

## Teaching and Learning Center - Teacher Handbook

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## Rationale

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*The following functions are where an instructional coach and/or technology integration specialist may contribute to teacher and student success:*

### **Learning Supporter**

Assisting teachers to actualize professional goals that enhance their abilities to address the unique strengths and needs of all learners in the school community.

### **Classroom Supporter**

Building teacher capacity to explore and enhance innovative instructional practices through systematic modeling, co-teaching, feedback, and reflection.

### **Lifelong Learner**

Modeling, experiencing, and promoting continuous learning experiences (e.g., collaborating, asking questions, researching possibilities, seeking a variety of options).

### **Mentor**

Building and maintaining relationships with teachers so that a high level of trust is created and maintained between the teacher and the instructional coach and/or technology integration specialist in an effort to increase student performance.

## Roles

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### Principal

Principals at BBS support the role of the instructional coach and technology integration specialist while setting clear expectations for teachers to work with coaches and specialists, due to its importance in helping to raise student achievement. Forming a partnership, principals, coaches, and specialists work to create a school culture of increased professional learning. Principals, coaches, and specialists continually refine strategies for working with teachers in a while maintaining the confidentiality of the teachers' work<sup>1</sup>. Principals are responsible for evaluating the effectiveness of student achievement based on teacher growth through coaching and training.

### Instructional Coach

Instructional coaches (IC) at BBS form positive relationships with all teachers in the development of the Big Four (Planning, Instruction, Assessment, and Community Building) so that coaches and teachers work together on improving student achievement and developing teacher practice. The purpose of an instructional coach is to navigate consistent and sound pedagogy for the school environment for the interest of increasing student performance. Through the development of mutual trust and respect with teachers, coaches support cutting-edge practices in education that benefit students. Instructional coaches believe transparency and the exchange of professional dialogue among teachers and coaches will only continue to improve teaching practices as a professional learning community<sup>2</sup>. It is the firm belief that with the inclusion of teachers in their sharing of strategies and ideas through professional development opportunities, the BBS community can embrace an ethos of teachers who feel empowered to support one another in the goal toward better educational practices.

### Technology Integration Specialist

The Technology Integrated Specialist (TIS) interfaces with teachers and students to promote the use of technologies to support student achievement in the classroom. The TIS provides leadership, staff development, and instructional support to all instructional staff. This is done through developing and conducting training sessions on application of software/hardware tools; managing technology resources; providing input and recommendations regarding software purchases; providing input into school technology plans and guidelines; and providing support/training on best practices to promote teachers' use of technology to increase excellence in student performance in the classroom. The TIS works as a skilled professional independently and collaboratively with appropriate instructional and technical staff to support, manage, optimize the use of instructional software and network resources to support quality teaching and learning.

### Teacher

Teachers at BBS should be open and willing to collaborate and partner with an instructional coach and technology integration specialist in order to enhance their teaching practice and improve student achievement. The partnership between coaches/specialists and teachers is built upon mutual trust and respect. It is one which promotes shared accountability to reflect, refine, and implement best instructional practices to increase student achievement. All work and conversations between the teacher and coach/specialist will be confidential and not included in the teacher's evaluation process<sup>3</sup>. Teachers will provide the coach/specialist with feedback at the end of their partnership.

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<sup>1</sup> Appendix A

<sup>2</sup> Appendix A

<sup>3</sup> Appendix A

## Partnership Principles

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The instructional coaching partnership principles are an integral component of the process. The partnership philosophy is about these principles behind instructional coaching:

