



Brookfield Public Schools
Office of Assistant Superintendent



TO: Board of Education Members
FROM: Dr. Anna Mahon, Assistant Superintendent
CC: Dr. John Barile, Superintendent
Mr. Ken Post, Director of Business and Operations
DATE: January 3, 2023
RE: Update on Instructional Coaching Model

Overview: Brookfield Public Schools embraced an instructional coaching model starting in the school year 2021-2022 in order to support teachers as they transitioned to post-pandemic teaching and address the significant learning loss in students as a result of the pandemic. The instructional coaching model creates a bridge between the previous and upcoming Strategic Plans.

Based largely on the work of Jim Knight and [the Instructional Coaching Group](#), while also personalizing their roles to their focus area of content, BPS Instructional Coaches are an integral part of the supporting systems of the District. They are responsible for a vast array of curricular, instructional, and assessment components in grades kindergarten through 8th grade aligned to current strategic planning (4Cs, professional learning, enhancing our digital environment).

- They help with sensemaking of written curriculum and standards and support teachers in creating engaging lesson plans and highly-effective instructional methods.
- They organize schoolwide diagnostic and standardized assessments and provide ongoing, embedded professional learning in a variety of areas, including student data, and intervention plans.
- They introduce and support the integration of new programs and instructional approaches into classroom experiences for students.

History of Funding: There are 7 instructional coaches in the following areas: K-4 ELA, K-4 math, K-8 social studies, K-8 science, 5-8 ELA, 5-8 math, K-12 technology integration.

- Four of the coaching positions (all ELA and math) were previously allocated as content area specialist positions, focused solely on assisting teachers with connections to curriculum and historically funded within the operating budget. By expanding these positions to incorporate coaching, BPS was able to leverage their content expertise and leadership and utilize the positions in a broader way (as listed above).
- The 3 new positions were fully funded through ARP ESSER grant money for the 2021-2022 school year with an agreed upon phase in plan to roll the positions into the



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operating budget over a two year period. All of the social studies position (\$110,538 salary) and a portion of the technology integration position (\$20,000) was incorporated into the 2022-2023 operating budget, with a plan of rolling the other .5 of the technology integration position (\$49,962) and the full science coach position (\$90,063) into the 2023-2024 budget. Importantly, both the science and social studies positions were expanded from only working with grades 5-8 in 2021-2022 to now cover grades K-8 in 2022-2023, year two of the plan.

Alignment strategic planning and Brookfield's 4Cs: The work of the instructional coaches is directly aligned with the current and future work of the District. The following areas are a few examples:

- Execution of the strategic plan through building staff capacity,
- Direct support for student learning recovery through assessment data analysis and various other resources targeting academic skill development,
- Development of instructional and assessment strategies directly related to the transferable skills of the Brookfield 4Cs identified through the Portrait of the Graduate

Current Status of the BPS Coaching Model: Coaches serve the district in a variety of capacities, including:

- Continuing content leadership (i.e. running department meetings at the middle school level),
- Leading professional learning on full day professional development days at every school building, working with the outside curriculum consultant hired by Brookfield Public Schools to continue refinement and alignment of a standards-based curriculum K-8,
- Serving on the intervention teams at each school to assist with data-driven decision making for individual students,
- Supporting teachers as they review data to inform lesson planning and instruction, working with teachers through individual coaching cycles and providing support to building leadership through all of the above.



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Coaches organize their time based on the needs of the buildings they serve and document their interactions through an online coaching platform, *ConnectHub* (please see attached printout). Coaches codify their interactions into predetermined areas of coaching and then tagging the specific details of those interactions. The general areas of coaching interactions within ConnectHub are:

- Co-Teaching
- Material Prep
- Meeting Facilitation
- Meeting Attendance
- Observation
- Curriculum Work

There are over 40 “tags” relevant to the above interactions from which coaches can choose to help flesh out the details of the interactions.

Oversight of Instructional Coaching Team: Originally, during the 2021-2022 school year, the BPS Director of Instruction directly supervised the instructional coaches and worked collaboratively with the BPS Assistant Superintendent to train the coaches and help integrate them into their various roles. With the reorganization of the administrative team for the 2022-2023 school year and in preparation for building a new, PreK-5 school community, the BPS Assistant Superintendent took on sole responsibility for working directly with the coaches, including supervision, support, building integration, and further defining each instructional coach’s role within the District.

Future Work: As we move into the second half of the 2022-2023 school year, the instructional coaches will be working directly with building principals to continue to build a strategic partnership for supporting highly-effective instruction and connecting building leaders to the curriculum and assessment development that is continuing at each building level. They will also continue to help plan for and build, through ongoing and embedded professional learning, the two new school communities of CLES and WMS. The individual roles and responsibilities of each coach will also continue to be defined depending on the needs of the content areas and planned adjustments within the configuration of administrators for Candlewood Lake Elementary School, specifically through the elementary Director of Instruction position.



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The instructional coaching model is becoming ubiquitous in school districts across the state and country because school districts have realized individual professional development sessions, either through one day designations or isolated training, are not enough by themselves to help address the learning needs of students, especially post-pandemic. Through the instructional coaching model, school districts are able to provide real-time, ongoing professional development to teachers as well as a continuum of instructional leadership across the district that would not be possible without this model.



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Snapshot of Coaching Work Summary (August, 2022-December, 2022)

