


Welcome!

Accelerated Coaching for School Improvement

*Please
independently
reflect on
questions
1-5.*


SUMMER ACADEMY

Coaching for School Improvement
~Components of an Effective System~

<i>Culture of Coaching</i>	Not Present	Beginning	Refining	Optimizing	Notes
1. We have identified and defined our instructional priorities					
2. We have identified and defined specific look fors connected to our instructional priorities					
3. Our look fors drive our system for coaching					
4. Administrators, Coaches and Teachers understand that everyone is a coach with a goal to improve teacher capacity and improve student outcomes					
5. Our coaching process: <ul style="list-style-type: none">• Identifies a focus for coaching and• Determines a method to coach and• Reflects on coaching and refines the process as a result of reflection admin feedback					





A Culture of Coaching that Supports Acceleration

Dusty Sims, Lead Executive Director – BSI

Dr. Rachel Heide, Regional Executive Director – Region 1

Sandy Brusca, Regional Executive Director – Region 2

Dr. Lucinda Thompson, Regional Executive Director – Region 3

Kati Pearson, Ed.S, Regional Executive Director – Region 4

LaShawn Russ-Porterfield, Regional Executive Director – Region 5



**Operation
Acceleration**
Leadership and Literacy for All

BUILDING *Resiliency*

RESILIENCY EDUCATION STANDARDS

- ✓ Character
- ✓ Personal Responsibility
- ✓ Mentorship and Citizenship
- ✓ Critical Thinking and Problem Solving

SCHOOL STAFF TRAINING

80% or more of school staff receive youth mental health awareness training.

MENTAL HEALTH ASSISTANCE ALLOCATION AND FLORIDA SAFE SCHOOLS ASSESSMENT TOOL

District funding and planning tools to strengthen school safety and support school staff training, services and resources.

RESILIENCY TOOLKIT

Dynamic resources for students, parents/caregivers, educators and community partners.

FLORIDA SPECIFIC YOUTH SURVEY

Results on students' resiliency and behaviors will inform student instruction, resources, supports, and staff training.

RESILIENCY EDUCATION, CIVIC AND CHARACTER EDUCATION AND LIFE SKILLS EDUCATION

School districts provide 5 hours of data-driven instruction annually to students in grades 6-12 related to resiliency, character development, and mental health.



“In Florida, we are empowering students to have hope. No problem is insurmountable — all you need is a little help to become resilient.”

First Lady Casey DeSantis





***Everyone** needs a **coach**...but
more importantly, we all need to
be a coach.*

Our Focus

Accelerate Teacher Performance

- ◆ TO PROVIDE HIGH QUALITY INSTRUCTION
- ◆ TEACHER HAS THE GREATEST IMPACT IN THE ROOM
- ◆ TRICKLES DOWN TO THE STUDENTS AND ACCELERATES STUDENTS THROUGH THEIR PRACTICE
- ◆ INEXPERIENCED TEACHERS, AND SOME FROM DIFFERENT PROFESSION, NEED SUPPORT TO BUILD CAPACITY

Accelerate Student Performance

- ◆ MASTERY OF BENCHMARKS AT A FASTER PACE
- ◆ CLOSING ACHIEVEMENT AND LEARNING GAPS

Accelerate School Performance

- ◆ MAKING RAPID AND SIGNIFICANT SCHOOL IMPROVEMENT

Gap Analysis



SUMMER ACADEMY

Coaching for School Improvement ~Components of an Effective System~

Culture of Coaching	Not Present	Beginning	Refining	Optimizing	Notes
1. We have identified and defined our instructional priorities					
2. We have identified and defined specific look-fors connected to our instructional priorities					
3. Our look-fors drive our system for coaching					
4. Administrators, Coaches and Teachers understand that everyone is a coach with a goal to improve teacher capacity and improve student outcomes					
5. Our coaching process: <ul style="list-style-type: none"> Identifies a focus for coaching and Determines a method to coach and Reflects on coaching and refines the process as a result of reflection/admin feedback 					