Recognizing **EQUALITY**

Respecting **CHOICE**

Encouraging **VOICE**

Engaging in **DIALOGUE**

Encouraging **REFLECTION**

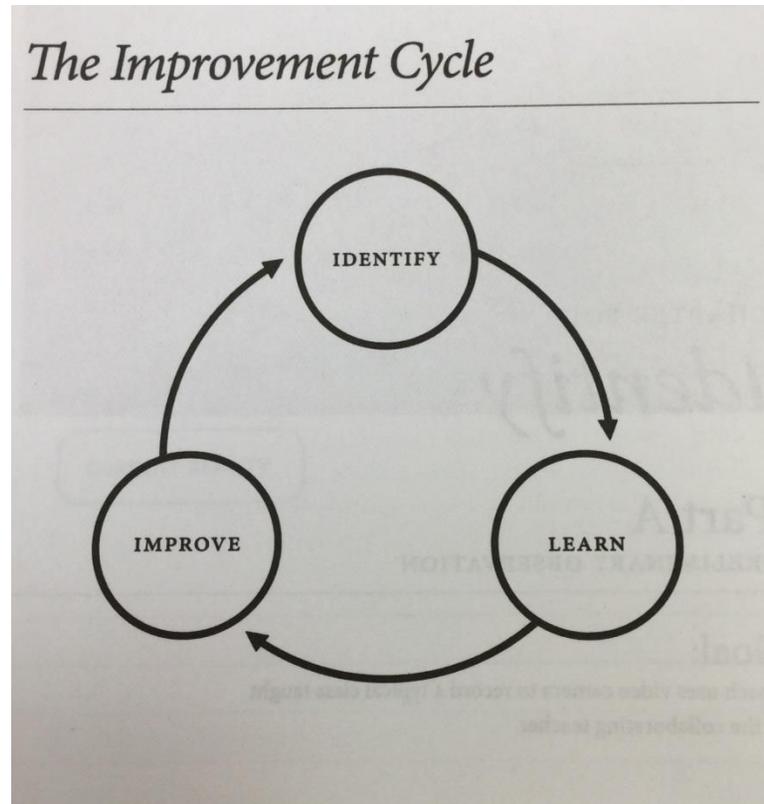
Enacting **PRAXIS**

Experiencing **RECIPROCITY**

## Enrollment

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- Enrollment Definition
  - To begin a partnership to think and work together in order to identify and meet a teacher directed goal. There must be a plan of action in place in order for the coaching cycle to continue its momentum.
  
- Teacher Protocol
  - Teachers can approach any coach to partner with by visiting the office, email, telephone, and collaborative meetings.
  - Teachers can approach their school based TIS by visiting the office, email, telephone, and collaborative meetings.
  - Teachers can fill out the [“What Ways Can The TLC Support You”](#) Google Form found on the TLC website.



*The Coaching Improvement Cycle*<sup>4</sup>

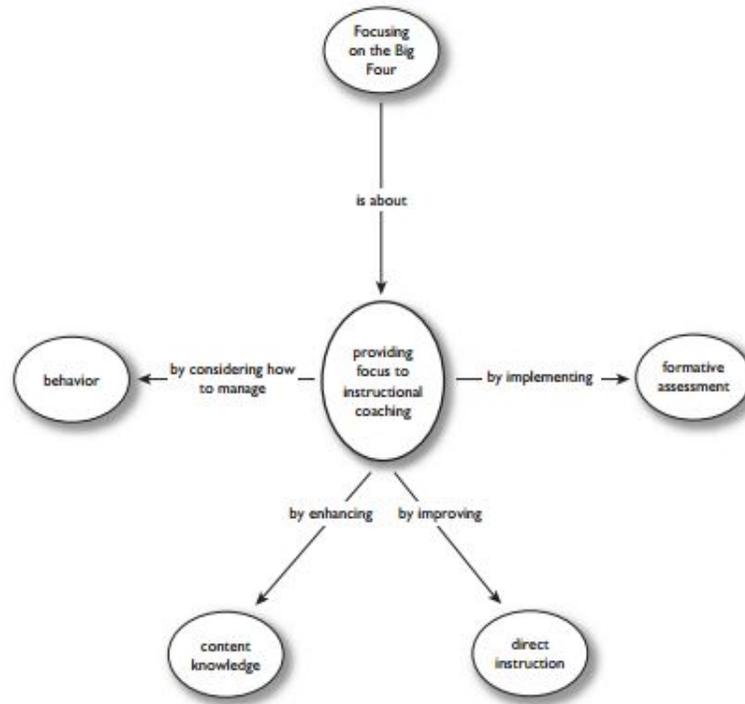
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<sup>4</sup> Knight, Jim. *What Coaches Do: Participant Workbook*. Lawrence, KS: Instructional Coaching Group, 2014. Print.

## Identify

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- Identify Definition
  - Teacher and coach will meet to debrief initial classroom visit to identify a student-centered, teacher driven PEERs goal<sup>5</sup>. This goal should align with *The Big Four*: Community Building, Content, Instruction, or Assessment.



*The Big Four*<sup>6</sup>

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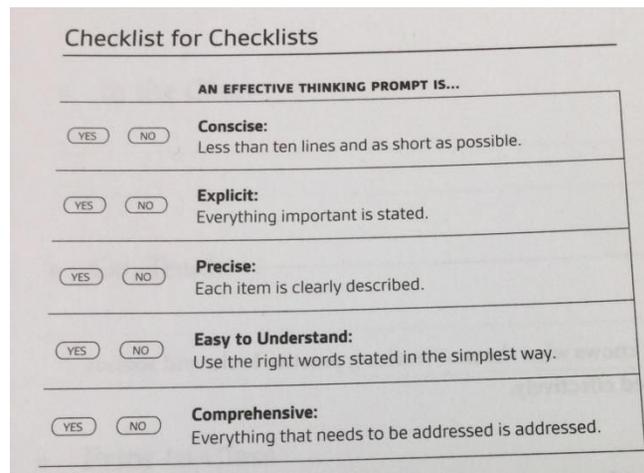
<sup>5</sup> Appendix B

<sup>6</sup> Knight, Jim. *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thousand Oaks, CA: Corwin, 2007. Print.

