


A spiral-bound notebook with a light green cover is shown. The notebook is open to a white page with horizontal blue lines. A red vertical line is on the left side of the page. A yellow sticky note is attached to the top left corner, and a yellow sticky note is attached to the bottom left corner. The title "Instructional Coaching Program" is written in large, bold, red letters in the center of the page. The date "Board Presentation January 12, 2023" is written in black text on the bottom sticky note.


# Instructional Coaching Program

Board  
Presentation  
January 12,  
2023



# What is Coaching?

Real-time, job-embedded,  
non-evaluative,  
goal-oriented professional  
learning



Find the  
description  
of our  
model [here.](#)

# Individual Coaching

## The Impact Cycle

Identify

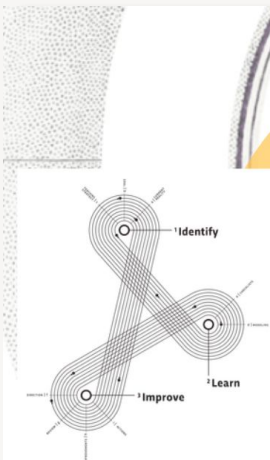
- a. the **current reality**
- b. a student-focused **goal**
- c. a high-yield **teaching strategy**

Learn

- d. **checklists** for successful strategy implementation
- e. through **modeling and co-teaching**

Improve

- f. How's our **direction**?
- g. Are we **making progress**?
- h. What **improvements** can be made?
- i. What could our next **actions** be?



- Student Centered
- Strengths Based
- Reflection Heavy
- Individualized

## Tools coaches use in this work:

- Research-based coaching cycle
- Locally validated best practices
- Student-centered, data-based goals
- Non-evaluative observation
- Modeling of instructional strategies
- Co-planning and co-teaching
- Non-judgemental feedback
- Reflection



# Supporting Whole Staff and Teams in Professional Learning



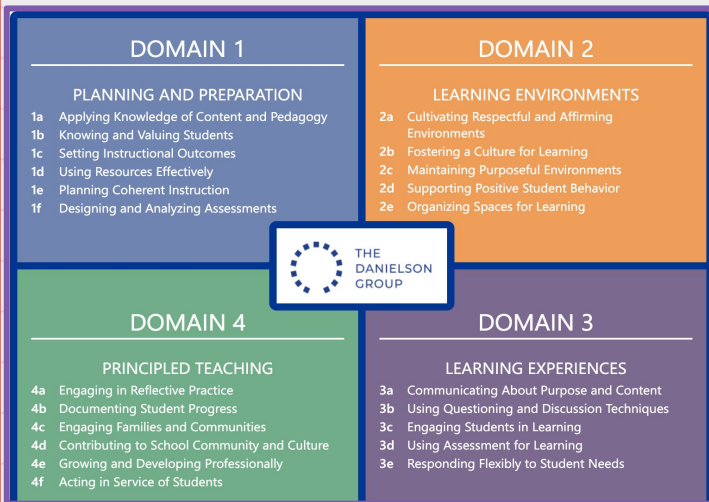
- Collaborate with administrators to design professional development
- Lead whole staff professional development
- Support the classroom application of school-wide professional development/training

➡ 95% application rate with a coach  
5% application rate without a coach

- Lead Professional Learning Communities (PLC)

# Danielson Framework

**“It is a vision of excellence as well as a set of discrete practices.”**



“

The Framework for Teaching is a common language for instructional practice that is grounded in a philosophical approach to and understanding of great teaching and the nature of learning. It is a vision of excellence as well as a set of discrete practices.

Charlotte Danielson



## DOMAIN 1

### PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- ★ 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- ★ 1f Designing and Analyzing Assessments

## DOMAIN 2

### LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning ★
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning



THE  
DANIELSON  
GROUP

## DOMAIN 4

### PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

## DOMAIN 3

### LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- ★ 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- ★ 3e Responding Flexibly to Student Needs



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# MIHS Coaching Snapshot

## Schoolwide PD

- UDL training
- Professional Learning Communities

## Opt-in PD

- Individual coaching
- Harvard UDL PLC
- Grading from the Inside Out book study
- New Hire Cohort
- Learning Walk Challenge
- Professional Learning Team

(Sept. 2021-Nov. 2022)

**93%** of teaching staff and counselors  
MIHS staff have participated in opt-in coaching opportunities

**78%** opened classrooms to coaches

**68%** pursued coaching conversations

**20%** engaged in goal-setting cycles

**40%** went on a learning walk

**30%** hosted a learning walk

**25%** participated in extracurricular PD

**100%** of MIHS departments have participated in optional coaching opportunities w/minimum 70% of dept. members participating



# Research on Coaching

# Kraft, Blazar, Hogan Meta-Analysis (2018)

*Brown and Harvard Universities*

Kraft, M.A., Blazar, D., Hogan\*, D. (2018). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588.



Our estimates of the effect of coaching on teachers' instructional practice (0.49 SD) are larger than differences in measures of instructional quality between novice and veteran teachers' (0.2 to 0.4 SD; Blazar & Kraft, 2015).

