

## IMPROVING INSTRUCTION THROUGH COACHING

Rowan Salisbury School system's EC Department with Linda Rhyne Consulting, LLC

How developing a department-wide system of coaching is improving instruction for students with disabilities.

### CHALLENGE

In the 2020-2021 school year, the EC department had one district level instructional support person, serving approximately 65 teachers and staff members. This highlighted a need for more support, especially with the transition to new curriculum for reading and math.

### OBJECTIVES

District-level SDI coaches will impact and improve instruction as evidenced in student data outcomes, curriculum implementation observed during classroom visits, benchmark assessments, and IEP progress.

### IMPLEMENTATION

#### Year One (2021-2022)

1. FOUNDATIONS AND SHARED LANGUAGE.
  - a. System focus - create systems of shared language and understanding
  - b. Coach focus - learn and practice with people

#### Year Three (2023-2024)

1. ELEVATE
  - a. System focus - Implement and enhance systems
  - b. Coach focus - Working the system and closing the loop with coaching cycles in a tiered structure, focusing on HLPs

### MOVING FORWARD

#### Year Four (2024-2025)

1. SUSTAINABLE PRACTICES
  - a. System focus - Implement repeatable systems with distributed leadership
  - b. Coach focus - Maintain consistency, increase focus on coaching cycles with impact: quality over quantity.



### MEET RSSS

Rowan Salisbury School System serves Rowan County in North Carolina serving students in grades PK-12. The school district serves over 17,000 students in 32 schools.

#### Year Two (2022-2023)

1. CONSISTENT PROGRESS
  - a. System focus - test systems
  - b. Coach focus - Consistent shared language, strengthening relationships, clear messaging

### RESULTS

Increased the number of schools who Met Growth for the Students with Disabilities (SWD) subgroup from 19 (2022) to 20 (2024).  
71% of Schools with a SWD subgroup Met Growth (2024).

#### Pamela DeGraffenreid, SDI Coach

"I have grown personally and professionally. Linda's work with us was so genuine because she demonstrated a desire to really see us grow. The high leverage practices that she applied in her coaching with us, gave us real models of how we do this for teachers in field. Her supportive disposition was so contagious and her integrity speaks volumes. I am able to walk in classroom and work with teachers from a strength based stance because of my coach sessions.