

# GIPS Instructional Coaches Delivery Service Models

1. **CLASSROOM OBSERVATION WITH FEEDBACK** - The coach observes a teacher's lesson, with time provided during a scheduled postconference to provide feedback and engage in a learning-focused dialogue (a preconference is optional, depending on the goal).

Advance communication and planning: The teacher communicates the learning targets and content to the coach prior to the lesson.

2. **PROBLEM-SOLVING** - The coach meets with individual or groups of teachers (could include administrators) to plan instruction and/or solve specific instructional and assessment issues or problems (e.g., grouping of students, parent communication, appropriate use of performance assessments).

Advance communication and planning: A teacher or administrator contacts the assigned coach to communicate the issue or problem and to schedule a problem-solving session. The coach might suggest resources to review in advance of the problem-solving session.

3. **ANALYZE STUDENTS' WORK** - The coach facilitates the analysis of students' work with individuals or groups of teachers, and then brainstorm next steps for adjusting instruction

Advance communication and planning: Teachers bring students' work or compiled results to be reviewed.

4. **MODEL A LESSON** - The coach models a lesson for one or more teachers, with time provided after the lesson to engage in a learning-focused dialogue.

Advance communication and planning: Joint decision made on the lesson content and learning targets.

5. **COTEACH A LESSON** - A teacher and coach teach a lesson together, with time provided after the lesson to engage in a learning-focused dialogue.

Advance communication and planning: The teacher communicates the learning targets and content to the coach at least two days before the lesson.

6. **PROFESSIONAL DEVELOPMENT** - The coach provides some form of professional development (e.g., minilesson, series of training sessions) to a small or large group of teachers and/or administrators, based on a defined need.

Advance communication and planning: Principals contact the Secondary T&L Director to discuss needs and topics for PD/SIP Day sessions; principals may directly contact their assigned coach for staff meeting sessions and smaller group presentations

## Learning-Focused Dialogues

provide opportunities to analyze student and teacher performance, produce insights, and facilitate reflection and growth.