

Welcome!

Monitoring Coaching for
School Improvement

*Please
independently
reflect on
questions
6-10.*

SUMMER ACADEMY
Coaching for School Improvement

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 teacher successes through documented walk-throughs, feedback, and reflection					
8. I measure individual coach successes through documented walk-throughs, feedback, and reflection					
9. We use evidence 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					





Monitoring Coaching for School Improvement

Angie Mahone, Regional Assistant Director - Region 5

Dr. Brooke Solz, School Improvement Specialist - Region 1



**Operation
Acceleration**

Leadership and Literacy for All

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



INTENDED OUTCOMES

Today we will...

- Explore the reciprocal relationship between *monitoring* for implementation and impact to support **sustainability**.
- Engage in a process for *monitoring* the effectiveness of coaching to **accelerate** teacher practice and student learning.

Session 2 Common Language

WHEN WE SAY...	WE MEAN...
Monitor	A process to <i>collect</i> and <i>analyze</i> evidence to shape implementation and maximize positive impact
Implementation	The <i>execution</i> of a decision or plan
Impact	A <i>strong effect</i> on someone or something
Evidence	<i>Proof</i> of the actuality or existence of something



“Coaching done well may be the most effective intervention designed for human performance.”

Atul Gawande, 2011



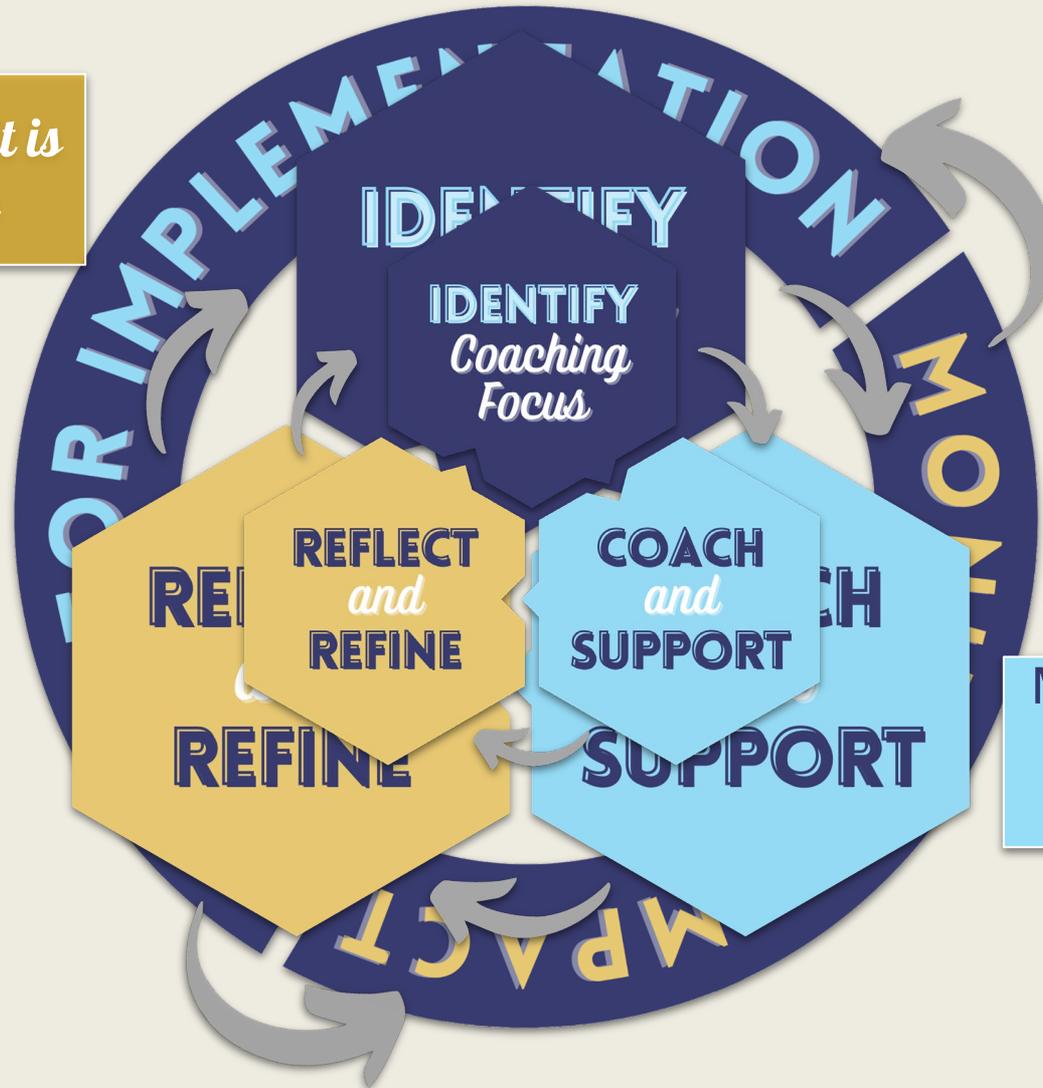
THE Art OF MONITORING

What does monitoring *really* mean?