SUMMER ACADEMY

Monitoring	Not Present	Beginning	Refining	Optimizing	Notes
6. Our coaching system is visible through completion and submission of evidence in the form of: <ul style="list-style-type: none"> Support logs & Schedules & Teacher reflection & Coach reflection & Coaching Support Plans & Tiering Document 					
7. I measure individual <i>teacher</i> successes through documented walkthroughs, feedback, and reflection					
8. I measure individual <i>coach</i> successes through documented walkthroughs, feedback, and reflection					
9. We use <i>evidence</i> to determine if current supports should continue or if adjustments are necessary					
10. Administrators, Coaches and Teachers understand their roles in monitoring coaching					
11. I measure success of my coaching system through: <ul style="list-style-type: none"> Walkthrough trends over time Reflections over time Feedback over time Student outcomes over time 					



Accelerated Coaching for School Improvement

Monica McPherson, School Improvement Specialist - Region 4

Bianca Williams, School Improvement Specialist - Region 3



**Operation
Acceleration**

Leadership and Literacy for All



INTENDED OUTCOMES

Today we will...

- Construct a shared understanding of the role of an *instructional coach* and creating a *culture for coaching*.
- Discover the importance of a shared vision for *high-quality instruction*.
- Engage in an *accelerated coaching process* for school improvement.

Session 1 Common Language



WHEN WE SAY...	WE MEAN...
Accelerated Coaching	Intentional efforts to expedite teacher improvement through a systemic, focused approach for support.
Coaching Focus	The instructional practice that is identified to support teacher improvement.
Tiering Document	A document used to prioritize the support provided to teachers based on specific measurable data.
Coaching Method	A type of support provided to improve the identified instructional practice.
Accelerated Coaching Plan	A document used to record the focus, frequency, and types of support for each teacher that creates purpose, structure, and expectations for an identified instructional practice.
Teacher Support Log	A document used to record actions taken to support a teacher and the next steps the teacher will complete during the coaching process to accelerate teacher practice.

Norms for Learning

- **Focus**: Our time together is short. We will commit to being as present as possible and sticking to the schedule.
- **Candor**: We commit to being candid about our experiences and opinions.
- **Balance of Voice**: We will make sure everyone gets a chance to weigh-in and provide input.
- **Comfort with Discomfort**: Some of this learning may challenge our current thinking, which may be a bit uncomfortable, but we will commit to persevering through it.

Module Signals



Talk About It
Chat with those around you



Handout Reference
Locate the noted handout to follow along



Group Task
Engage in the task together



Stop and Jot
Record your thoughts



Whole Group Share Out
Share your ideas with the whole group



Independent Think Time
Reflect on your own



Network
Engage in learning with other schools and districts

INSTRUCTIONAL COACHING

Construct Shared Understanding

WHAT IS AN INSTRUCTIONAL COACH?

The role of an instructional coach can be performed by *a range* of adults to support teachers with high-quality instruction. An instructional coach works to:

- improve teaching practice, with a particular emphasis on increasing the use of highly effective, evidence-based practices.
- improve learner academic and behavioral outcomes through improved teaching practices.

Coaching for School Improvement

- High teacher turnover
- Inexperienced teachers
- Students with a variety of needs
- Lack of coaches

Data suggests that low socioeconomic status schools that can offer students *three consecutive years* of strong teaching *close the achievement gap*, correcting a host of external factors. Well leveraged leadership ensures *great teaching* to guarantee *great learning*.



What opportunities can you identify in your current coaching system to accelerate teacher practice?

