

INSTRUCTIONAL COACHES

The Future Ready Schools® (FRS) Instructional Coaches Framework supports educators that work in schools and districts across the country. These educational leaders include Instructional Technology Facilitators, Instructional Coaches, Teachers on Special Assignment (TOSA), Technology Coordinators, Lead Teachers, and other educators who offer professional learning within schools and/or districts. Educators in these positions play a vital role in their schools as change agents, helping teachers fulfill the vision. They are often the ones that bring new ideas into a school around digital tools and are well versed in both curriculum and pedagogy.

FRS coaches strengthen teacher instructional capacity by designing and modeling sound pedagogical practices. They create innovative, learner-driven experiences that meet teachers where they are and support them through their personalized learning pathway. In addition, instructional coaches advocate for infrastructure that ensures equitable access to connectivity, digital devices, information, resources, programming, and services for all students in support of the district's strategic vision.

FRS coaches advocate for financial prioritization of resources to meet the diverse needs of all members of the school community. They seek two-way partnerships that allow the school and community to support and benefit each other. Coaches model effective use of data for reflection and instructional improvement and promote digital fluency among teachers and students. They support a culture that fosters trust, collaboration, teamwork and a shared vision. Finally, instructional coaches work collaboratively with administration and teachers to assess, rethink and redesign traditional learning spaces that support personalized learning.



Promote the innovative use of time and space for personalized learning

 *Use of Space and Time*

- Supports administration and staff to unbundle learning from traditional confines, and redefine it to fit individual learner needs in terms of pace, path and time.



Strengthen personalized instructional strategies

 *Curriculum, Instruction, and Assessment*

- Facilitate teaching and learning enhanced by digital resources when appropriate
- Model the use of differentiated instructional strategies to meet the needs of diverse learners
- Coach teachers in the development of lessons and modeling them when needed
- Design resources that support and encourage teachers to utilize sound pedagogical practices
- Identify an instructional framework with which to measure technology implementation



Cultivate a Culture of Continuous Learning

 *Personalized Professional Learning*

- Conduct needs assessments to design personalized professional learning pathways
- Utilize a variety of pedagogical strategies and digital tools during design and delivery of professional learning
- Rethink pedagogical strategies and evaluate digital tools to meet the needs of today's learners
- Provide opportunities for teachers to connect and collaborate beyond the school day



Advocate for equitable access for all students

 *Technology & Infrastructure*

- Identify and communicate infrastructure needs with the leadership team including principal and/or district technology department.
- Assist in the development of strategies that support equitable access for all learners in and out of the classroom



Identify and advocate for strategic budget allocations

 *Budget and Resources*

- Participate in the budgeting and planning process with administration
- Advocate for resources that meet the needs of diverse learners and strengthen instructional practices by aligning to the vision



Encourage community connections and collaboration

 *Community Partnerships*

- Identify strategic goals and potential partners to support the school vision.
- Understand and identify ways to support community needs
- Educate the community on instructional practices being used within the school day
- Identify unique ways that community partners can support learning outside of school



Lead in using data to inform personalized learning

 *Data and Privacy*

- Advocate and promote digital citizenship with both teachers and students.
- Model and communicate data privacy policies and expectations to all learners



Lead and foster a culture of collaboration

 *Collaborative Leadership*

- Support school leadership to establish a culture of trust
- Develop new teacher leaders
- Provide time and learning structures for coaches and teachers to work together individually or in teams
- Advocate for underrepresented groups and culturally responsive pedagogy/teaching

