# What a K–3 Instructional Coach Does and Does Not Do

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| **K–3 Instructional Coaches Do** | **K–3 Instructional Coaches Do Not**  |
| Support teachers, although support for others may also take place. | Primarily support students. |
| Provide direct instruction to students primarily when demonstrating for teachers. | Frequently provide direct instruction to students daily. |
| Provide an evaluation of students primarily to demonstrate for teachers or to support teachers to analyze student data to plan next steps for instruction. | Provide an evaluation of students for a variety of reasons, including curriculum monitoring, student diagnosis, and monitoring teacher and school effectiveness. |
| Spend a great amount of time working directly with teachers in individual and small-group meetings.  | Spend the greatest amount of time working directly with students. |
| Work with teachers mostly in response to teachers’ needs, concerns, and district/school/individual goals.  | Work with teachers in response to working with struggling students. |
| Provide professional development for teachers and provides strategies for developmentally appropriate practices. | Work with teachers to "fix" teachers, but rather to support their continuous growth and development.  |
| Work with administrators to help them understand the role of an Instructional Coach. | Work with assigned staff based on classroom evaluations. |
| Provide differentiated professional development based on the needs of the staff and individual needs and goals.  | Have a one-size-fits-all solution for professional development. |

Adapted from Wolpert-Gawron, H. (2016). *T*he many roles of an instructional coach*. Educational Leadership, 73*(9).

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