

# ***LEARNING***

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# ***COACHES***

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***Defining Their Role  
&  
Determining The Effect They Have On Student Achievement  
In Relation to Leadership Standard 2.2***

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# What is a Learning Coach?

- Someone who is hired to assist students learn, achieve higher, and reach their potential.
- Someone who works within the regular education classroom, in collaboration with the classroom teacher.
- Someone who believes every student is capable of learning and reaching their potential.

# Who Is A Learning Coach?

- Certified teacher who wants to work part time
- Retired teacher who wants to work part time
- Aspiring teacher who wants/needs to work part time before taking over their own classroom

# Who is Served By A Learning Coach?

- Students who are on the “bubble” of moving up an achievement level or who are not achieving their potential.
- The group is fluid throughout the school year.
- The group is different from ELA to Math
- Approximately 25-30 student per grade level in our building

# How Are Students Chose For A Learning Coach?

- Acuity predictive assessment scores
- Any student who is in the “almost proficient” or “almost basic” category that the classroom teacher believes could benefit from the assistance of a small group structure and guidance of another certified teacher.

# What Data Was Studied?

- In Belton, we take 3 acuity predictive assessments
- The growth/decline that you are getting ready to see is based on those assessments from the 2013-2014 school year

# What's The Data Say?

## 3rd Grade ELA

- 21/28 students showed growth
- 5/21 who showed growth, moved up an achievement level
- 7/28 students showed decline
- 4/7 students showing decline, went down an achievement level

# What's The Data Say? (Cont.)

## 3<sup>rd</sup> Grade Math

- 25/27 students showed growth
- 8/25 students who showed growth, moved up at least one achievement level
- 2/27 students showed decline
- 2/2 students who showed decline, moved down an achievement level

# What's The Data Say? (Cont.)

## 4<sup>th</sup> Grade ELA

- 23/27 students showed growth
- 16/23 students who showed growth, moved up at least an achievement level, 5 moved up 2.
- 4/27 students showed decline
- 2/4 students showing decline, moved down an achievement level

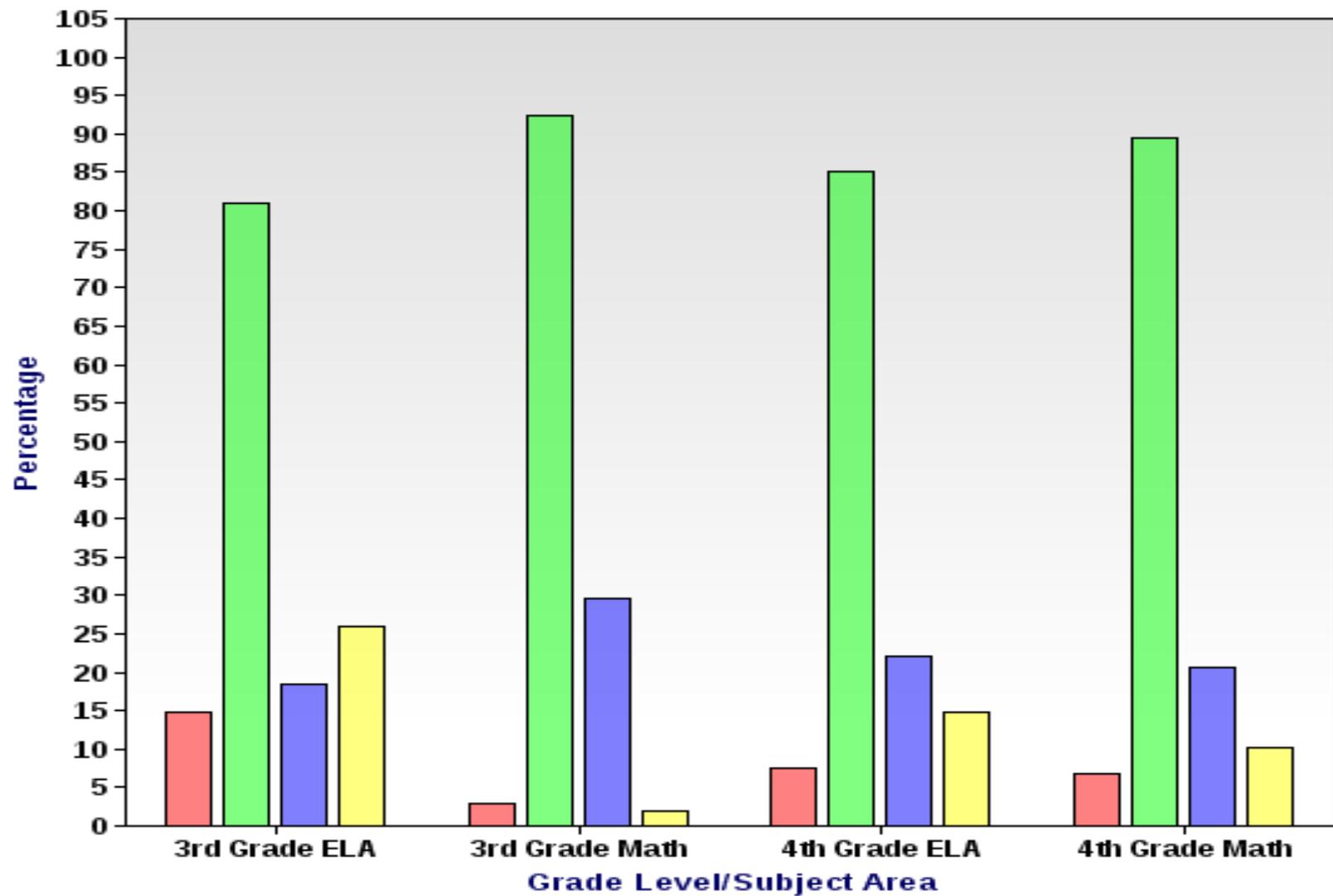
# What's The Data Say? (Cont.)

