

ISB Learning Coach

Roles and Responsibilities

The learning coach will invest the majority of time collaborating with teachers in the classroom, focused on student learning. This collaboration will involve: observing, modeling for, team-teaching with, and offering "just in time" guidance to teachers. *

General Roles and Responsibilities:

- Promote the school’s mission, vision for learning, and subject area philosophy.
- Collaborate and reflect with teachers, support staff, and other school leaders to
 - *deepen understanding of how learning is constructed,*
 - *improve effective instructional practices,*
 - *implement adopted curriculum and resources,*
 - *increase content expertise, as needed*
 - *develop data and assessment literacy for increased teacher and student learning*
- Actively participate in and contribute to a professional learning community consisting of other coaches, curriculum coordinators, and other school leaders
- Build trusting relationships that promote mutual respect and safety
- Promote the development of vertical and horizontal articulation and coherence of student learning
- Provide current and appropriate professional resources
- Build parent understanding and support of learning
- Collaboratively set on-going teacher learning goals and self-reflect on coaching impact

*	Common Elements	Teacher’s Role	Coach’s Role
Modeling	<ul style="list-style-type: none"> ▪ Pre- and post- discussion ▪ Agreed-upon foci ▪ Non-evaluative ▪ Focus on student learning 	<ul style="list-style-type: none"> ▪ Teacher collects data about foci 	<ul style="list-style-type: none"> ▪ Coach facilitates learning
Team-Teaching	<ul style="list-style-type: none"> ▪ Pre- and post- discussion ▪ Agreed-upon foci ▪ Non-evaluative ▪ Focus on student learning 	<ul style="list-style-type: none"> ▪ Teacher facilitates learning and collects data about foci 	<ul style="list-style-type: none"> ▪ Coach facilitates learning and collects data about foci
“Just in Time” Guidance	<ul style="list-style-type: none"> ▪ Pre- and post- discussion ▪ Agreed-upon foci ▪ Non-evaluative ▪ Focus on student learning 	<ul style="list-style-type: none"> ▪ Teacher facilitates learning 	<ul style="list-style-type: none"> ▪ Coach offers “on the spot” suggestions
Observing	<ul style="list-style-type: none"> ▪ Pre- and post- discussion ▪ Agreed-upon foci ▪ Non-evaluative ▪ Focus on student learning 	<ul style="list-style-type: none"> ▪ Teacher facilitates learning 	<ul style="list-style-type: none"> ▪ Coach collects data about the foci