

# **Instructional Coaching in HCSD**

**April 19, 2023**

# HCSD Instructional Coaching

As teachers improve their instructional practices, their knowledge of students, and understanding of curriculum, students directly reap the benefits.

Instructional coaches support teachers in each of these areas. The impact of coaching directly benefits students.

# Presentation Overview

1. Why Coaching in HSCD: Strong Instructional Practices across all grade levels and departments.
2. Elementary Teachers working with Coaches
3. Teacher, Student and Curriculum Interaction
4. Effective Student Learning Environments
5. Beyond Direct Classroom Coaching
6. Instructional Coaching in San Mateo County
7. Instructional Coaching Moving Forward



# Why Keep Coaching in the Hillsborough City School District?

Our job as a school district is to provide the very best education to our students and this starts with strong instructional practices in all our classrooms.

Coaches in HCSD have and will continue to focus on supporting our educators to become strong instructional leaders through classroom coaching and professional learning experiences. Like students, we are all learners and need to constantly improve our own practices.

Coaches meet with teachers, both new and experienced, individually or in small groups to support teacher growth based on the identified needs of those specific teachers. This opportunity allows for teachers to focus and reflect on their own instructional practices becoming more effective educators.

Constantly improving our practice takes ongoing time and support. This is what our coaches do. They are the teachers of teachers. Professional learning is most effective when it is ongoing.

## Fiscal Impact - Money Saved

- With stronger Tier 1 Instruction, the needs for outside support services are lessened – less paraprofessionals, less time for students to receive intervention with math and reading specialists.
- New teacher training and support is now done in-house which is a cost savings from our past practice. Approximately \$20,000 per year
- Coaches attending trainings and bringing their learning back to HCSD mitigates costs involved in sending larger groups of teachers to the same training. For example, one training for elementary teachers would have cost \$75,000 if all teachers attended with sub teachers included.
- Coaches are able to train on new curriculum adoptions with savings between \$5,000 – \$8,000 per adoption.
- Elimination of Math Interventionist /Coach (\$186,000)

# Fiscal Impact - Cost to the General Fund

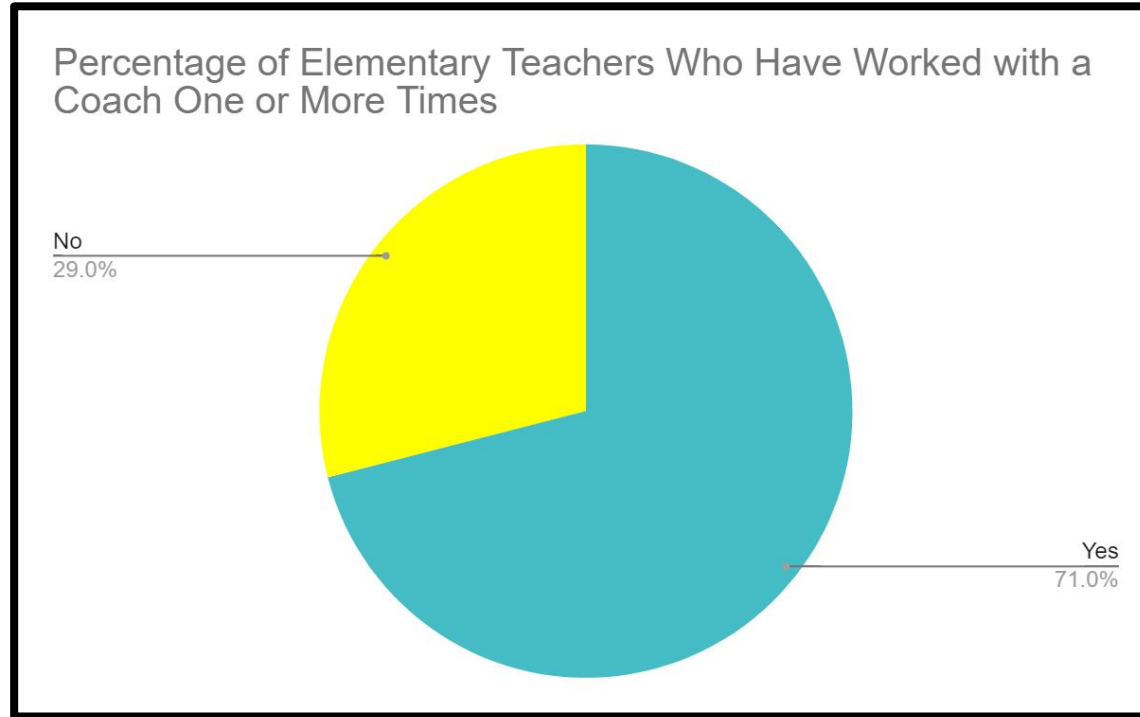
Cost of 2.3 FTE Coaches' Salary (cost is already part of the 2023-24 budget):