What is monitoring?

- **Monitoring is a process for systematically and continuously collecting information.**
- **Monitoring includes collecting information to assess performance and the progress toward intended changes and goals.**

Monitor that it is happening



Monitor that it is working

A Framework for Coaching

<i>Step</i>	<i>Action</i>	
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	

MONITORING YOUR RESOURCES

THE 3T'S OF COACHING

Time

Time spent supporting teachers through coaching is one of the *strongest* predictors of instructional change.

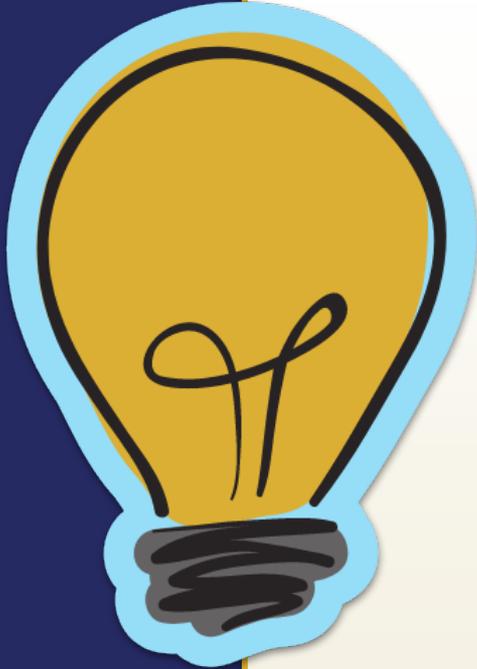
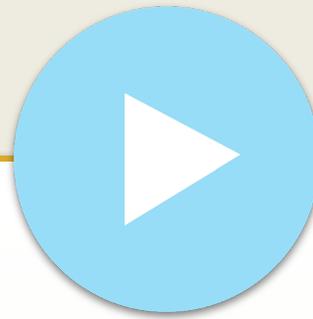
Monitoring the use of these resources enables you to easily identify gaps

training

Professional learning is necessary for *everyone*; teachers may need supplemental training and even the best coaches need opportunities to *grow*.

Talent

Coaches must possess *expertise* in their content, best practices, coaching strategies and instructional delivery.



How are *time*, *talent*
and *training*
leveraged within the
system for coaching?







How are *time*, *talent*,
training and the belief
that *everyone is a coach*
used to *accelerate*
teacher practice?



MONITORING IMPLEMENTATION

Is coaching *happening*? What is the evidence?

What is evidence of implementation?

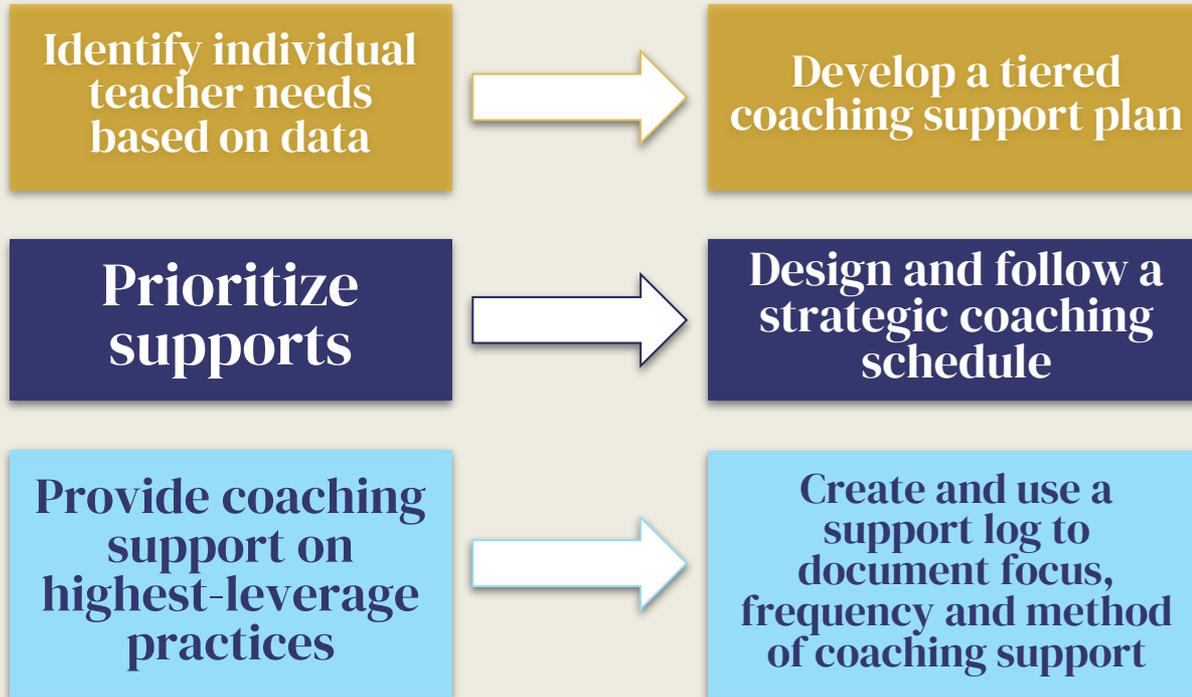
- Monitoring for *fidelity* and *quality* of actions.
- Are coaches, admin, etc. *DOING* the work?
 - Were teachers provided with adequate and appropriate supports?
 - Was the coaching schedule followed with fidelity?
 - Were coaching supports provided with fidelity?
- When action steps are able to be replicated, we create the conditions necessary for a *sustainable* system.

