Rethinking Academic Coaches

Mikkel Storaasli
Assistant Superintendent for Curriculum and Instruction, Leyden (IL) High School District 212

Mary Jane Warden
Director of Innovation and Instructional Technology, Park Ridge Niles (IL) School District 64

Joanna Whitrock, Jackie Moreno and Ashley Painter
Instructional Coach and Library Media Technology Specialist, Sandburg Elementary (WI)

Amy Lamberti
Instructional Coach in Lake Forest District 67

Ken Wallace
Superintendent, Maine Township High School District 207

Marcie Faust and Svetlana Sutic, Deerfield Public Schools 109
AGENDA:

● Introductions
● Beyond drive-by coaching
● Empowering technology coaches as technology leaders
● Establishing an instructional coaching program
● Integration, Not Implementation
● Instructional Coaching review
Mikkel Storaasli:

Over 50% of faculty have voluntarily participated in formalized coaching programming
Mikkel Storaasli:

Mission: To empower teachers to become technically proficient decision-makers who are able to rely on knowledge of both intermediate and discipline-specific literacy theory to best support, engage, and challenge students.
INTEGRATION, NOT IMPLEMENTATION

JOANNA WHITROCK, ASHLEY PAINTER & JACKIE MORENO
- SANDBURG ELEMENTARY - MMSD
- Coaching shifts from an experience to a way of talking about our daily practice
- Democratizing, hierarchy-flattening effect
- Building **Relational Trust** through intentional, scaffolded collaborative work and study
- Technology makes information **accessible and transparent** for staff members
- Non-evaluative peer observation, maintaining a **culture of depersonalized professional practice**
Marcie Faust, Svetlana Sutic, Deerfield Public Schools 109:

Technology Coordinators 2000

Literacy Coaches 2008

Math Coaches 2009

Differentiation Coaches 2010

iCoach 2014
Marcie Faust, Svetlana Sutic, Deerfield Public Schools 109:

Vision
To be seen as vital partners supporting innovative teaching and learning, as recognized by the professionals we serve.
Ken Wallace

Maine 207: A Coaching Culture

Supporting Teachers to Be Their Best
District 207 Coaching Plans - Premised on PERSONALIZED Learning. Key is Continuous Support and Expectation for Growth

❖ Your coaching journey begins here...

❖ Classroom Supporter, Instructional Supporter, Learning Supporter

Theoretical Framework
Culture of Collaboration: Knowledge of Coaching

Knowledge of Coaching

1:1 Coaching

Peer Coaching
Action Research

Instructional Rounds

PD Support

(Biondo & Sourbis, 2014)
District 207 Coaching Plan Results

The following were the MOST positive aspects of the plan: - Top words

AVAILABLE COLLEAGUE CLASSROOM IMPROVE HELPFUL GOALS
HAVING GAVE ANOTHER GREAT DIFFERENT REALLY
NEEDED INSTRUCTIONAL STUDENTS MORE PEER OUT
ONE POSITIVE PLAN GETTING TEACHER TIME
WORK COACHES TALK SEE HELP UP
VERY HELPED WORKING MEET TEACHERS BEING
TEACHING BETTER GOOD SUPPORT PROCESS LEARNING
NEED IDEAS NEW FEEDBACK SOMEONE MEETING
COACH FOCUS
District 207 Coaching Plan Results

Overall, the coaching plan…

❖ Positively improved my teaching.................. 89.1 %
❖ Positively benefited my students............... 72.1 %
❖ Relevant to my practice.............................. 90.0 %

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<thead>
<tr>
<th>As a result of my coaching experience, I am interested in the following PD area</th>
<th>Top results</th>
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<tbody>
<tr>
<td>Questioning Strategies</td>
<td>168</td>
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<tr>
<td>Differentiated Instruction</td>
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<td>Behavior Strategies</td>
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<td>Formative Assessment Practice</td>
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<td>Cooperative Learning</td>
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Amy Lamberti - Lake Forest District 67

K-8 iCoach

Pedagogy is the driver,
Technology is the accelerator
And passion is the gas.
Where are you going and how fast?

Eric Patnoules M.Ed.
Coaching Program at Park Ridge-Niles School District 64

PERSONALIZED LEARNING

ENGAGE  PRACTICE  MEASURE  SUPPORT

GROWTH MINDSET
Dr. Lori Lopez  
Asst Superintendent for Student Learning

Dr. Anthony Murray  
Lincoln Middle School Principal

Shirlee Pater  
Teacher

Megan Preis  
Instructional Technology Coach

Allison Sobotka  
Instructional Technology Coach

Mary Jane Warden  
Director of Innovation & Technology

Park Ridge-Niles School District 64