Effects (of coaching) on students' academic performance (0.18 SD) are of similar or larger magnitude than estimates of the degree to which teachers improve their ability to raise student achievement during the first five to ten years of their careers, with estimates ranging from 0.05 to 0.15 SD (Atteberry, Loeb, & Wykoff 2015; Papay & Kraft, 2015).

Effects (of coaching) on achievement are also larger than pooled estimates from causal studies of almost all other school-based interventions reviewed by Fryer (2017) including student incentives, teacher pre-service training, merit-based pay, general PD, data-driven instruction, and extended learning time. Pg. 27

# Knight and Cornett (2008)

Summarized in this [article](#).



In this experimental study the effects of instructional coaching are explored, and the effectiveness of instructional coaching at increasing the quality of instruction is tested.

A two-way contingency analysis was conducted to evaluate whether teachers were more likely to implement the new teaching routine when 1) supported by an instructional coach after attending an afterschool workshop or 2) only attending the after-school workshop. Fifty teachers were randomly selected to either:

- (a) receive instructional coach support following initial workshop for the duration of one unit, or
- (b) receive no support following the workshop

“The proportion of days the routine was used by the coaching support (group) and workshop only (group) participants were 91.5 and 36.2, respectively.”

“Teachers who were supported by instructional coaching reported that they continued to use the new teaching practices...more frequently (15 of 22) than did teachers who attended the workshop only (3 of 17).”

“Further, all of the teachers supported by coaching stated the teaching routine was helpful for their students’ learning of the content they taught. Whereas approximately half of the teachers who only attended the workshop stated the same when questioned (12 of 22).”

# Joyce and Showers (1982,1984,1985)

Summarized in this [article](#).

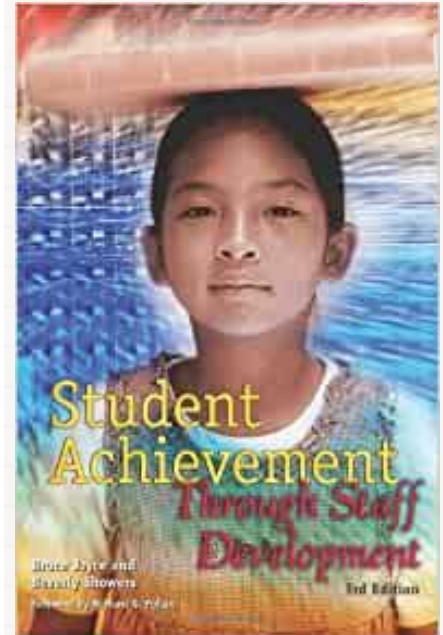


## “How Coaching Contributed to the Transfer of Training”

The authors found that coaching appeared to contribute to the transfer of training in five ways. Coached teachers:

- practiced new strategies more often and with greater skill than uncoached educators with identical initial training
- adapted the strategies more appropriately to their own goals and contexts than did uncoached teachers who tended to practice observed or demonstrated lessons
- retained and increased their skill over time – uncoached teachers did not
- were more likely to explain the new models of teaching to their students, ensuring that students understood the purpose of their strategy and the behaviours expected of them
- demonstrated a clearer understanding of the purposes and use of the new strategies. The frequent peer discussions about them, including lessons and materials design, seemed to enable them to ‘think’ with the strategies in ways which uncoached teachers never showed”

	<b>OUTCOMES</b> % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom		
<b>TRAINING COMPONENTS</b>	<b>Knowledge</b>	<b>Skill Demonstration</b>	<b>Use in the Classroom</b>
Theory and Discussion	10%	5%	0%
...+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%



Source: Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.





# **MISD Teacher Testimonials**

## Impact on Teachers Elementary Video



Coaching Impact Video - Elemen...

High Impact  
Practices  
3:00 - 5:30

Lisa Thomas, Alyssa Mitchell, Katie  
Gallagher, Heather McLyman, Kelsey  
Sims, Jon Davis, Brenna Nelson,  
Elizabeth Ohvall, Tony Ive, Zen Morrison

## Impact on Teachers Secondary Video



Coaching Impact Video - Second...

High Impact  
Practices  
2:00 - 4:30

Vicky Mann, Alex Perry, Lauren Dolby,  
Alice Larkin, Jordan Balhorn, Andrea  
Confalone, Renee De Bock, Julie Biggs,  
Taylor Gall, Chantel Torrey, Evelyn  
Jimenez, Lori Grata, Karin Shelton

# MISD Instructional Coaches

## School-based Coaches

Island Park: Joby McGowan

Lakeridge: Lisa Bienstock

Northwood: Heidi Clark

West Mercer: Angela Mitchell

Islander Middle School:  
Maria Fontana & Emily Mills

Mercer Island High School:  
Kelsey Cochran & Jamie Cooke

## Instructional Technology Coaches

K-5: Julie Hovind & Kara Millsap

6-8: Kat Kusak & Clay Laughary

9-12: Kristina Getty & Clay Laughary

Inclusion Coach K-5: Chris Cocklin-Ray

## Special Ed Coaches:

Hannah Bolivar, Hilary Galland

Instructional Coaches' Coach: Danae Burger