MONITORING FOR Implementation



Need

Evidence of Implementation



This helps us monitor that coaching is happening

MONITORING IMPACT

Is coaching *working*? What is the evidence?

What is evidence of impact?

- Monitoring for positive *change* in teacher practice and student learning.
 - Are the action steps resulting in *improvement* in coaching practice, teacher practice and/or student learning?
- When a system yields positive results, replicating action steps can lead to *sustainability*.

Examples of Data



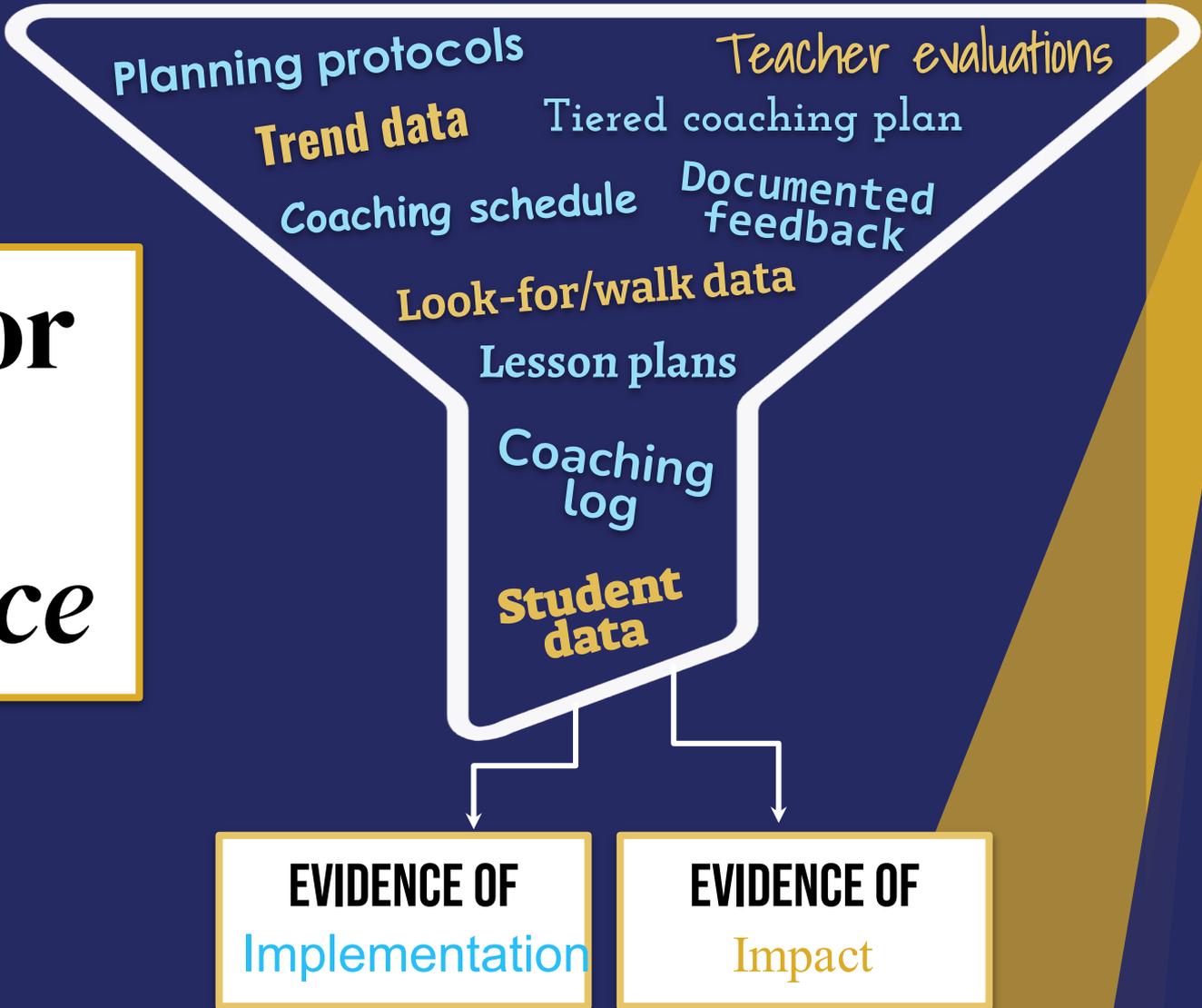
Qualitative

- Observations
- Reflective conferences with teachers
- Standing meetings with coaches
- Reflections from teachers and coaches
- Walkthroughs
- Trend data
- Student data
- Comparative data
- Teacher evaluations

