

Job Description: Instructional Coach

Sometimes coaches are given a list of “BIG IDEAS” for coaching. Take time to meet with your supervisors and/or a group of teachers to break down those ideas into manageable chunks. Creating Implementation Plans for your coaching duties around those big ideas will help you identify the details and develop plans for achieving the big ideas.

Example of BIG IDEAS: Professional development and coaching that all teachers must receive from the instructional coach

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| Learning and implementing the standards | Effective team communication and constructive feedback | Collaborate with peers for lesson planning |
| Learn and implement evidence based practices for reading, writing, and discussion | Learn and implement evidence based practices for intervention and enrichment | Collaborate with peers for data-based decision making |

Example: Implementation Plan to Collaborate with Peers for Data-based Decision Making

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| Begin with the end in mind. What do you want everyone to be able to do? What does it look like when it is successful for teachers and students? For the following example, L is the “end” the coach has in mind. | | | |
| Implementation Plan: Collaborate with peers for data-based decision making | | | |
| A. Coach provides PD on the WHAT and WHY of using Plan, Do, Study, Act cycles for data-based decision making | B. Coach teaches and models HOW to use PDSA cycles for data-based decision making with small group lessons | C. Coach follows up with teachers during team meetings to answer questions and listen | D. Coach provides guided practice during meetings with small groups about creating PDSA cycles |
| E. Teachers meet and work together to create 1 PDSA cycle for 1 small group | F. Teacher implements 1 PDSA cycle with 1 small group | G. Coach observes each teacher and debriefs and provides feedback to teachers and progress reports to principal | H. Team meets and debriefs about implementation and identifies next steps and support needed from coach |
| I. Coach provides modeling and guided practice on 2 nd PDSA cycle with 2 nd small group and provides feedback to principal on progress | J. Teachers continue to meet weekly and reflect on PDSA cycles until firm with 1 st and 2 nd groups and coach | K. Coach checks in with principal during meetings and follows up as needed | L. Teachers meet weekly and use PDSA cycles for data-based decision making for all small groups. Principal and coach check in monthly or more often as needed. |