



## **LRSP Status Report – June 2011**

### **1.09 HYLIT Instructional Coach SR 2011**

#### **Strategic Objective (SO):**

1.09 Instructional Coaching, Special Education, Reading Intervention, Math Intervention, Response to Intervention (RtI), Technology, Professional Learning Communities, Indian Education for All, PEAKS (Gifted) Program, Extended Day and Extended Year Programming.

**Department/School:** Hyalite Elementary School

**Leader:** Instructional Coach

**Team Members:**

Teaching Staff, Principal

**In a year, we hope to see the following progress on this strategic objective:**

Increase in instructional coaching from 86 to 92% of teachers.

#### **PROGRESS SUMMARY**

The coach models and supports standards based teaching through planning with teachers as well as teaching lessons in the classroom. Our coach spreads the Understanding by Design methodology so that teachers have gained great knowledge in terms of essential understandings and the use of assessments to drive the lessons. She has done this through evening inservices, as well as one-on-one or in-groups with teachers. She participates in collaborative planning with our grade levels and provides a myriad of resources in best practices, integrating technology and differentiation when appropriate.

She has helped our staff to review the standards as they do their planning for social studies as that is an new area which is set up in its design to do standards based teaching. The principal encourages the use of the coach noting that coaches are engaged to support continuous learning and growth for everyone from the novice to the master teacher. Our coach is a storehouse of knowledge in effective schools and she keeps the big picture in mind when coaching. The coach collaborates with the principal in planning professional development and is often a catalyst in keeping that in line with our district goals. They also collaborate in developing teacher leadership within the building. Coaching is always confidential so that if the coach wants to share what she has coached others on, she has to have permission to do so.

At our end of the year staff meeting, we shared items from coaching ensuring that staff members are aware of the professional development opportunities which coaching provides. Several teachers gave un-prompted testimonials as to what had happened to their teaching because of coaching and they stressed that the on-going nature of coaching enables professional development to be an in-action process which can have a great effect on student learning. We met our goal of increasing coaching by 6% according to the coach's data.