ESTABLISH A
COACHING SCHEDULE
THAT MEETS
INDIVIDUAL AND
SYSTEM NEEDS

CREATE AND
CONTINUALLY
SHARE THE
VISION FOR
COACHING WORK

*Clarify
coaching
roles*

*Cultivate a
Coaching
Mindset*

*Create a
Culture for
Coaching*

*Provide
professional
learning
opportunities for
coaches*

*Meet with coaches
regularly and
provide feedback
to teachers
frequently*

*Understand the
difference
between
supervision
and support*

HIGH-QUALITY INSTRUCTION

Connect Coaching and High-Quality Instruction

“
When the principal and coach are clear
on school improvement initiatives,
what *high-quality instruction* looks like
within the school, **and** how the
coaching model supports these efforts,
instruction becomes more precise.
”

Sweeney, D. & Mausbach, (2019)

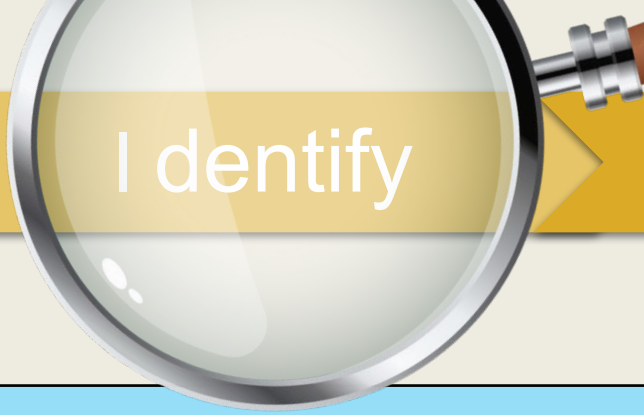
Establishing a Shared Vision

High-quality instruction can be defined as instruction that is ***rigorous, aligned*** with content standards, and uses instructional ***practices*** to meet the academic needs of **all** students in the classroom.

Look-fors are the specific indicators that define the instructional practices within high-quality instruction.



What is the connection between your vision for high-quality instruction and your look-fors?



Identify

Define

Prioritize

Look Fors

- ☐ Teacher provides students with opportunities to collaborate
- ☐ Teacher provides explicit instruction aligned to the benchmark and intended learning
- ☐ Teacher asks questions to deepen understanding of the intended learning
- ☐ Teacher provides task aligned to the benchmark and intended learning

I identify

Define

Prioritize

Look Fors

Definitions

☐ Teacher provides students with opportunities to collaborate

Teacher implements a structure for student discussion aligned to the benchmark and intended learning

☐ Teacher provides explicit instruction aligned to the benchmark and intended learning

Teacher presents content clearly and directly through the use of modeling, demonstration, a clear visual and/or examples to show the specific application of content, concept or skill

☐ Teacher asks questions to deepen understanding of the intended learning

Teacher utilizes planned questions to assess learning of all students and inform instruction

☐ Teacher provides task aligned to the benchmark and intended learning

Students are released to apply learning independently to demonstrate mastery toward the benchmark

I identify

Define

Prioritize

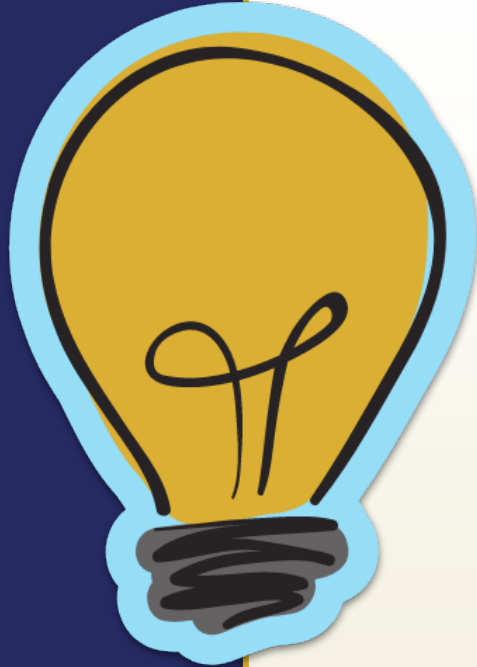
Look Fors

- ☐ Teacher provides students with opportunities to collaborate
- ☐ Teacher provides explicit instruction aligned to the benchmark and intended learning
- ☐ Teacher provides task aligned to the benchmark and intended learning
- ☐ Teacher asks questions to deepen understanding of the intended learning
- ☐ Teacher provides students with opportunities to collaborate
- ☐ Teacher provides task aligned to the benchmark and intended learning

