

# Instructional Coaching

## Powerful Teaching & Learning



The quality of instruction that a student experiences during the school day has been shown to be the strongest predictor of student achievement.



MOUNT VERNON  
SCHOOL DISTRICT

### TOP PRIORITIES: 2017 2018

**Provide** job embedded and data-informed professional learning for teachers focused on instruction and assessment, with a particular focus on those strategies that engage and inspire students in problem solving and critical thinking, through Professional Learning Communities, staff meetings, coaching, and mentoring.

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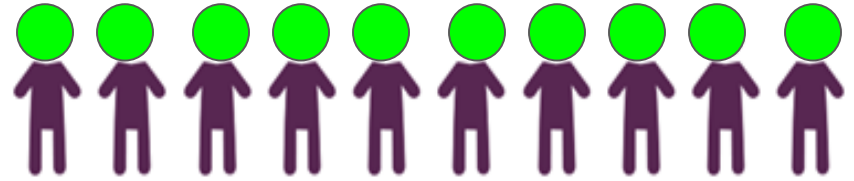
**Provide** administrative and coaching support to help teachers implement classroom assessment strategies and interventions for struggling learners.

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# 2018-2019 School Site Service Model

## K-5

- Site based
- Team of ELL Specialist/Coach and Instructional Support Specialist
- 0.5 FTE Direct services, 0.5 FTE Coaching



## Middle School

- Full release ELA & Math Coach serve both schools
- ELL Specialist/Coach at each site teach, oversee ELL program, and coach

