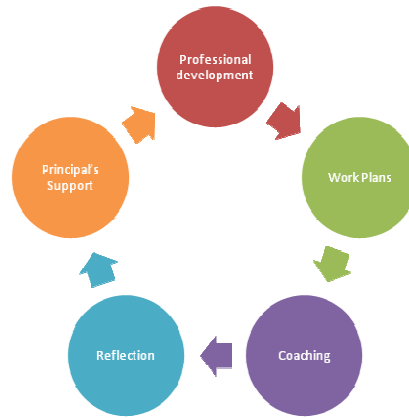


# Boston Ready Coaching Model

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In 2008 the Boston Ready Staff and BPS coaches designed a comprehensive model for unified professional development and coaching. The goal was to create connections between professional development, the coaching structure and teachers' work plans that would positively impact children's learning and outcomes. This model, illustrated above, is comprised of Professional Development, Work Plans, Coaching, Reflection, and Principal Support.

The model divides the year into three areas. The first focuses on *Relationship and Classroom Climate*, the second on *Curriculum and Instruction*, and the third on *Using Assessment and Documentation to Inform Instruction*. Coaches will use observation, modeling, checklists, videotaping, and other coaching tools to concentrate on each of these three areas. Collaboration and reflection by Teachers and Instructional Aides on professional development and classroom practices is essential to improvement,

## Professional Development



The six Professional Development sessions will follow this format:

- Sharing what we know about the topic
- Connecting to research
- Applying research to practice
- Sharing best practices
- Self-assessing and developing a work plan

## Work Plans



Work plans developed in each Professional Development session will be reviewed by the classroom team and shared with the coach to facilitate implementation, foster team work, and assure accountability.

## Coaching



Coaches will follow up on Work Plans with Teachers and Instructional Aides. They will use a variety of coaching tools and provide support in planning, implementing curriculum, and assessing outcomes.

## Reflection



Coaches will assist Teachers and Instructional Aides in reflecting on their goals, application, successes and challenges in implementing curriculum and Work Plans and in advancing their practice.

## Principal Support



Principals will meet with Boston Ready Coaches at least three times a year to discuss progress in K-1 classrooms in each of these three areas, *Relationship and Classroom Climate*, *Curriculum and Instruction*, and *Using Assessment and Documentation to Inform Instruction*. Their interactions may include discussions, collaborative planning, and learning walks.