USING LOOK-FORS TO TIER COACHING SUPPORT

	Tier 1	Tier 2	Tier 3	Considerations
Criteria	<p>Walkthrough trends are evident most of the time on all look-fors.</p> <p>Trends of student assessment data meeting or exceeding schoolwide proficiency.</p>	<p>Walkthrough trends are sometimes evident on most look-fors.</p> <p>Trends of student assessment data is within 10% of schoolwide proficiency.</p>	<p>Walkthrough trends are usually not evident on multiple look-fors.</p> <p>Trends of student assessment data is <10% of schoolwide proficiency.</p>	<ul style="list-style-type: none"> • Tier supports, not teachers • Tiering is fluid and flexible • Adjust tiers frequently • Tier based on qualitative and quantitative data
Supports	<ul style="list-style-type: none"> • Common Standards-Based Planning • Targeted feedback from admin and coaches 	<ul style="list-style-type: none"> • Coaching support at least once a week • PD specific to need • Peer observation 	<ul style="list-style-type: none"> • Coaching Cycle with a targeted focus based on walkthrough trends • Coaching at least three times a week • Additional opportunities for planning 	<div>Tier 3 T1 + T2 + T3 Support</div> <div>Tier 2 T1 + T2 Support</div> <div>All teachers receive Tier 1 Support</div>



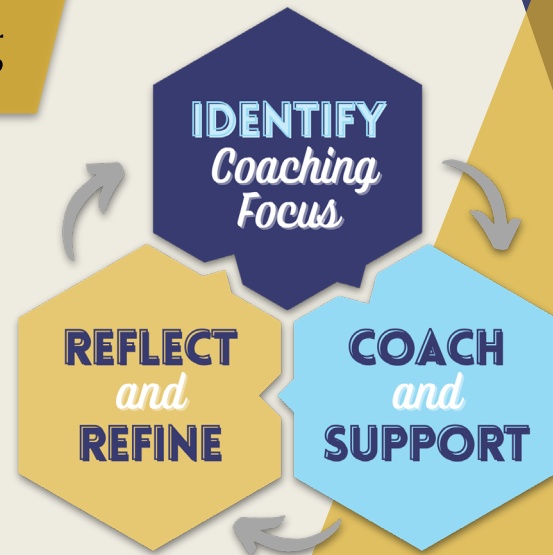


How can defining
and prioritizing
look-fors *accelerate*
coaching?



THE COACHING PROCESS

Understand Effective Practices for Coaching





IDENTIFY
*Coaching
Focus*

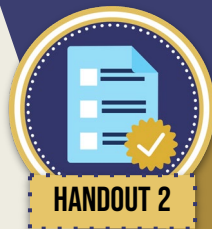
What specifically will the
teacher be supported with



Keys for Identifying a Coaching Focus

- **Make the coaching focus specific based on look-fors.**
- **Ensure the coaching focus can be measured for improvement.**
- **Use multiple data sources to validate the coaching focus.**
- **Make it manageable — can you leverage bite-sized action steps to improve the focus rapidly?**

Task	Time
 <p>Watch a video snapshot using the <i>sample</i> look-fors as your lens.</p> <ul style="list-style-type: none"> Determine if each look-for is evident or not evident in the snapshot. 	5 min
 <p>As a table team, come to a consensus:</p> <ul style="list-style-type: none"> Which look-fors are evident? Discuss why you coded each look-for as evident or not evident. Based on your consensus, which look-for may serve as the coaching focus for this teacher? 	4 min





IDENTIFY Coaching Focus



Watch a video snapshot using the *sample* look-fors as your lens.

- Determine if each look-for is evident or not evident in the snapshot.