Quantitative



Monitor with *Evidence*



MONITORING FOR Impact



Need

Evidence of Implementation

Evidence of Impact

Identify individual teacher needs based on data



Develop a tiered coaching support plan



Improvements in walkthrough data

Prioritize supports



Design and follow a strategic coaching schedule

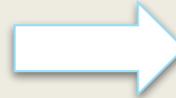


Decrease in intensity and frequency of support

Provide coaching support on highest-leverage practices



Create and use a support log to document focus, frequency and method of coaching support



Improvement in teacher practice *and* student performance



What are ways you currently *monitor* your coaching system for *implementation* and *impact*?



“
Your *goal* is your desired outcome. Your *system* is the collection of **daily habits** that will get you there.”

James Clear, Atomic Habits

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?

What is the next step to accelerate this teacher's practice?

Facilitators will...

Model the use of the *Coaching Framework* to monitor evidence of implementation and impact to determine effectiveness of coaching supports.

Participant will...

Gain an understanding of how the *Coaching Framework* can be used to monitor coaching.
Actively listen for connections between evidence and the process of monitoring.

Lean in on our norm

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.

Teacher A

Teacher Profile



Overview	Current Coaching Focus	Current Level of Support	Who's Providing Support
<p>5th grade Science</p> <p>10 years of experience</p> <p>District VAM: E State VAM: NI</p>	<p><i>Ask questions to deepen understanding of intended learning</i></p>	<p>Common planning Targeted feedback from admin & coaches</p> <p></p> <p>Coaching support at least once a week PD specific to need Peer observation</p>	<p>DC 1st year District Coach, former school-based coach</p> <p>P 5th year Principal</p>



Set a goal aligned to established look and determine bite-sized action

Step 4

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?

Can the action steps be accomplished rapidly?

Teacher Support Log



Teacher: A			Grade Level / Content: 5th / Science	
Interaction Key O-Observation; M-Modeling; CT-Co-teaching; D-Data-driven Coaching; CP-Co-planning; ITM-In the Moment Coaching; V-Video Coaching; F-Feedback				
Coach:	Date:	Type of Interaction:	Notes / Bite-Sized Action Step:	Follow Up Support:
P	8/17	O	Coaching Focus: Provide explicit instruction aligned to the benchmark and intended learning Instruction veered from Gl. common plan, 30% of students demonstrated understanding of intended learning on Exit Ticket	P will meet with T on 8/18 to provide feedback
P	8/18	F / CP	Coaching Focus: Provide explicit instruction aligned to the benchmark and intended learning Used Exit Ticket data to determine success of lesson, T expressed lack of confidence in executing common plan Collaboratively annotated tomorrow's lesson, focusing on the portions that will be explicitly taught Bite Sized Action Step: T will script 'I do' portion of lesson	P will observe tomorrow's lesson with annotated plan hand and provide specific feedback on T's delivery of explicit instruction
P	8/19	O	Coaching Focus: Provide explicit instruction aligned to the benchmark and intended learning T stuck to grade level common plan, delivered explicit instruction as intended, 83% of students demonstrated understanding of intended learning on Exit Ticket	P will meet with T on 8/23 provide feedback.
P	8/23	F	Coaching Focus: Provide explicit instruction aligned to the benchmark and intended learning Used Exit Ticket data to determine success of lesson, T described connection between annotation, and success in delivery of instruction Bite Sized Action Step: T will continue to script 'I do' portion of common lesson plans to ensure concise delivery of explicit instruction	DC will observe T with a on level of questioning on 8/30

Teacher Support Log



Teacher: A			Grade Level / Content: 5th / Science	
Interaction Key O-Observation; M-Modeling; CT-Co-teaching; D-Data-driven Coaching; CP-Co-planning; ITM-In the Moment Coaching; V-Video Coaching; F-Feedback				
Coach:	Date:	Type of Interaction:	Notes / Bite-Sized Action Step:	Follow Up Support:
DC	8/31	O	Coaching Focus: Ask questions to deepen understanding of the intended learning T asked extremely low level questions	DC will provide feedback to T on 9/2
DC	9/2	F	Coaching Focus: Ask questions to deepen understanding of the intended learning T not receptive to feedback, claimed questions were rigorous and in alignment with standard	DC will model how to ask questions that are rigorous during instruction on 9/10, teacher will watch
DC	9/10	M	Coaching Focus: Ask questions to deepen understanding of the intended learning Modeled rigorous questioning with T's class	DC will observe T on 9/16 looking for improvements in questioning
DC	9/16	O	Coaching Focus: Ask questions to deepen understanding of the intended learning T did not implement anything observed during the modeled lesson T continues to ask low level questions	DC will model another lesson on 9/23 with a focus on demonstrating how to ask questions to deepen student understanding
DC	9/23	M	Coaching Focus: Ask questions to deepen understanding of the intended learning Modeled rigorous questioning with T's class	DC will observe T on 10/2 looking for improvements in questioning

Evaluate the alignment of available resources to support coaching

Step 5

Has time been allocated to support the teacher with working toward accomplishing the specific goal? 