## 4<sup>th</sup> Grade Math

- 26/29 students showed growth
- 6/26 students who showed growth, moved up at least one achievement level
- 3/29 students showed decline
- 2/3 students who showed decline, moved down at least one achievement level

# Learning Coaches

Growth/Decline



Decline at least one level

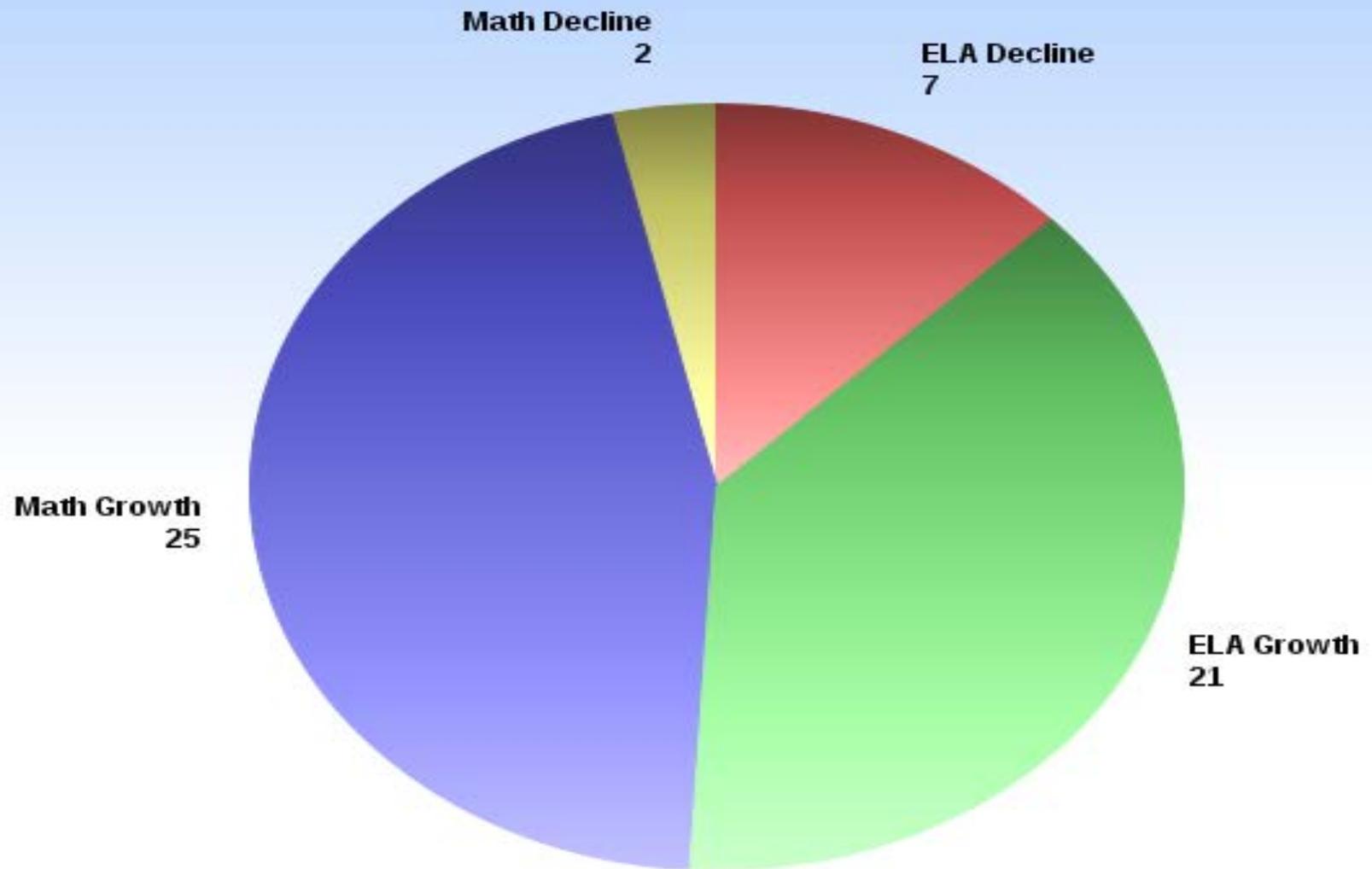
Growth within level

Growth by at least one level

Decline within level

# 3rd Grade

Learning Coach Growth/Decline



# 4th Grade

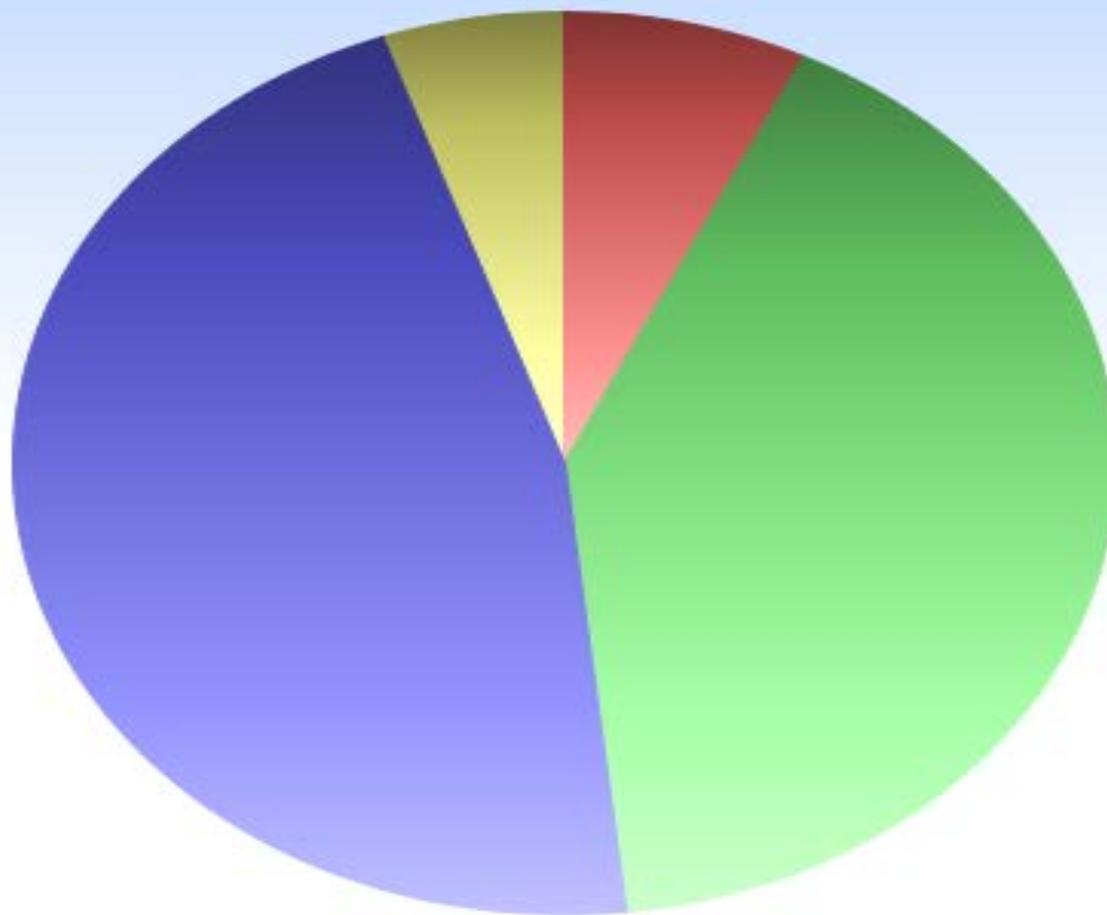
Learning Coach Growth/Decline

**Math Decline**  
3

**ELA Decline**  
4

**Math Growth**  
26

**ELA Growth**  
23



# Conclusions...

- Learning coaches can and have assisted in raising student achievement at Gladden Elementary
- The amount of growth students have achieved isn't necessarily, fully reflected in the amount of students that move up an achievement level
- It doesn't work for every student

# Conclusions... (Cont.)

- An affective learning coach is only one intervention of many that will increase student achievement
- It takes more than just an affective learning coach for students to achieve higher
- A district's financial status plays into the idea of hiring learning coaches.
- Every learning coach may achieve different levels of success at different schools, or during different school years