As a table team, come to a consensus:

- Which look-fors are evident? Discuss why you coded each look-for as evident or not evident.
- Based on your consensus, which look-for may serve as the coaching focus for this teacher?

4 min

04:00

I identify

Define

Prioritize

Look Fors

- ✓ Teacher provides explicit instruction aligned to the benchmark and intended learning
- ✓ Teacher provides task aligned to the benchmark and intended learning
- ☐ Teacher asks questions to deepen understanding of the intended learning
- ☐ Teacher provides students with opportunities to collaborate

September Walkthrough Data (8/29 - 9/30) *57 walks included		Look- for s			
		Teacher provides explicit instruction aligned to the benchmark and intended learning	Teacher provides task aligned to the benchmark and intended learning	Teacher asks questions to deepen understanding of the intended learning	Teacher provides students with opportunities to collaborate
Teacher	Content	Full implementation: Look- for has been observed > 80 % Partial implementation: Look- for has been observed 60 -80 % Minimal implementation: Look- for has been observed <60 %			
A	Science				
B	ELA				
C	Math				
D	ELA				
E	Math				

How will the teacher
receive support?

COACH
and
SUPPORT

Keys for Coaching and Supporting



- Keep the coach focused on the goal
- Teachers should have a shared understanding of the specific focus. After implementing the coaching method, a related next step should be identified and time for follow up should be scheduled.
- Have a clear plan for how to capture data
- Coaching should be implemented during the lesson
- Diversify coaching methods throughout the lesson
- Improve teacher feedback

Coaching Methods: The Basics



Coaching methods are ways to support a teacher with accomplishing an established goal. Prior to implementing these methods, the coach and teacher should have a shared understanding of the specific focus. After implementing the coaching method, a related next step should be identified and time for follow up should be scheduled.

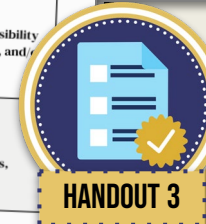
Method	Description	Keys to Increase Effectiveness
Co-Planning	Creating and/or internalizing a lesson plan with the teacher.	<ul style="list-style-type: none"> Create lesson plan <ul style="list-style-type: none"> Write manageable lesson objectives grounded in benchmarks Plan how critical content will be presented to students and how students will practice independently Determine how student learning of the lesson objective will be measured Internalize lesson plan <ul style="list-style-type: none"> Internalize and rehearse key parts of the lesson <ul style="list-style-type: none"> Include the 'I do' and all key instructions Build time stamps into the lesson plan

Coaching Methods: The Basics



Coaching methods are ways to support a teacher with accomplishing an established goal. Prior to implementing these methods, the coach and teacher should have a shared understanding of the specific focus. After implementing the coaching method, a related next step should be identified and time for follow up should be scheduled.

Method	Description	Actions to Increase Effectiveness
Modeling	Showing how to use a specific instructional practice in context.	<ul style="list-style-type: none"> Clarify the focus and set purpose for the observing teacher Create opportunities for teacher reflection during the lesson: <ul style="list-style-type: none"> Have a partner with the observing teacher to point out key instructional moves The coach can communicate key instructional moves with the observing teacher during natural breaks throughout the modeled lesson Provide a note-catcher to reflect and identify specific instructional moves
Co-Teaching	Working side by side to implement a specific instructional practice where each adult has a planned role.	<ul style="list-style-type: none"> Determine what co-teaching strategies will be used and how you will teach collaboratively: <ul style="list-style-type: none"> One Teach, One Observe - The "teacher" has primary instructional responsibility while the "coach" gathers specific observational information on students or the teacher <ul style="list-style-type: none"> Plan for opportunities for both adults to teach and observe One Teach, One Assist - The "teacher" has primary instructional responsibility while the "coach" assists students with their work, monitors behaviors, and assists with formative assessments Ensure both adults have a planned role during each part of the lesson
Data-Driven Coaching	Observing the classroom environment to collect data on the use of a specific instructional practice.	<ul style="list-style-type: none"> Collect data on the use of a specific instructional practice Share data collection with teacher Set a numerical goal to improve the use of the instructional practice Provide coaching support to improve the instructional practice (video examples, articles, modeling, observation, etc.) Observe to collect data and determine if goal was met