Has time been allocated to conduct coaching visits *and* provide face-to-face feedback? 

Time

Teacher Support Log



Teacher: A			Grade Level / Content: 5th / Science		
Interaction Key			O: Observation; M: Modeling; CT: Co-teaching; D: Data-driven Coaching; CP: Co-planning; ITM: In the Moment Coaching; V: Video Coaching; F: Feedback		
Coach	Date	Type of Interaction	Coaching Focus: (What is the goal to enhance the teacher's practice?)	Notes / Bite-Sized Action Step:	Follow Up Support:
P	8/17	O	Provide explicit instruction aligned to the benchmark and intended learning	Instruction veered from G. common plan, 30% of students demonstrated understanding of intended learning on Exit Ticket	P will meet with T on 8/18 to provide feedback.
P	8/18	F / CP	Provide explicit instruction aligned to the benchmark and intended learning	Used Exit Ticket data to determine success of lesson, T lack of confidence in executing common plan Collaboratively annotated tomorrow's lesson, focusing portions that will be explicitly taught <i>Bite-Sized Action Step: T will script 'I do' portion of lesson</i>	
P	8/19	O	Provide explicit instruction aligned to the benchmark and intended learning	T stuck to grade level common plan, delivered explicit instruction intended, 83% of students demonstrated understanding learning on Exit Ticket	
P	8/23	F	Provide explicit instruction aligned to the benchmark and intended learning	Used Exit Ticket data to determine success of lesson, T connection between annotation, and success in delivering instruction <i>Bite-Sized Action Step: T will continue to script 'I do' portion of common lesson plans to ensure concise delivery of explicit instruction</i>	

Principal Schedule (QL)

Responsible for Coaching: Teacher A, Teacher D, Teacher E, Teacher F				
	Monday	Tuesday	Wednesday	Thursday
8:00	Greetings and breakfast	ILT Meeting	SIP Meeting	Gre
8:30	1-on-1 w/ AP			
9:00		Observe Teacher A		
9:30				
10:00	Observe Teacher F			Call with
10:30	Observe Teacher G			
11:00		Meet w/ Teacher F		
11:30		Meet w/ Teacher G	Calibration Walkthroughs with APs	
12:00	Observe Teacher D			
12:30	Lunch Duty	1-on-1 w/ Coach	Meet w/ Teacher A	
1:00			Observe Teacher E	
1:30	Calibration Walkthroughs with School-based Coach and APs	Meet w/ Teacher D		
2:00		5th Grade Science Planning		5th Grade ELA Planning
2:30				5th Grade Math Planning
3:00				
3:30	Dismissal	Dismissal	Dismissal	Dismissal
4:00				

- Classroom Observations
- School Culture
- Calibration Walkthrough
- Meetings with Teachers to provide feedback
- Content Planning
- Meetings

District Coach Schedule (QL)

Responsible for Coaching					
	Orange Middle	Washington Middle	Sustainable Elementary	Pine Elementary	
	Teacher P	Teacher S	Teacher A	Teacher W	Teacher X
Monday	Orange Middle (AM) Washington Middle (PM)				
Tuesday		Pine Elementary (AM) Sustainable Elementary (PM)			
Wednesday			Washington Middle (AM) Orange Middle (PM)		
Thursday				Washington Middle (AM) Orange Middle (PM)	
Friday					Flex Support Day
8:00					
8:30		Observe Teacher W (Pine Elementary)	8th Grade Science Planning (Washington Middle)	Meet w/ Teacher A (Sustainable Elementary)	District Coaches Meeting
9:00	Meet w/ Coach (Orange Middle)				
9:30	8th Grade Science Planning (Orange Middle)	Observe Teacher X (Pine Elementary)	Meet w/ Coach (Washington Middle)		
10:00					
10:30	Observe Teacher P (Orange Middle)				Calibration Walkthroughs with Principal and APs (Sustainable Elementary)
11:00					
11:30					
12:00					1-on-1 w/ Principal (Sustainable Elementary)
12:30	Calibration Walkthroughs with Principal and APs (Washington Middle)				
1:00		Meet w/ Coach (Sustainable Elementary)			Meet w/ Teacher W (Pine Elementary)
1:30		Observe Teacher A (Sustainable Elementary)			Meet w/ Coach (Pine Elementary)
2:00	Observe Teacher S (Washington Middle)		5th Grade Science Planning (Sustainable Elementary)	Meet w/ Teacher P (Orange Middle)	5th Grade Science Planning (Pine Elementary)
2:30					Meet w/ Teacher X (Pine Elementary)
3:00					

- Classroom Observations
- School-based Coach Support
- Calibration Walkthroughs
- Content Planning
- Meetings with Teachers to provide feedback
- Meetings

Evaluate the alignment of available resources to support coaching

Step 5

Does the expertise of the coach align with the teacher's need?



