

What is the purpose of a coach?





- assist teachers to IMPROVE THEIR 'GAME'
- build teacher capacity, which increases student achievement
- provide and enhance job embedded professional development for teachers

A coach is

- a collaborator
- external eyes and ears
- a resource



A coach is **NOT**

- an evaluator 
- a supervisor 
- an "expert" 
- a teaching assistant 

What Can A Coach Do For Me?

- co-plan
- model lessons
- assist in incorporating new strategies
- watch a lesson and provide feedback/debrief/reflection
- mentor
- help locate resources
- co-evaluate data for use in class and alignment to curriculum
- help a colleague to organize
- assist or present during department meetings
- organize and facilitate study groups, professional development and workshops
- participate in team lesson study



The Coaches Corner website is available at: <http://goo.gl/I8r1Q2>

The Roles of an Instructional Coach

| Role | Purpose |
|--------------------------|--|
| Resource Provider | To expand teachers' use of a variety of resources to improve instruction |
| Data Coach | To ensure that student achievement data drives instructional decisions at the classroom and school level |
| Curriculum Specialist | To ensure implementation of adopted curriculum and current standards |
| Instructional Specialist | To align instruction with curriculum and ensure that teachers implement effective, research-based instructional strategies to meet the needs of all students |
| Classroom Supporter | To increase the quality and effectiveness of classroom instruction through Before-During-After (B-D-A) coaching cycles |
| Mentor | To increase instructional skills of the novice teacher and support new schoolwide initiatives |
| Learning Facilitator | To design collaborative, job-embedded, standards-based professional learning |
| School Leader | To work collaboratively with the school's formal leadership to design, implement, and assess school change initiatives to ensure alignment and focus on intended results |
| Catalyst for Change | To create disequilibrium with the current state as an impetus to explore alternatives to current practice |
| Learner | To model continuous learning, to keep current, and to be a thought leader in the school |

From: Killion, J., & Harrison, C. (2006). *Taking the lead: New roles for teachers and school-based coaches*. Oxford, OH: National Staff Development Council.