HANDOUT 3



Sample Accelerated Coaching Plan

Modified Coaching Cycle - 2 weeks

Teacher Name: Beckett

Coaching Focus: Questioning

Goal: Increase use of questioning to deepen understanding of the intended learning

1. **Feedback** - Meet face-to-face to reflect with the teacher on the use of questioning during 9/1 lesson.
2. **Co-Planning** - Annotate aligned questions in TE together, discuss expected student responses. Coach and teacher will practice the lesson - coach will ask questions, teacher will act as a student.
3. **Modeling** - Coach will model implementation of aligned questions from TE, teacher will observe using note catcher with coaching questions to guide connections [timing of lesson, questioning and student responses] and debrief.
4. **Feedback** - The teacher will share planned questions and anticipated student responses to receive feedback.
5. **Observation** - Coach will observe and record teacher implementation of questions as intended.
6. **Feedback** - Follow-up conversation to discuss coach observation notes and teacher reflection on recorded lesson, determine next steps.

Coaching Considerations

- ☐ One goal/focus that is actionable and observable
- ☐ Time for collaborative planning and explanation of the strategy
- ☐ Multiple opportunities for teachers to “see” or observe the instructional practice in action
- ☐ Variety of coaching methods with effective use
- ☐ Built in practice opportunities with feedback
- ☐ Time included for reflection




HANDOUT 4

How does the coaching plan meet the *coaching considerations*?
How can these supports be *recorded*?



Teacher Support Log

Coach	Date	Type of Interaction	Coaching Focus (Look-for)	Notes/ Bite-Sized Action Step	Follow-Up Support
SBC	9/2	Feedback	Questioning	Discussed the need to increase use of questioning to deepen understanding of the intended learning based on observation data and walk trends. <i>Bite-sized action step: T will pre-read Lesson 7 prior to co-planning meeting with the lens of connecting the content and intended learning.</i>	Annotate aligned questions in TE together and discuss expected student responses.
SBC	9/3	Co-Planning	Questioning	T struggled to identify aligned questions within TE. We color coded aligned questions vs. scaffolding questions and discussed anticipated student responses and then rehearsed the lesson.	Model implementation of planned questions and adjustments based on student responses.

 Sample Accelerated Coaching Plan Modified Coaching Cycle - 2 weeks	
Teacher Name:	Beckett
Coaching Focus:	Questioning
Goal:	Increase use of questioning to deepen understanding of the intended learning
<ol style="list-style-type: none"> Feedback - Meet face-to-face to reflect with the teacher on the use of questioning during 9/1 lesson. Co-Planning - Annotate aligned questions in TE together, discuss expected student responses. Coach and teacher will practice the lesson - coach will ask questions, teacher will act as a student. Modeling - Coach will model implementation of aligned questions from TE, teacher will observe using note catcher with coaching questions to guide connections (timing of lesson, questioning and student responses) and debrief. Feedback - The teacher will share planned questions and anticipated student responses to receive feedback. Observation - Coach will observe and record teacher implementation of questions as intended. Feedback - Follow-up conversation to discuss coach observation notes and teacher reflection on recorded lesson, determine next steps. 	

Coaching Considerations

- ☐ One goal/focus that is actionable and observable
- ☐ Time for collaborative planning and explanation of the strategy
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- ☐ Variety of coaching methods with effective use
- ☐ Built in practice opportunities with feedback
- ☐ Time included for reflection

Modeled planned lesson. T used note-taker during debrief, T described the intentionality of questions and how adjustments were made to responses in order to re

Bite-sized action step: T will annotate Lesson 7 and anticipated student



ons for the upcoming lessons. We went through the emphasis on aligned questions. *Bite-sized action step: T will rehearse the*

Provide feedback to

Coaching Methods: The Basics

Coaching methods are ways to support a teacher with accomplishing an established goal. Prior to implementing these methods, the coach and teacher should have a shared understanding of the specific focus. After implementing the coaching method, a related next step should be identified and time for follow-up should be scheduled.