If not, is there someone with the appropriate expertise who can provide support?



Talent

Teacher Support Log

Grade Level / Content: 5th / Science

Teacher: A

Interaction Key: O Observation; M Modeling; CT Co-teaching; D Data-driven Coaching; CP Co-planning; ITM In the Moment Coaching; V Video Coaching; F Feedback

Interaction Key			Coaching Focus: (What is the goal to enhance the teacher's practice?)	Notes / Bite-Sized Action Step:	Follow Up Support:
Coach:	Date:	Type of Interaction:			
DC	8/31	O	Ask questions to deepen understanding of the intended learning	T asked extremely low level questions	DC will provide feedback to T on 9/2
DC	9/2	F	Ask questions to deepen understanding of the intended learning	T not receptive to feedback, claimed questions were rigorous and in alignment with standard	DC will model how to ask questions that are rigorous during instruction on 9/10, teacher will watch
DC	9/10	M	Ask questions to deepen understanding of the intended learning	Modeled rigorous questioning with T's class	DC will observe T on 9/16 looking for improvements in questioning
DC	9/16	O	Ask questions to deepen understanding of the intended learning	T did not implement anything observed during the modeled lesson T continues to ask low level questions	DC will model another lesson on 9/23 with a focus on demonstrating how to ask questions to deepen student understanding
DC	9/23	M	Ask questions to deepen understanding of the intended learning	Modeled rigorous questioning with T's class	DC will observe T on 10/2 looking for improvements in questioning

Overview	Current Coaching Focus	Current Level of Support	Who's Providing Support
5th grade Science 10 years of experience District VAM: E State VAM: NI	Ask questions to deepen understanding of intended learning	Common planning Targeted feedback from admin & coaches  Coaching support at least once a week PD specific to need Peer observation	DC 1st year <i>District Coach</i> , former school-based coach P 5th year <i>Principal</i>

Evaluate the alignment of available resources to support coaching

 Step
5

Training

Does the coach have appropriate training to support the teacher's need?


 Does the teacher need **additional** training to improve their instructional practice and/or content knowledge?


Teacher Support Log



Teacher: A			Grade Level / Content: 5th / Science		
Interaction Key: O-Observation; M-Modeling; CT-Co-teaching; D-Data-driven Coaching; CP-Co-planning; ITM-In the Moment Coaching; V-Video Coaching; F-Feedback					
Coach:	Date:	Type of Instruction:	Coaching Focus: (What is the goal to enhance the teacher's practice?)	Notes / Bite-Sized Action Step:	Follow Up Support:
DC	8/31	O	Ask questions to deepen understanding of the intended learning	Teacher asked extremely low level questions	DC will provide feedback to T on 9/2
DC	9/2	F	Ask questions to deepen understanding of the intended learning	T not receptive to feedback, claimed questions were rigorous and in alignment with standard	DC will model how to ask questions that are rigorous during instruction on 9/10, teacher will watch
DC	9/10	M	Ask questions to deepen understanding of the intended learning	Modeled rigorous questioning with teacher's class	DC will observe T on 9/16 looking for improvements in questioning
DC	9/16	O	Ask questions to deepen understanding of the intended learning	T did not implement anything observed during the modeled lesson. T continues to ask low level questions	DC will model another lesson on 9/23 with a focus on demonstrating how to ask questions to deepen student understanding
DC	9/23	M	Ask questions to deepen understanding of the intended learning	Modeled rigorous questioning with teacher's class	DC will observe T on 10/2 looking for improvements in questioning

Overview

 5th grade
Science

 10 years of
experience

 District VAM: E
State VAM: NI

 Current
Coaching Focus

 Ask
questions to
deepen
understanding
of
intended
learning

 Current Level of
Support

 Common planning
Targeted feedback
from admin &
coaches

 Coaching support at
least once a week
PD specific to need
Peer observation

 Who's Providing
Support

 DC
1st year **District
Coach**, former
school-based
coach

 P
5th year
Principal

Step 6

Is coaching happening?



