ratios and Proportional Relationships • Analyze proportional relationships and use them to solve real-world and mathematical problems.
- The Number System • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Expressions and Equations • Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Geometry • Draw, construct, and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Statistics and Probability • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use, and evaluate probability models.
- **8th grade -**
- The Number System • Know that there are numbers that are not rational, and approximate them by rational numbers.
- Expressions and Equations • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations.
- Functions • Define, evaluate, and compare functions. • Use functions to model relationships between quantities.
- Geometry • Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- Statistics and Probability • Investigate patterns of association in bivariate data.

2023-2024 Instructional Coach Quartly Agenda -

Quarter 1: Building trust through support.

- Daily coaching walkthroughs.
- Grade-level data dive. How do we read the data? What does it mean internally and externally?
- Review reading and math goals based on grade level.
- Attend team meetings/PLCs
- Standards and MAP - together aligned - Google Classroom submit lesson plans
- Scaled assessed lesson plans - Standard, Reflective by data, timeliness, paraprofessional responsibilities,
- ESGI progress monitoring
- Discuss SLOs - Training BOE/EOY or by Unit
- Positive sticky note feedback. What do you need from me?
- (field trips 2 per year)

Quarter 2: Creating a plan utilizing fall MAP data.

- Daily coaching walkthroughs.
- Review reading and math goals based on grade level.
- Attend team meetings/PLCs
- Standards and MAP - together aligned - Google Classroom submit lesson plans
- Scaled assessed lesson plans - Standard, Reflective by data, timeliness, paraprofessional responsibilities,
- ESGI progress monitoring
- Discuss SLOs - Training BOE/EOY or by Unit
- Positive sticky note feedback. What do you need from me?
- Positive email feedback.
- Reflective question. Three-question Google form. What went well? What would you do differently? What do you need from me?

Quarter 3: Review first-semester growth and create a strategic plan for IAR.

- Daily coaching walkthroughs.
- Review reading and math goals based on grade level.
- Attend team meetings/PLCs
- Standards and MAP - together aligned - Google Classroom submit lesson plans
- Scaled assessed lesson plans - Standard, Reflective by data, timeliness, paraprofessional responsibilities,
- ESGI progress monitoring
- Discuss SLOs - Training BOE/EOY or by Unit
- Positive sticky note feedback. What do you need from me?
- Positive email feedback.

- Reflective question. Three-question Google form. What did you like about today that helped you prepare for IAR? What would you do differently to help prepare for IAR? What do you need from me?

Quarter 4: Reassess class vertical alignment for grade-level promotion.

- Daily coaching visits.
- Review reading and math goals based on grade level.
- Attend team meetings/PLCs
- Standards and MAP - together aligned - Google Classroom submit lesson plans
- Scaled assessed lesson plans - Standard, Reflective by data, timeliness, paraprofessional responsibilities,
- ESGI progress monitoring
- Discuss SLOs - Training BOE/EOY or by Unit
- Positive sticky note feedback. What do you need from me?
- Positive sticky feedback.
- Reflective question. What students need increased intervention/Recommendations for summer learning? What do you need from me?