## Learn

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- Learn Definition
  - To explain and modify how the new teaching practice will be taught so that it is tailor-made for a teacher and students' unique needs.
- The learn stage is broken down into two phases
  - Explanation Phase
    - At this stage, the coach/specialist will develop a checklist based on the strategy agreed upon with teacher. Once the coach/specialist and the teacher meet, they will discuss each line item on the checklist to ensure that it will work for the teacher and students. The coach/specialist will make edits based on this conversation and provide finalized checklist for strategy. At this step, coach and teacher will finalize the “model” phase of the learn stage.
  - Model Phase
    - This phase will ensure that teachers know what the new teaching practice looks and sounds like when it is employed efficiently. Generally, the coach/specialist will attempt to model/co-teach the strategy in the specified class. The coach/specialist and teacher will decide which coaching move to implement during this phase. The TLC uses Diane Sweeney's [“Options for Coaching While in the Classroom”](#) menu. However, if the teacher does not agree to have the coach/specialist model/co-teach, then a variety of other strategies can be used.



Checklist for Checklists

AN EFFECTIVE THINKING PROMPT IS...

<input type="radio"/> YES	<input type="radio"/> NO	<b>Concise:</b> Less than ten lines and as short as possible.
<input type="radio"/> YES	<input type="radio"/> NO	<b>Explicit:</b> Everything important is stated.
<input type="radio"/> YES	<input type="radio"/> NO	<b>Precise:</b> Each item is clearly described.
<input type="radio"/> YES	<input type="radio"/> NO	<b>Easy to Understand:</b> Use the right words stated in the simplest way.
<input type="radio"/> YES	<input type="radio"/> NO	<b>Comprehensive:</b> Everything that needs to be addressed is addressed.

*Checklist Strategy<sup>7</sup>*

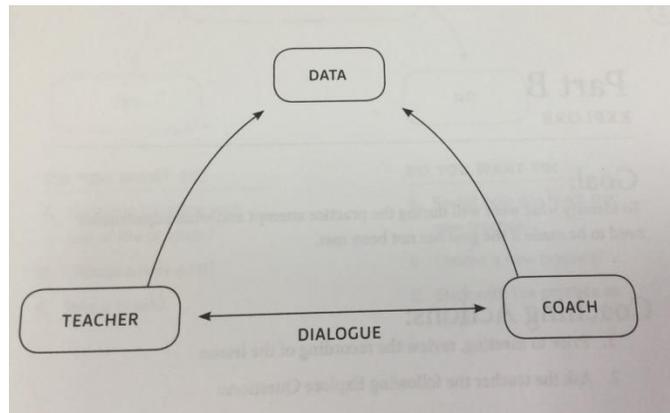
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<sup>7</sup> Knight, Jim. *What Coaches Do: Participant Workbook*. Lawrence, KS: Instructional Coaching Group, 2014. Print.

## Improve

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- Improve Definition
  - To gather accurate data on the effectiveness of a teaching practice as a method for achieving the goal. The effectiveness of the practice will be seen through student progress.
  - To identify what went well during the practice attempt and what adjustments need to be made if the goal has not be met.



*Improve figure demonstrating roles of coach and teacher*<sup>8</sup>

- Teacher implements the practice of the strategy after the modeling phase of the “Learn” stage.
- Coach/specialist and teacher will collect data based on agreed upon strategy. The teacher and coach/specialist will determine what and how the data will be collected-videtaping is a possibility. At the end of the lesson, the coach/specialist will confirm the predetermined meeting time to debrief the lesson/strategy/data.
- Before the meeting, the coach/specialist will review the applicable data.

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<sup>8</sup> Knight, Jim. *What Coaches Do: Participant Workbook*. Lawrence, KS: Instructional Coaching Group, 2014. Print.

## Appendix A

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### TLC Confidentiality Protocol

The foundation of any good coaching program is trust and respect. The instructional coaching team at BBS strives to uphold trust and respect at all times with teachers, students, and principals in our working relationships.

We invite teachers to initiate a specific goal to work on with coaches that is aligned to their annual goal reported to the school administration. This will help for clarity and transparency's sake for your principal to know what you are working on through this embedded professional development opportunity. There will be no conversation had between the principal and coach that will impact the principal's evaluation of a teacher.

The only point in time when a coach will report specifics to principals and/or administration is when a student is in physical and/or emotional danger. This reporting is made with the best interest of the student in mind.

## Appendix B

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### PEERS Goals

**Powerful**

Rigorous content that is socially engaging

**Easy**

Shortest and easiest path to reach goal

**Emotionally Compelling**

The goal should really matter to the teacher

**Reachable**

Measurable and strategy has been identified

**Student-Focused**

The goal should always focus on achievement, behavior, or attitude of students

## Appendix C

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### Glossary

*Goal:* The enduring understanding of a unit of study.

*Learning Targets:* The “I can...” statements that identify what students need to know and be able to do in order to meet the unit’s objective.

*Lesson Objective:* The measurable teaching points of a lesson.

*Unit Objective:* The measurable teaching points of a unit of study.

## Contact Us

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The Teaching and Learning Center is located on the ground floor of the middle school building just before its' main entrance. The TLC's extension is 517/518.

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