Evidence of Implementation

Principal Schedule (Q1)

Responsible for Coaching: Teacher A, Teacher D, Teacher E, Teacher F, Teacher G

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Greetings and breakfast	ILT Meeting			
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					

District Coach Schedule (Q1)

Responsible for Coaching
 Orange Middle Washington Middle Sustainable Elementary Pine Elementary
 Teacher P Teacher S Teacher A Teacher W Teacher X

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Orange Middle (AM) Washington Middle (PM)	Pine Elementary (AM) Sustainable Elementary (PM)	Washington Middle (AM) Orange Middle (PM)	Washington Middle (AM) Orange Middle (PM)	Flex Support Day
8:30		Observe Teacher W (Pine Elementary)	8th Grade Science Planning (Washington Middle)	Meet w/ Teacher A (Sustainable Elementary)	District Coaches Meeting
9:00	Meet w/ Coach (Orange Middle)	Observe Teacher X (Pine Elementary)	Meet w/ Coach (Washington Middle)	Meet w/ Teacher S (Washington Middle)	
9:30	8th Grade Science Planning (Orange Middle)			Calibration Walkthroughs with Principal and APs (Sustainable Elementary)	
10:00	Observe Teacher P (Orange Middle)				
10:30					1 on 1 w/ Principal (Sustainable Elementary)
11:00					
11:30					
12:00	Calibration Walkthroughs with Principal and APs (Washington Middle)			Meet w/ Teacher W (Pine Elementary)	
12:30		Meet w/ Coach (Sustainable Elementary)		Meet w/ Coach (Pine Elementary)	
1:00		Observe Teacher A (Sustainable Elementary)		5th Grade Science Planning (Pine Elementary)	
1:30			Meet w/ Teacher P (Orange Middle)	Meet w/ Teacher X (Pine Elementary)	
2:00	Observe Teacher S (Washington Middle)	5th Grade Science Planning (Sustainable Elementary)			
2:30					
3:00					

- Classroom Observations
- School-based Coach Support
- Calibration Walkthroughs
- Content Planning
- Meetings with Teachers to provide feedback
- Meetings

Teacher Support Log

Teacher: A			Grade Level / Content: 5th / Science		
Interaction Key: O-Observation; M-Modeling; CT-Co-teaching; D-Data-driven Coaching; CP-Co-planning; ITM-In the Moment Coaching; V-Video Coaching; F-Feedback					
Coach	Date	Type of Interaction	Coaching Focus: (What is the goal to enhance the teacher's practice?)	Notes / Bite-Sized Action Step:	Follow Up Support:
DC	8/31	O	Ask questions to deepen understanding of the intended learning	Teacher asked extremely low level questions	DC will provide feedback to T on 9/2
DC	9/2	F	Ask questions to deepen understanding of the intended learning	T not receptive to feedback, claimed questions were rigorous and in alignment with standard	DC will model how to ask questions that are rigorous during instruction on 9/10, teacher will watch
DC	9/10	M	Ask questions to deepen understanding of the intended learning	Modeled rigorous questioning with teacher's class	DC will observe T on 9/16 looking for improvements in questioning
DC	9/16	O	Ask questions to deepen understanding of the intended learning	T did not implement anything observed during the modeled lesson. T continues to ask low level questions	DC will model another lesson on 9/23 with a focus on demonstrating how to ask questions to deepen student understanding
DC	9/23	M	Ask questions to deepen understanding of the intended learning	Modeled rigorous questioning with teacher's class	DC will observe T on 10/2 looking for improvements in questioning

Is coaching working?

Evidence of Impact

Teacher Support Log

Teacher: A			Grade Level / Content: 5th / Science	
Interaction Key			O-Observation; M-Modeling; CF-Co-teaching; D-Data-driven Coaching; CP-Co-planning; ITM-In the Moment Coaching;	
Coach:	Date:	Type of Interaction	Coaching Focus: (What is the goal to enhance the teacher's practice?)	Notes / Bite-Sized Action Step:
DC	8/31	O	Ask questions to deepen understanding of the intended learning	Teacher asked extremely low level questions
DC	9/2	F	Ask questions to deepen understanding of the intended learning	I not receptive to feedback, claimed questions were rigorous and in alignment with standard
DC	9/10	M	Ask questions to deepen understanding of the intended learning	Modeled rigorous questioning with teacher's class
DC	9/16	O	Ask questions to deepen understanding of the intended learning	I did not implement anything observed during the modeled lesson. I continues to ask low level questions
DC	9/23	M	Ask questions to deepen understanding of the intended learning	Modeled rigorous questioning with teacher's class

September Walkthrough Data
(8/29 - 9/30)
*57 walks included

		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
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				

Is coaching working?

Evidence of Impact

 Science			
<i>Units 1 & 2 Assessment Aug. 10 - Sept. 16</i>			
<i>Teacher</i>	<i>% On Track (above 70%)</i>	<i>% Approaching (40% - 69%)</i>	<i>% Below (39% and below)</i>
<i>Teacher A</i>	42%	30%	28%
<i>Counterpart 1</i>	56%	30%	14%
<i>Counterpart 2</i>	39%	20%	41%

 Science			
<i>Unit 3 Assessment Sept. 18 - Oct. 6</i>			
<i>Teacher</i>	<i>% On Track (above 70%)</i>	<i>% Approaching (40% - 69%)</i>	<i>% Below (39% and below)</i>
<i>Teacher A</i>	30%	15%	55%
<i>Counterpart 1</i>	55%	33%	12%
<i>Counterpart 2</i>	46%	31%	23%

**Step
7**

So what, now what...?

