# The Role of the K–3 Instructional Coach

K–3 Instructional Coaches provide and maintain high levels of quality by helping and supporting Kindergarten through Grade 3 teachers and provide developmentally appropriate professional development and resources using the reflective coaching cycle. The instructional coach's main role is to visit classrooms daily and coach teachers through modeled and collaborative lessons and provide feedback and research-based best practices. On-going coaching provides consistent professional development for K–3 teachers, to support district, school and/or individual goals and to help bring growth in the teaching and learning process.

## Role and Responsibilities of the K–3 Instructional Coach

An instructional coach plays a crucial role in supporting teachers and improving classroom instruction. Here are some key functions and responsibilities of an instructional coach:

* Supportive teachers and provide constructive feedback.
* Give direct instruction to students primarily when demonstrating for teachers.
* Support teachers in their instructional decision making when collecting and analyzing school and student data.
* Spend a great amount of time working directly with teachers in individual and small-group settings.
* Work with teachers mostly in response to teachers’ needs and goals and concerns based upon student data.
* Offer professional growth through the reflective coaching cycle.
* Help others understand and implement district/school wide goals.
* Attend regularly scheduled Professional Learning Community (PLC’s) or data team meetings.
* Provide high-quality, developmentally appropriate, professional development to teachers.
* Mentor new staff members (Not only new to the building, but also those teaching a new grade level this year or returning from a leave of absence).
* Foster others to accept change and be agents of change in their classroom, school, and district.

A reflective coaching cycle is a process where a coach and an educator collaborate to enhance teaching practices. Coaches and teachers may visit all the steps, only some of the steps, or repeat steps depending on individual needs and goals.

## Coaching Method-Reflective Coaching Model

|  |  |
| --- | --- |
| **Visit** | Look at what is happening in the classroom (instruction and environment). |
| **Pre-conference** | Could be a discussion of needs, questions, or planning for a lesson based on student data. |
| **Demonstration Lesson** | The coach is modeling, and the teacher is watching while filling out a lesson viewing sheet. |
| **Post-conference** | Meeting to discuss lessons, ask questions, and make self-reflections. |
| **Co-teaching/Collaborative Lesson** | The teacher and coach will conduct a lesson together after planning together |
| **Follow-up** | Might be a visit, book study, professional development, video, or additional planning, modeling, and co-teaching of lessons. |

**Division of Early Childhood Services, Office of K–3 Education**