Approximately \$400,000 in total compensation costs for the 2023-24 school year with a savings of approximately \$100,000 in saved costs (previous slide)

Where could this money be spent rather on coaches?

- Pay for the cost of underfunded or unfunded mandates
- Add money directly back to the General Fund

# Elementary Teachers Working with Coaches

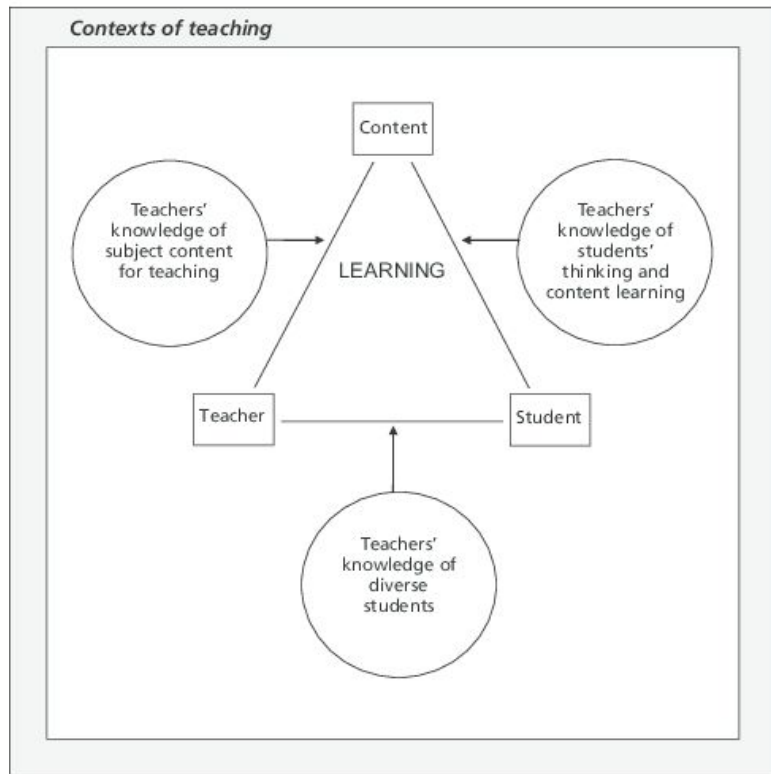


# Instructional Triangle - How Coaches Impact and Support Learning

Coaches support teachers in all of the Instructional Triangle (Little, 2006).

*The instructional triangle encompasses the dynamic, fluid, and complex interactions by which teachers help children learn challenging subject content and pursue other important intellectual and social goals.*  
(Little, p. 4, 2006)

Little, J. W. (2006). *Professional community and professional development in the learning-centered school*. National Education Association.





