

Expectation Information

Last Reviewed:

Initiative Name	Instructional Coaching
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✓	Required with a commitment that the District will support the expected implementation		
	<table><tr><td>Who is required to implement?</td><td>Instructional Coaches and Principals</td></tr></table>	Who is required to implement?	Instructional Coaches and Principals
Who is required to implement?	Instructional Coaches and Principals		
	Optional, but the District will provide support on an “as requested” basis		
	Optional, but the District will NOT provide support		

Support Personnel Name	Sara McAfee Kyle Johnson	Job Title	
Email	sara.mcafee@ironmail.org kyle.johnson@ironmail.org	Phone Number	435-586-4235

Description of the Initiative (What and Why)
<p>Teachers need a learning partner, with instructional coaches, teachers get a clear picture of how students are learning and experiencing a class and how they are teaching. Then, they set a goal that they really want to hit because they can see it will have an unmistakably positive impact on their students. Following this, they identify a strategy they will use to try and hit the goal. Finally, they adapt the goal, sometimes drop it for another goal, and keep making adjustments until they hit the goal.</p> <p>At the elementary level, Instructional Coaches also assist with a variety of administrative duties and administer assessments.</p> <p>Evidence-based practices include: formal coaching cycles, the use of data, using an instructional playbook, good communication skills and habits, leadership skills, and strong system level support.</p> <p>According to research, 60% of an IC’s time should be spent in formal coaching cycles for positive student outcomes.</p>

Links and Resources
Please request access to the ICSD IC resource file from Sara McAfee or Kyle Johnson.

Minimum Level of Expected Implementation	
This information will be updated for the 2022-2023 school year.	
Instructional Coach	Percentage of Time
Provisional Teacher Support	15%

Monthly trainings with implementation (district AND school trainings)	
First six-week blitz	
At least two coaching cycles	
Tier I Behavior/Classroom Management Support (Big 8)	
Individual Teacher Enhancement/PLC Enhancement	45%
At least ten formal 4-6 week coaching cycles	
Consult, Coach, Collaborate	
At least three formal PLC Coaching Cycles	
Tier I Behavior/Classroom Management Support (Big 8)	
Coaching of support staff (P.E., computers, art, etc.)	
District Instructional Coaching PLC Participation	20%
Attend weekly meeting	
Attend once a month consultation with district coordinator	
Attend district training for district wide initiatives, processes, and programs	
Collect data on overall coaching effectiveness and time and effort	
Administrative Support	20%
EBIS/UETS Presentation based on principal chosen standards	
Additional training/presentations to support school goals	
Informative and anonymous data gathering for principals-walkthroughs, instructional strategies, etc.	
Supporting teachers as they continue to improve in conjunction with administration	
Coordinate Acadience Math Assessment with LC	
Emergency behavior support and Safety Care	
Tier 2 mathematics, reports, etc.	
Build master schedule (+ admin/lit. coach)	
BLT Member	
Teacher/para interviews	

Reviewed By:

Lance

Sharon