



Committed to Excellence

INCLUSION COACHING	INSTRUCTIONAL TECHNOLOGY COACHING
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<p>ROLE: to mentor & to support teacher practice as it relates to positively affect student outcomes for all learners, most specifically <i>students with IEPs, English language learners, students with 504s, & gifted & talented learners</i></p>	<p>ROLE: to mentor & to support teacher practice as it relates to <i>transformative integration of instructional technology</i> that affords equitable & ongoing access to high-quality learning to positively affect student outcomes</p>
<p>TASKS:</p> <ul style="list-style-type: none"> • Differentiation support & strategies • Effectively modifying & accommodating for special education & ELL students • Building extension opportunities for gifted students • Behavior Intervention Plans (BIP) • Understanding IEP & 504 Plans • Utilizing student engagement strategies • Equity consultation or support with diversifying curriculum &/or practices 	<p>TASKS:</p> <ul style="list-style-type: none"> • Assist educators in using digital tools to create effective assessments that provide timely feedback • Provide guidance on effective blended instruction • Assist with Schoology-related questions • Differentiation through the use of technology • Support tech-related initiatives at the classroom, school, & district level • Collaborate with educators to develop active learning experiences • Support the effective integration of tech-based apps or instructional tools
<p>INCLUSION COACHING & INSTRUCTIONAL TECHNOLOGY COACHING</p>	
<ul style="list-style-type: none"> • Develop coaching relationships that empower educators • Work with educators to interpret data to support individual student learning <ul style="list-style-type: none"> • Facilitate professional learning opportunities • Assessment and content creation 	
<p>COACHING FORMATS:</p> <ul style="list-style-type: none"> • <i>Listening & Support:</i> the coach & educator discuss problems & lean into solutions. • <i>Co-Planning:</i> the coach & the educator work together in shared co-planning sessions to meet the needs of the situation at h&. • <i>Modeling:</i> the coach models instructional strategies or technology tools of note for the educator in the educator’s classroom. • <i>Instructional Rounds:</i> the coach visits the educator’s classes to provide feedback about pertinent areas identified by the educator as a need, instructional or technology strategies, or any relevant component. 	