Method	Description	Keys to Increase Effectiveness
Co-Planning	Creating and/or internalizing a lesson plan with the teacher.	<ul style="list-style-type: none"> Create lesson plan <ul style="list-style-type: none"> Write manageable lesson objectives grounded in benchmarks Plan how critical content will be presented to students and how students will practice independently Determine how student learning of the lesson objective will be measured Internalize lesson plan <ul style="list-style-type: none"> Internalize and rehearse key parts of the lesson <ul style="list-style-type: none"> Include the 'I do' and all key instructions Build time stamps into the lesson plan Observe the implementation of the lesson to provide specific feedback
In the Moment Coaching	Giving instructions on what to do next in real time.	<ul style="list-style-type: none"> Collaboratively determine a discrete way to provide cues and prompts during the lesson (whiteboard, hand signal, an earpiece, whisper cues, etc.) Provide a cue or prompt to reaffirm or redirect teacher actions throughout the lesson Circulate to monitor students understanding <ul style="list-style-type: none"> Call attention to students that need additional support
Video Coaching	Reviewing a recorded lesson and collaboratively analyzing key parts.	<ul style="list-style-type: none"> Discuss purpose and focus of lesson review Record the lesson <ul style="list-style-type: none"> Analyze the video lesson with agreed upon focus Converse about ways the teacher can improve upon the focus
Providing Feedback	Providing the teacher with actionable feedback to accelerate improvement.	<ul style="list-style-type: none"> Provide feedback around prioritized look-for(s) Set a goal for improvement Record the lesson <ul style="list-style-type: none"> Discuss what success looks like Determine one bite-sized action step Conduct a follow-up observation and provide actionable and aligned feedback

Task	Time
 <p>Independently read and make connections between the coaching documents:</p> <ul style="list-style-type: none"> ● Sample Accelerated Coaching Plan ● Teacher Support Log ● Coaching Methods 	3 min
 <p>Turn and talk to a partner:</p> <ul style="list-style-type: none"> ● How does the coaching plan align to the support provided? ● What feedback would you give to the coach regarding their coaching practices from the lens of your current role? ● What may you need to adjust in your current system to utilize evidence to accelerate coaching? 	7 min

COACH
and
SUPPORT

7:00

REFLECT
and
REFINE

What are the **next steps**
to accelerate teacher
practice?