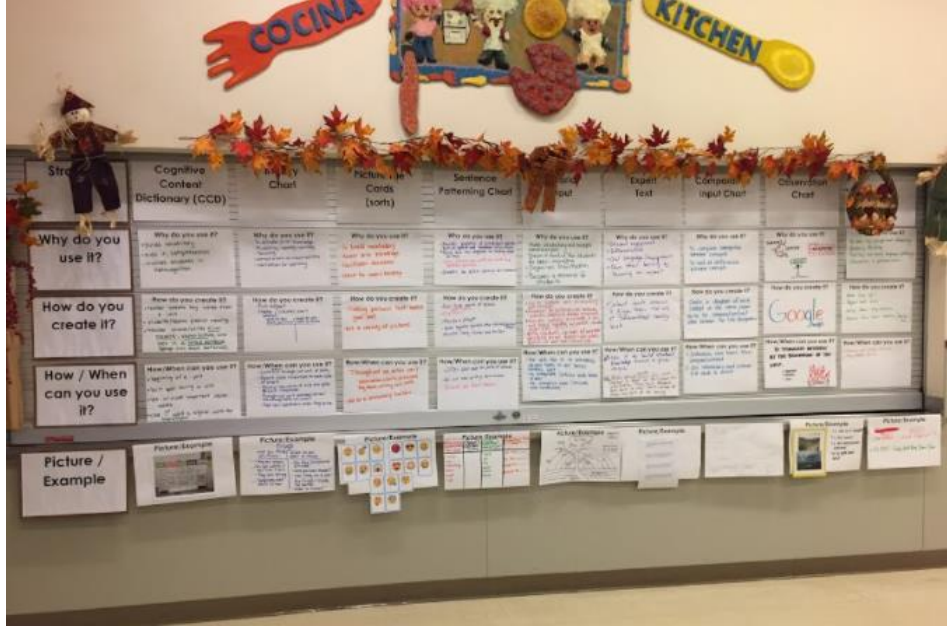


## High School

- Three coaches with backgrounds in ELA and Math; 0.5 teach, 0.5 coach

# Job-Embedded Professional Development

## Washington Elementary School



# Job-Embedded Professional Development

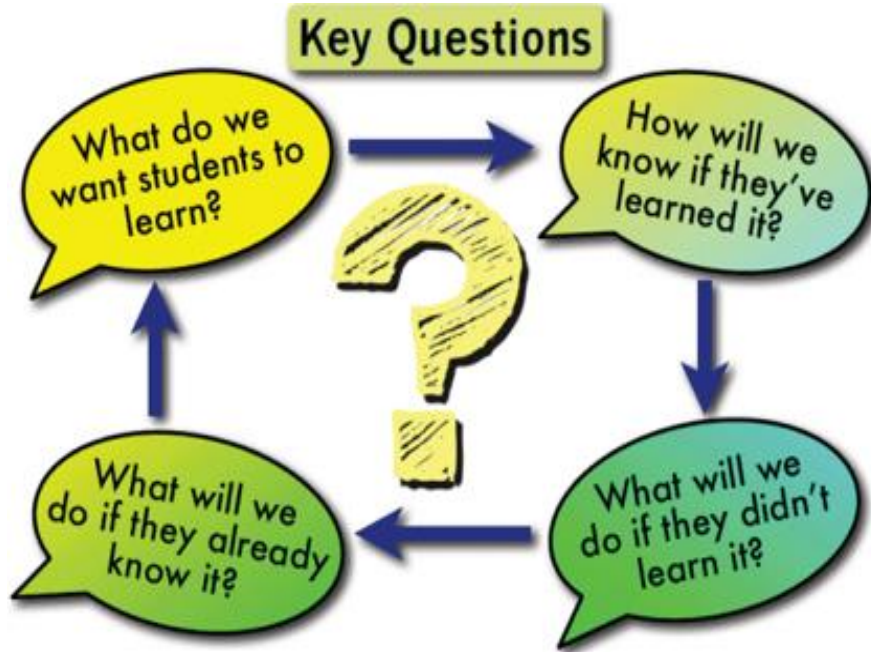
## Mount Vernon High School

Utilizing Learning  
Targets and  
Success Criteria to  
Help Students

SELF	SOCIAL
Self-Awareness	Social Awareness
Self-Management	Social Management
Self-Efficacy	Social Engagement

# Job-Embedded Professional Development

## Elementary & Middle Schools



## Middle School ELA

**Mt. Vernon School District**  
MS ELA Curriculum & Instruction

February 5th, 2016 2:30-4:30pm

*District Office 124 Lawrence Street*

**Kirsten Jensen**

**Literacy Consultant, NBCT, MIT, WWU Faculty**



**MOUNT VERNON  
SCHOOL DISTRICT**

# In depth work with teachers

Coaches build trusting, professional relationships, and teachers opt-in for 1-to-1 or targeted small group coaching

Confidential, non-evaluative, based on goals for students and teacher's area(s) of focus

Includes co-planning, modeling, co-teaching, observation/feedback, and student work analysis





# Professional Development for Coaches

Whole group, small group, and 1-to-1 opportunities

Access to targeted out-of-district and virtual professional development

Choice, collaboration, success analysis, problem solving and goal setting

Site-based coaching labs



# Targeted Feedback Cycles

Attended November workshop  
with 2 coaches and 2  
administrators

Determined to practice the work,  
reflect and grow

Piloting in schools at all levels;  
connecting quarterly to measure  
progress, calibrate and  
determine next steps

- > Using evidence from a classroom visit to provide feedback connecting teacher practice to student learning
- > Utilizing a strengths-based stance when providing feedback
- > Implementing a targeted feedback cycle with teachers
- > Practicing a replicable feedback process that supports teacher growth



# Little Mountain Targeted Feedback Cycles

- Tell us a little bit about what this cycle was like for you in your current role.
- How has the targeted feedback cycle impacted your view of coaching, instructional reflection and growth, and student learning?
- How does the targeted feedback cycle support alignment between teacher goals and building and district initiatives?
- When you participate in these cycles in the future, what do you want to keep in mind?

# Measuring Program Impact

Incorporating *coaching specific* qualitative and quantitative measures into the 2018-2019 coaching plan

Strengthening collaboration between administrators & coaches

Expanding the targeted feedback cycles to all buildings

