

Rethinking Academic Coaches

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

Mary Jane Warden

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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:

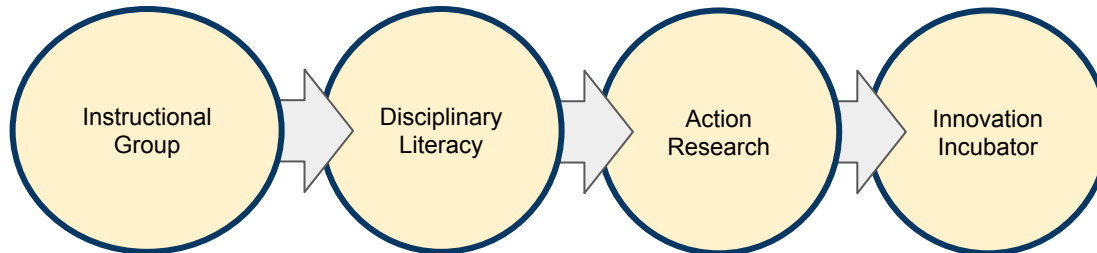
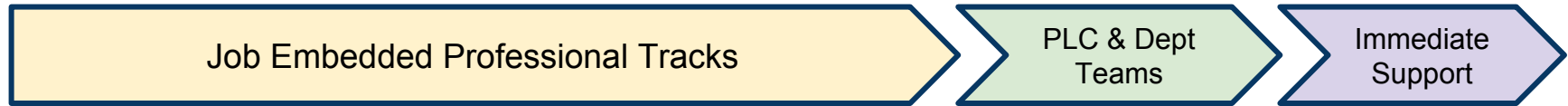


Over 50% of faculty have voluntarily participated in formalized coaching programming



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.





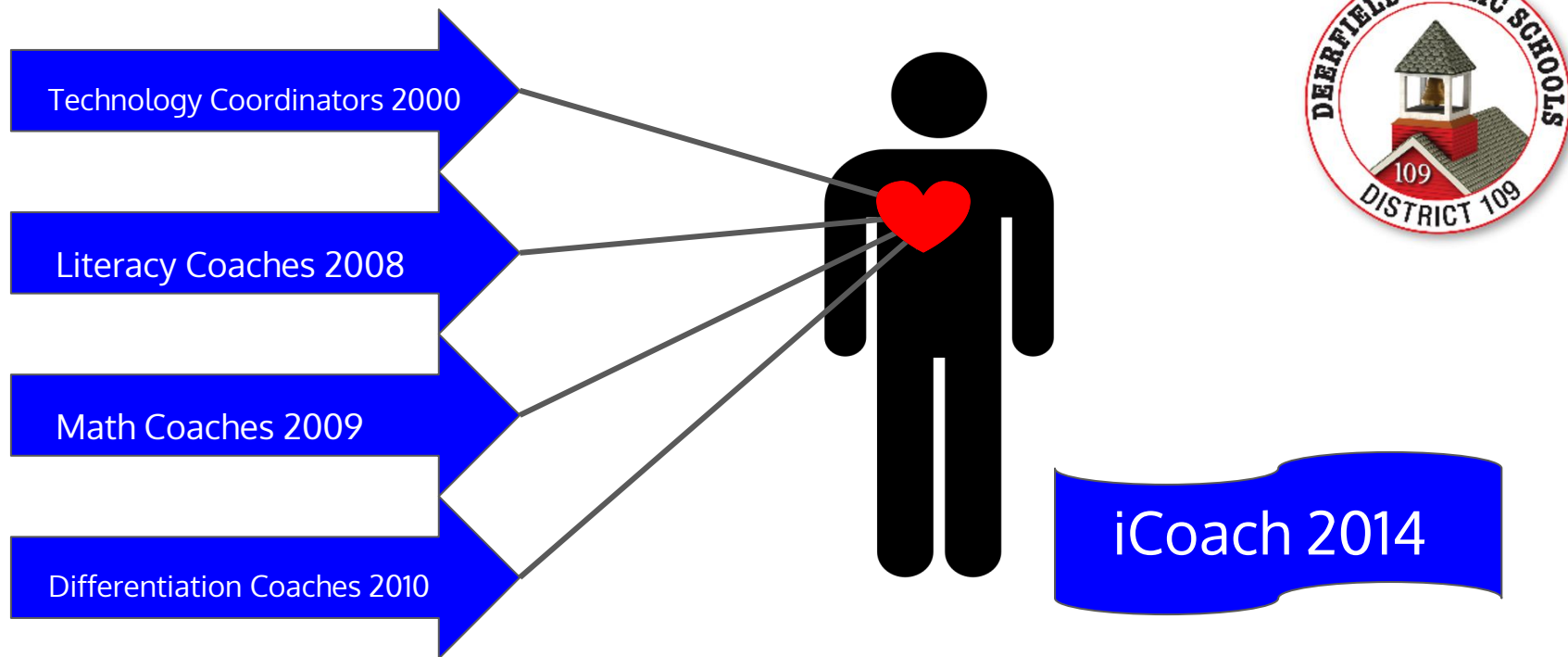
INTEGRATION, NOT IMPLEMENTATION

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:



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.

