

# Our Mission

Logan-Magnolia School District's Mission is: each student will be highly engaged in mastering rigorous, relevant and meaningful content experienced through exceptional teaching and collaborative learning experiences. Our product is the success of students and the quality young adults they become upon graduation. From the moment a student steps foot at LMCSD, they are taught in a rigorous, relevant, and meaningful way. They should leave prepared to: communicate effectively with others, implement a core base of knowledge, apply information processing skills and technology to solve problems for informed decisions, apply positive character traits to work collaboratively in a diverse society, and be inspired to be a lifelong learner, having acquired the knowledge and habits necessary to lead healthy, learned lives.

Develop and Support opportunities for teachers
to learn from each
other.

GOALS

Develop and support opportunities to increase staff morale and school culture.

Develop and support opportunities for teachers to positively impact student achievement.

Ensure quality instruction in every classroom.

# Guiding Philosophy

I FACILITATE THINKING.
I ENGAGE MINDS.
I LISTEN TO QUESTIONS.
I ENCOURAGE RISK.
I SUPPORT STRUGGLE.
I CULTIVATE DREAMS.
I LEARN EVERYDAY.

TEACH.

Logan-Magnolia Community School District believes that....

- \* Each individual has worth and deserves to be treated with respect.
  - \* All individuals can and will learn.
  - \* All people need significant human relationships.
    - \* Higher expectations yield higher results.
  - \* Families, schools, and communities share responsibility for the development of the individual.
    - \* Diverse educational opportunities benefit all learners.
      - \* Learning is lifelong.

## Instructional Coach

## Teacher Driven. Student-Centered.



#### Coaches are:

- \* Partners with Teachers
- \* Driven by student work and standards/learning targets
- \* Committed to empowering teachers
- \* Facilitators of 1-1 Coaching Cyclies using student work as a focus
- \* Models of best practice
- \* Co-teaching with classroom teachers
- \* Facilitators of small group learning around agreed upon goals
- \* Risk takers with teachers
- \* Providers of resources for teacher learning
- \* Coordinators with other teacher leaders and administration to meet teachers' needs

#### Coaches are NOT:

- \* Evaluative
- \* Supervisory
- \* A deficit model
- \* A classroom substitute or disciplinarian
- \* Administrative
- \* An assessment proctor
- \* The 'Expert' in everything
- \* Being used for a long list of extra duties

Rule of Thumb:
When deciding if the task is
appropriate for a coach, the task
must fit with our belief of what
coaching is in our district.

### 7 Core Practices:

- 1. Set student learning goals for coaching cycles.
- 2. Create learning targets for coaching cycles.
- 3. Use student evidence to co-plan instruction.
- 4. Organize coaching through coaching cycles.
- Co-teach with a focus on effective teaching practices.
- 6. Measure the impact of coaching on student and teacher learning.
- 7. Partner with the school leader.

# 4 Stages of a Coaching Cycle:

- 1. Establish student goal driven by standards.
- 2. Pre-assess students and design instruction to meet student needs.
- Implement instruction and modify it when students are not reaching the established goal.
- 4. Re-assess students to determine if they have reached the established goal. Additional instruction is planned for those who have yet to meet the established goal.

Student-Centered
Coaching Model
Supported by
Diane Sweeney

Coaches work with teachers throughout Logan-Magnolia School District to enhance student learning. All practice is driven by student data, using formative assessments, to guide decisions. Through one-on-one teams, small group teams, or CLTs, the coaches help teachers to make instructional decisions.

# **Get on the Bus!**