# Beyond Direct Classroom Coaching - Districtwide Support Programs

1. Leading New Hire Orientation and ongoing New Hire Support
2. Serving as County, District, and Site Learning Leaders
3. Providing Curriculum Implementation Training and Support
4. Providing and Receiving Professional Learning
5. Guiding the Elementary Math Intervention and Support



# 1. Leading New Hire Orientation and Ongoing New Hire Support

- Three Professional Learning days before school
- Seminars for new hires throughout the year focusing on supporting classroom instruction in HCSD
- Facilitating and debriefing veteran teacher observations
- Induction support – 4 hours monthly per induction candidate



## 2. Serving as County, District, and Site Learning Leaders

- UDL Trailblazers
- Equity and Social Studies Team
- Professional Learning Advisory Team
- Class Review Meetings
- CARE Team Meetings *upon request*
- MTSS Meetings
- HCSD PD days, Thursday afternoons
- EduClimber Training Team
- Curriculum, Instruction, and Improvement (CII) Team – SMCOE
- SMUHSD Math Consortium Team – SMCOE
- Silicon Valley Math Initiative



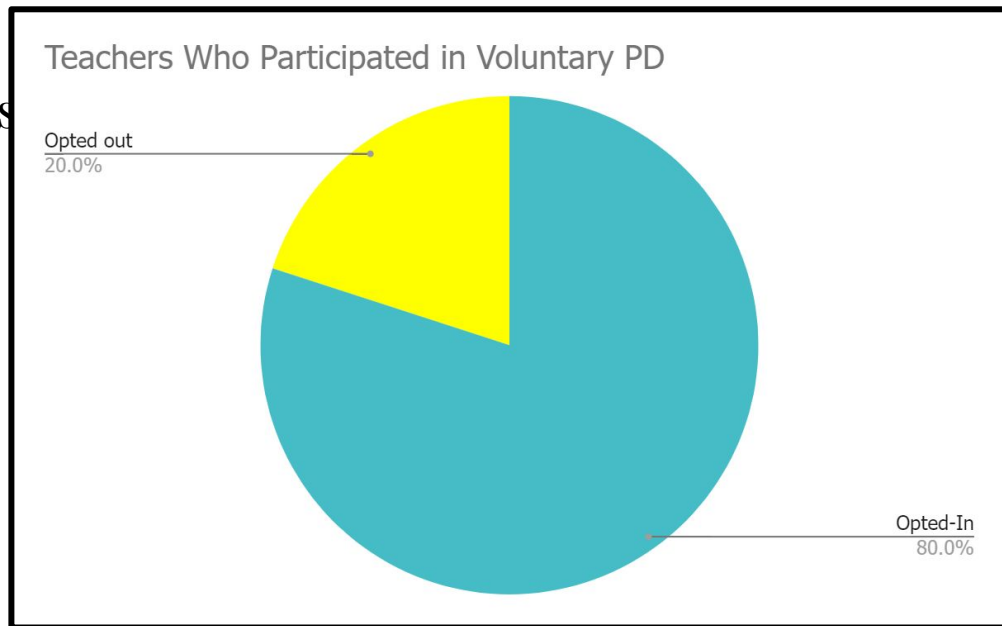
### 3. Providing Curriculum Implementation Training and Support

- Work with teachers in classrooms to train in the use of elementary ELA instructional materials
- Facilitate middle school ELA revision meetings and training teachers in ELA best practices
- Middle School Math – 6th grade – Work with teachers to improve differentiation in heterogeneous classes
- Continue vertical alignment of content with middle school science teachers
- Continue supporting teachers with elementary math programming and instruction
- Support and implement the HCSD professional learning plan focused on HCSD Goals and Initiatives (Coherence Document and LCAP)

## 4a. Professional Learning\* Provided to HCSD Educators

Based on feedback gathered from teachers, professional learning modules were focused on:

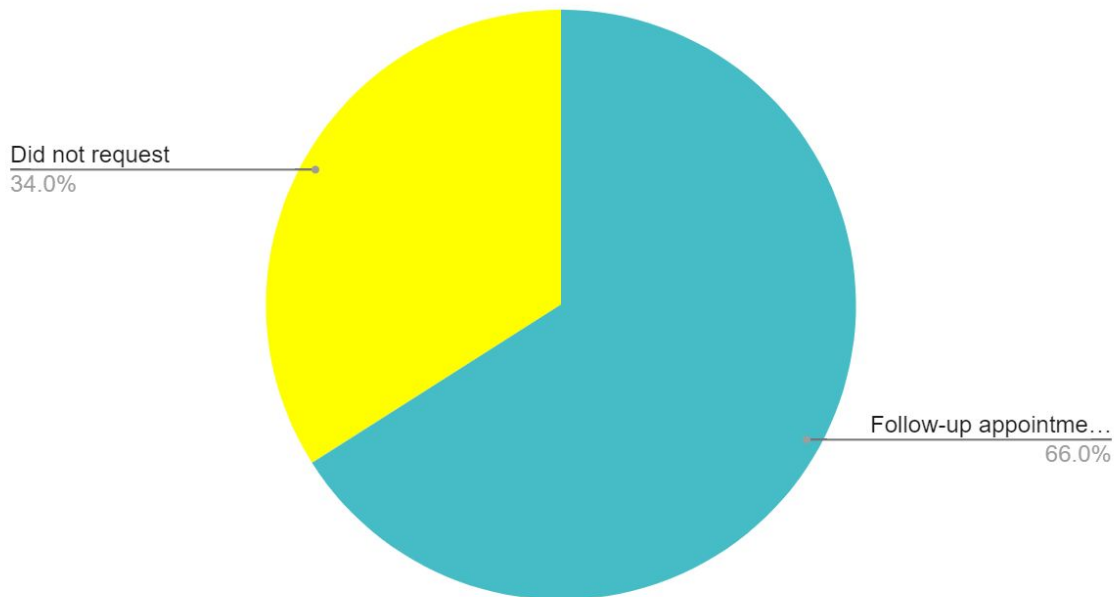
- ELA foundational skills support
- Elementary math
- Resources to support content area instruction
- Curating resources to support inclusion with month-by-month holidays, national recognitions



\*Voluntary PD took place before the start of school year and again with a session during the school year

## 4b. Elementary Professional Learning that Led to More Coaching

PD That Lead to Coaching



“When we create spaces with teachers, for teachers, in the service of improving student outcomes, we have a foundation for creating common practices.”

–Josh Parker

## 4c. Professional Learning to Expand Coaching Knowledge

- SMCOE Coaching Seminars focused on transformational coaching conversations
- Jim Knight Impact Cycle Trainings, Instructional Coaching Institute - 16 Week Course
- Elena Aguilar Coaching Webinars focused on coaching for equity
- Orton Gillingham Comprehensive and Morphology Training
- Youcubed Math Leadership Summit





## 5. Elementary Math Intervention and Support

- Supporting use of Bridges Math Intervention for small group pull-out
- Providing Professional Learning to those new to teaching math intervention
- Assessing for placement in Bridges Math Intervention
- Reviewing data on intervention with intervention teachers, site principals
- Co-teaching with 4th grade classrooms - 3x weekly
- Co-planning with 4th grade teachers

\*This role is currently a 1.0 FTE role and will not be reinstated for 2023-2024.  
Discussion about how to continue supporting math intervention is ongoing.



# Coaching Moving Forward - Plan for 2023-24

- Continue classroom coaching on implementation of UDL processes and protocols in all HCSD classrooms
- Train all HCSD educators on EduClimber (student data systems) and implement a plan of usage
- Facilitate coaching of classroom teaching after professional learning (such a new curriculum adoptions)
- Train new staff on HCSD professional expectations
- Create professional learning modules based on the identified needs of teachers - new curriculum adoptions at elementary sites and Crocker
- Teach inclusive classroom practices that engage neurodiverse students with a focus on differentiation
- Plan and deliver professional learning on early release Thursdays and districtwide Professional Learning Days