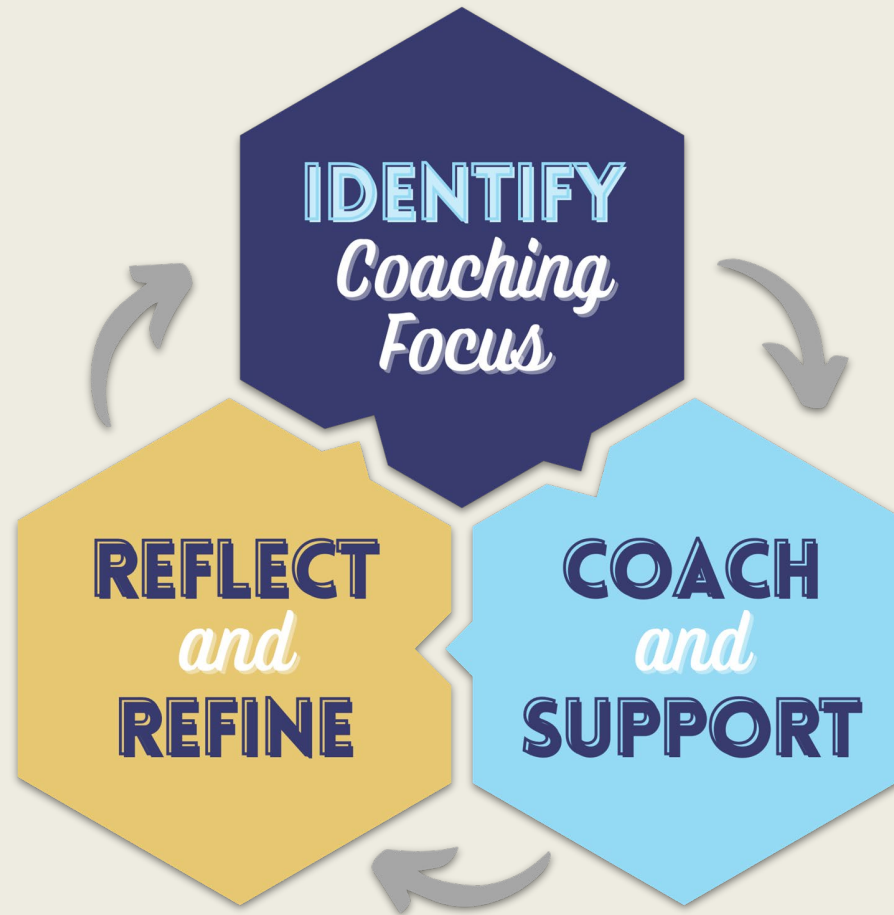


Keys for Reflecting and Refining

- Reflection is the key to identify ways to refine and adjust supports. To reflect, we can:
 - ***Utilize reflection questions:***
 - Should support continue?
 - Should support be adjusted?
 - What look-for should be prioritized for the next coaching focus?
 - What next step would accelerate teacher practice?
 - ***Leverage the coaching plan and support log for further reflection.***


REFLECT
and
REFINE

(Knight, 2009)



A Framework for Coaching

Step	Action	
1	Develop a shared understanding of expectations for high-quality instruction	✓
2	Identify, define and prioritize look-fors	✓
3	Establish criteria for tiers of support	✓
4	Set a goal aligned to established look-fors and determine bite-sized action step	✓
5	Evaluate the alignment of available resources to support coaching	
6	Use evidence to monitor implementation <i>and</i> impact of coaching	
7	Analyze evidence of implementation <i>and</i> impact to determine next steps	



A Coaching Framework to Accelerate Improvement

Step	Action	Guiding Questions
1	Develop a shared understanding of expectations for high-quality instruction	<ul style="list-style-type: none"> Has the vision for high quality instruction been communicated? Do all teachers have a shared understanding of high quality instruction?
2	Identify, define and prioritize look-fors	<ul style="list-style-type: none"> Are your look-fors indicators of high-quality instruction? Do your look-fors directly support student learning? Has the progression and order of importance of your look-fors been considered?
3	Establish criteria for tiers of support	<ul style="list-style-type: none"> Have multiple qualitative and quantitative data points been considered? <ul style="list-style-type: none"> What are those specific data points?
4	Set a goal aligned to established look-fors and determine bite-sized action step	<ul style="list-style-type: none"> Has a specific goal aligned to look-fors been established? Have bite-sized action steps been established to support the teacher with meeting the goal? <ul style="list-style-type: none"> Can the action steps be accomplished rapidly?
		<ul style="list-style-type: none"> What is the next step to accelerate this teacher's practice?

Final Reflection



What are ways you can use coaching to *accelerate* teacher practice and student outcomes?

Commit—*in writing*—to one key action. What *WILL* you do as a result of today's learning?

Session Outcomes

- Construct a shared understanding of the role of an *instructional coach* and creating a *culture for coaching*.
- Discover the importance of a shared vision for *high-quality instruction*.
- Engage in an *accelerated coaching process* for school improvement.

We value your feedback!

Please complete the **evaluation** for this session in the Guidebook App.

1. Open the Guidebook App.
2. Click on the session you just attended.
3. Complete the evaluation for the chance to win a giveaway in the final General Session!





SUMMER ACADEMY

Thank You!

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