Should current supports continue or is an adjustment necessary?

Adjustment needed 

What is the next step to accelerate the improvement of this teacher?

- Explore alternative coaching partnership
- Provide District Coach with training to build coaching capacity
- Support teacher by providing bite-sized action steps
- Support teacher through various coaching methods

Teacher B



Task

Time



Independently read the profile for **Teacher B** and review Teacher Support Log, AP and School-based Coach Schedules, Walkthrough Data and Assessment Data.

4
mins

12:00

Review qualitative and quantitative evidence and use the *Coaching Framework* to discuss the guiding questions for steps 4 and 5.

*If your answer to one of the guiding questions is ***NO*** or requires additional information to answer, ***STOP*** to further discuss where there might be a gap in implementation.

8
mins



Based on your review, discuss:

- Is teacher practice improving?
 - What evidence do you have?
- Are student outcomes improving?
 - What evidence do you have?

*Please ensure
you discuss
Step 6*



**Move on to Step 7 if you finish early*



Step 7

Based on monitoring of supports for *Teacher B...*

- Should current supports continue *or* is an adjustment necessary?
- What is the next step to *accelerate* the improvement of this teacher?



Teacher C



Task

Time



Independently read the profile for **Teacher C** and review Teacher Support Log, School-based Coach Schedule, Walkthrough Data and Assessment Data.

3
mins

10:00

Review qualitative and quantitative evidence and use the *Coaching Framework* to discuss the guiding questions for steps 4 and 5.

*If your answer to one of the guiding questions is ***NO*** or requires additional information to answer, ***STOP*** to further discuss where there might be a gap in implementation.

7
mins



Based on your review, discuss:

- Is teacher practice improving?
 - What evidence do you have?
- Are student outcomes improving?
 - What evidence do you have?

*Please ensure
you discuss
Step 6*



**Move on to Step 7 if you finish early*



Step 7

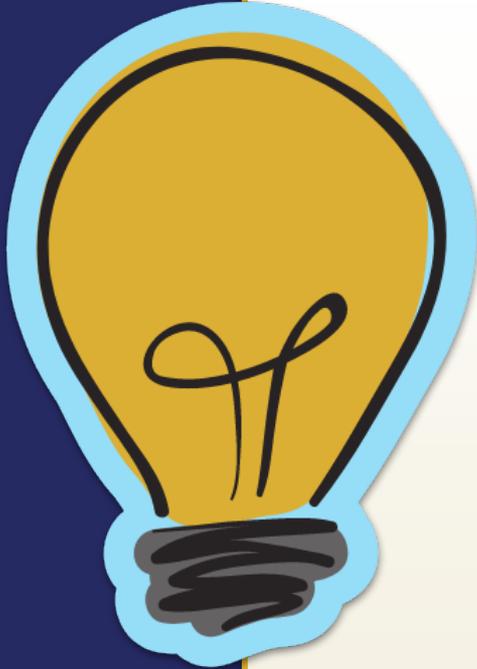
Based on monitoring of supports for *Teacher C...*

- Should current supports continue *or* is an adjustment necessary?
- What is the next step to *accelerate* the improvement of this teacher?





Final Reflection



What are ways *monitoring* implementation and impact can *accelerate* your system for coaching?

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

Session Outcomes

- Explore the reciprocal relationship between *monitoring* for implementation and impact to support **sustainability**.
- Engage in a process for *monitoring* the effectiveness of coaching to **accelerate** teacher practice and student learning.

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!



REFERENCES

- Aguilar, E. (2019). You can't have a coaching culture without a structure. *Educational Leadership*, 77(3).
- Bambrick-Santoyo, P. (2018). *Leverage leadership 2.0: A practical guide to building exceptional schools*. Jossey-Bass.
- Clear, J. (2018). *Atomic habits: Tiny changes, remarkable results: An easy & proven way to build good habits & break bad ones*. Penguin: Avery.
- Education Week. (2019, October 17). *A principal's guide to coaching teachers*. [Video]. YouTube. <https://www.youtube.com/watch?v=qzykXPv8GjY&t=1s>
- New Teacher Center. (2016). *High quality mentoring & instructional coaching practices*. New Teacher Center. <https://www.cde.state.co.us/educatortalent/ntementoringresource>
- Rivera, N., Burley, K., & Sass, J. (February, 2004). Evaluation of school-based professional development (2002-03). Los Angeles Unified School District, Planning, Assessment and Research Division Publication No. 187.
- Rucker, K., & Joseph, M. (2018). *A guide to implementing instructional coaching*. Better Lesson. https://info.betterlesson.com/hubfs/Collateral/Whitepapers/Whitepaper_A_Guide_To_Implementing_Instructional_Coaching.pdf



Thank You!