



CISD Instructional Coaching FAQ

1. Can an instructional coach sub occasionally?

No. An instructional coach should not serve as a classroom substitute. However, the coach can model specific instructional strategies in the classroom. In most cases, the lesson will be co-planned with the teacher and is followed by a debriefing session focused on growth of the teacher.

2. Can an instructional coach serve as an administrator?

No, the role of the coach is not evaluative. The coach does not provide any information that would be used for the teacher evaluation process. Additionally, the coach holds no power to make building decisions.

3. Can the instructional coach work with kids?

Yes, an instructional coach can work with kids while a teacher observes the lesson then follow through with a debriefing session.

A coach can work with a group of students to collect data or help understand the needs of the students in the classroom in order to support teacher understandings and strategies.

4. What can we reasonably expect of the instructional coach?

The role of an instructional coach is to increase teacher capacity to positively impact teaching and learning in the classroom and is aligned to district, building, and individual professional goals.

Coaching is a two-way relationship. The more effort put forth the greater impact on teaching and learning. In order to have the greatest impact on teaching and learning, the active involvement of both the teacher and the principal is required.

All teachers, regardless of evaluation rating, can benefit from instructional coaching.

5. What is the role of the principal(s) in a building with an instructional coach?

A school's principal is the primary instructional leader in the building. For the greatest coaching benefit, the principal should inform the staff about the role of the coach. The principal should also collaborate with the coach to establish coaching goals, monitor classroom practices to assess progress toward goals, and meet with the coach regularly to share data and determine next steps. The principal guides the work of the coach and collaborates with the coach to improve teaching and learning in the school.

6. What is the difference between a coach and a consultant?

The goal of coaching is to mediate the thinking of an individual. The goal of consulting is to determine what an individual might need and then to provide information. An instructional coach may serve as either, but coaching will be the default role.

7. What if classroom management is a roadblock?

An instructional coach can provide Tier One classroom management support. However, Tier Two and Three behaviors require a building system to be in place in order for instructional coaching to be effective.

The coach will determine a starting point for coaching based on data. If foundational skills are in place, then work begins on the building/district instructional goals. (Foundational skills: classroom management, student engagement, behavior management, lesson planning, delivery of a basic lesson)

Menu of Support Roles	
Role	Description
Cognitive Coach	The coach mediates the teacher's thinking to improve classroom practice for the benefit of students. This support will be the coach's default.
Consultant	Coach provides information or strategies based on needs of staff and students. Consulting will be followed by coaching.
Observation	Coach observes while teacher instructs. Coach collects previously agreed upon data. Soon after the lesson the coach supports the teacher's thinking with a reflecting conversation.
Demonstration/Modeling	Coach and teacher co-plan lesson. Coach models in the classroom. Teacher observes and collects previously agreed upon data. Soon after the lesson the coach supports the teacher's thinking with a reflecting conversation.
Co-Teaching	Coach and teacher co-plan lesson. Coach and teacher present the lesson together as planned. Soon after the lesson the coach supports the teacher's thinking with a reflecting conversation.
Peer co-observation	Coach and teacher observe another professional teach, watching for specific predetermined skills. Soon after the observation the coach supports the teacher's thinking with a reflecting conversation.

CISD Instructional Coaches	
WILL DO	WILL NOT DO
<ul style="list-style-type: none"> ● Act as a knowledgeable support professional. ● Work with all teachers regardless of their experience or expertise. ● Support teachers to improve on their evaluations. ● Observe instruction, model, co-teach, co-plan, and/or provide dialogue around best practices. ● Maintain individual confidentiality. ● Collaborate with the principal around instructional goals and progress. ● Support the goals of the district and building. ● Support the building with professional learning if needed. 	<ul style="list-style-type: none"> ● Substitute for a teacher or principal. ● Be a classroom aide. ● Be a magic bullet. ● Model lessons to give the teacher a break. ● Participate in teacher evaluations. ● "Spy" for administration. ● "Fix" instruction. ● Maximize success without the support of the principal. ● Act as a separate initiative from what teachers are already doing. ● Purely be a consultant to tell you what to do. ● Act as a behavior specialist.