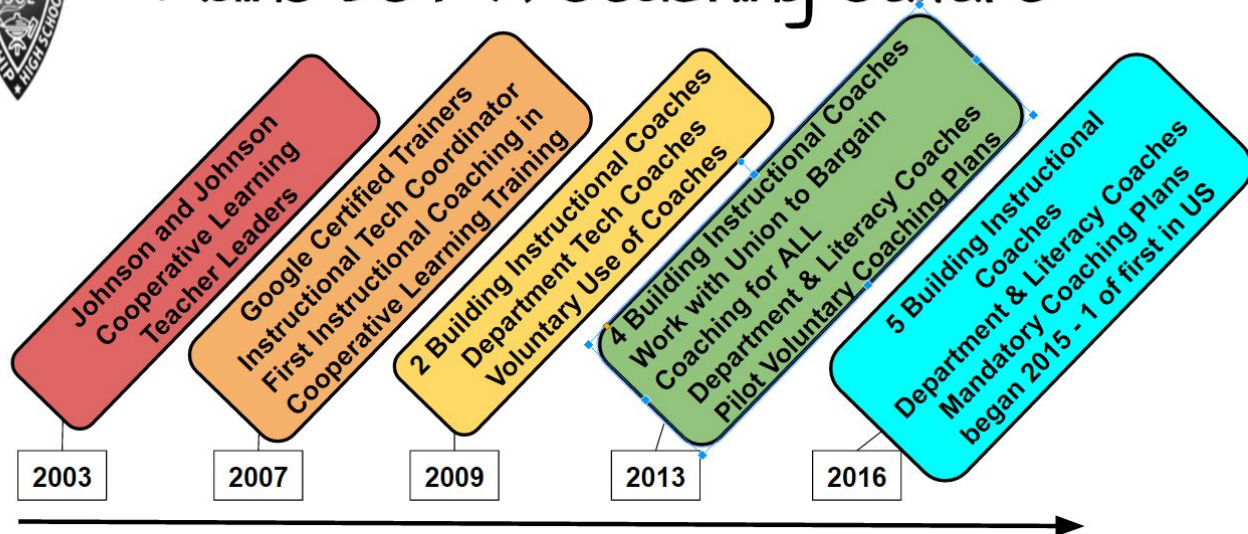


iCoach 2014

Ken Wallace



Maine 207: A Coaching Culture



Supporting Teachers to Be Their Best

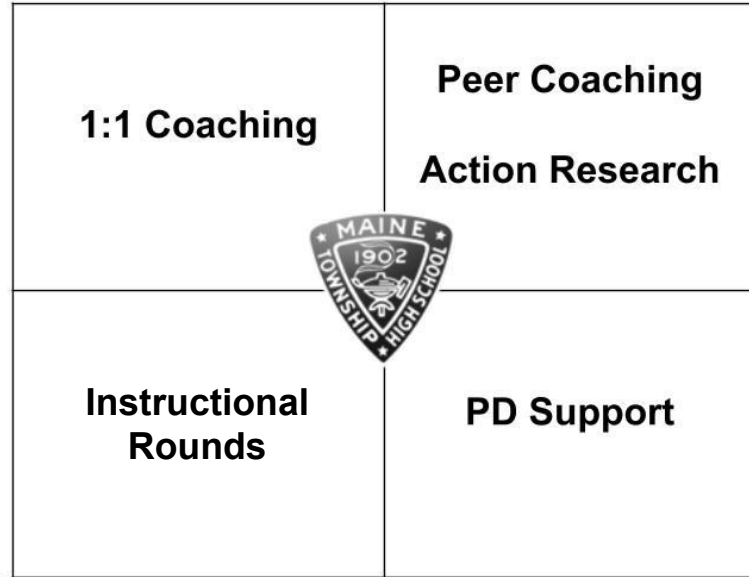


District 207 Coaching Plans - Premised on PERSONALIZED Learning. Key is Continuous Support and Expectation for Growth

- ❖ Your coaching journey begins here...
- ❖ Classroom Supporter, Instructional Supporter, Learning Supporter

Theoretical Framework Culture of Collaboration: Knowledge of Coaching

Knowledge of Coaching



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(Biondo & Sourbis, 2014)

Culture of Collaboration

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

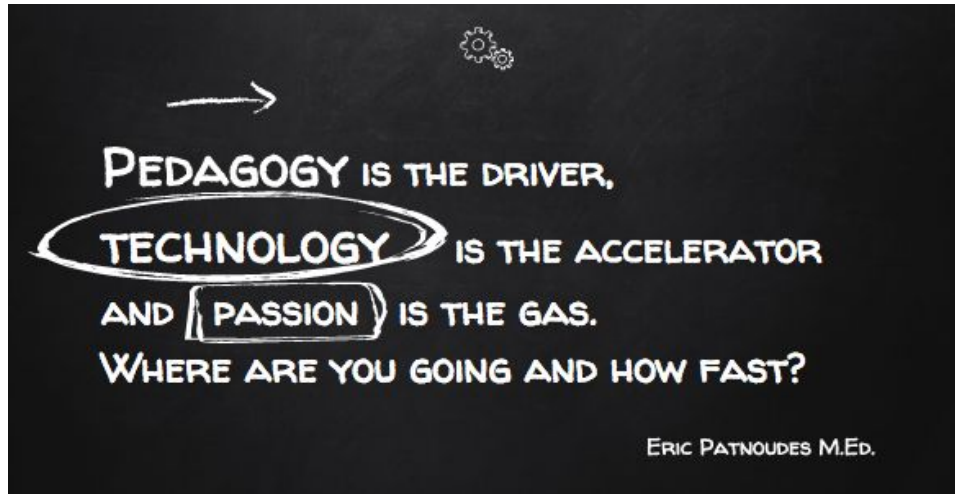
Overall, the coaching plan...

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

As a result of my coaching experience, I am interested in the following PD area	Top results
Questioning Strategies	168
Differentiated Instruction	149
Behavior Strategies	99
Formative Assessment Practice	96
Cooperative Learning	68

Amy Lamberti - Lake Forest District 67

K-8 iCoach



Coaching Program at Park Ridge-Niles School District 64





Tech & Learning Live @ Chicago
Friday May 6, 2016
#tltechlive



Dr. Lori Lopez
Asst Superintendent
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

