

Teacher Coaching Overview

Why have teacher coaching?

Springboard teachers have one primary job: Drive all students toward reading growth goals. We believe that to best accomplish this job, teachers must be skilled in five key areas: Lesson Content, Lesson Delivery, Student Assessment, Classroom Management, and Collaboration with Families. Springboard Leaders – Afterschool Literacy Coaches and Site Leaders – must provide coaching support, small group coaching and 1:1 support, to help drive success. A Leader’s critical role is to implement coaching solutions to ensure all classrooms reach the finish line. It is crucial for Afterschool Literacy Coaches and Site Leaders to coach and support teachers’ growth in at least one of the five key areas to enable greater student learning.

Springboard Leaders must also provide coaching support to prepare teachers to collaborate with families, both formally and informally, to bolster reading success. Every moment our scholars spend reading with their parents during out of school time has a huge impact on their learning trajectory, not just for that day or month, but for their entire school career. Working towards closing this achievement gap involves training family members and promoting student reading at home. Whether visiting families at home or other practices such as family workshops, teachers must be prepared to work with families to support a scholar’s reading success. Thus, when Springboard Leaders give teachers the support they need to work with families, we can have an even greater impact on reading achievement.

“Regardless of whether teachers are working with coaches or in professional learning communities, teachers need to be **working with the content they teach...the presentation of knowledge should be active... modeling by the coaches [is effective] and [teachers] supporting each other** during the implementation stage can change practice and increase student achievement.” (Gulamhussein 2013)



Coaching Rationale

Coaching benefits *students* by . . .

- Maintaining a focus on **student outcomes** via goal-setting.
- Improving classroom instruction for all students.
- Ensuring students get the targeted instruction they need from their teachers and parents/guardians to improve their reading skills and abilities quickly.

Coaching benefits *teachers* by . . .

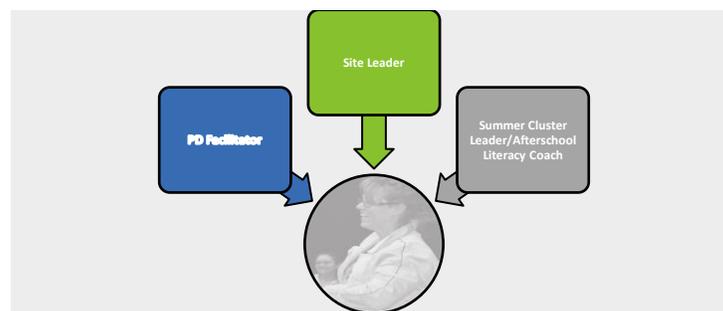
- Providing an opportunity for reflection and self-direction in professional practices.
- Developing self-awareness of strengths and weaknesses.
- Gaining additional perspectives on teaching practices and family engagement practices.
- Directing attention and resources towards teachers' self-selected areas of need.
- Differentiating coaching goals so that each teacher's particular needs are addressed.
- Providing a safe, non-threatening protocol for improvement.
- Creating a collaborative environment that limits the sense of isolation teachers often experience when struggling.

Coaching benefits *Site Leaders* by . . .

- Maximizing student reading growth across all classrooms (as a result, maximizing Site Leader bonus compensation via student action plan completion).
- Strengthening the school Springboard team.
- Providing a clear and descriptive framework to use with teachers.
- Encouraging teachers to take responsibility for their own growth.
- Building a valuable and sought-after skillset.

Teacher Support: Leadership and Coaching Structure

Springboard Leaders are committed to each teacher's success. Leaders at Springboard are committed to partnering up with each teacher to drive success collaboratively. Starting with the PD Facilitator, leaders take on roles such as providing information, leading, and coaching to support teachers. Leadership and coaching responsibilities of each Springboard Leader are shared below.



Successful Teachers are built on Strong Leaders!



Content Sharing and Coaching: Leadership Roles and Responsibilities

The **PD Facilitator** supports teachers by increasing their capacity in literacy content, knowledge and pedagogy and/or family content knowledge. They will do this primarily by sharing content and engaging leaders and teachers around content during **school-based PDs and centralized PDs** to promote deep learning.

The **Summer Cluster Leader** supports Site Leaders with their leadership and/or coaching goal through 1:1 meetings and informal/formal coaching conversations with both leaders and teachers. **Afterschool Literacy Coaches** are responsible for directly coaching teachers during **weekly PLCs and classroom visits/observations** to ensure high-quality program implementation at their site.

In the summer, the **Site Leader** serves as the site's leader, manager, coordinator, and literacy coach every day of programming. The afterschool **Site Leader**, the site's leader, manager, and coordinator, coordinates with the Literacy Coach to ensure teachers receive coaching and support. For both summer and afterschool Site Leaders, medium-touch support includes **reviewing and approving** all guided reading lesson plans and Student Action Plans. High-touch coaching support for Site Leaders include **conducting classroom visits/observations** and having coaching conversations with teachers.

All leaders prioritize the use of data – whether results from surveys, reading assessments or other school-wide data – to guide the sharing of content during PDs/PLCs and 1:1 teacher coaching.