PLANNING AROUND YOUR SYSTEMS FOR COACHING

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NORMS FOR LEARNING

- **<u>Focus</u>**: Our time together is short. We will commit to being as present as possible and sticking to the schedule.

- **<u>Candor</u>**: We commit to being candid about our experiences and opinions.

- **<u>Balance of Voice</u>**: We will make sure everyone gets a chance to weigh-in and provide input.

- **<u>Comfort with Discomfort</u>**: Some of this learning may challenge our current thinking, which may be a bit uncomfortable, but we will commit to persevering through it.

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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**

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COMMON LANGUAGE

WHEN WE SAY...	WE MEAN...
System	Process for how something is done; an organized framework or method.
Process	A series of steps or procedures which help to implement a system or achieve a particular outcome. A system needs a set of processes to work efficiently.
Sustainability	The active process of establishing your system–not merely continuing it, but developing relationships, practices, and processes that become a lasting way of work.
Leveraging	Utilizing a practice, process, or system to strengthen another practice, process, or system.
Coaching Tools	Coaching tools (Tiering Document, Coaching Support Log, Coaching Plans, etc.) enable you to implement the steps within a process, making your system work efficiently.

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INTENDED OUTCOMES

Today we will…

- **Reflect on whether your systems for coaching are effective in moving your school toward your intended outcomes**

- **Determine whether you will need to implement or refine your system for coaching**

- **Establish an area of focus for your SIP that either:**
  - **Focuses on establishing your system for coaching to improve school outcomes.**

  OR

  - **Determines where to leverage your system for coaching within another determined area of focus to improve school outcomes.**

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REFLECTION ON SESSIONS 1 & 2

How can clearly defined *instructional look-fors* help to align your coaching supports and *ACCELERATE* teacher practice?

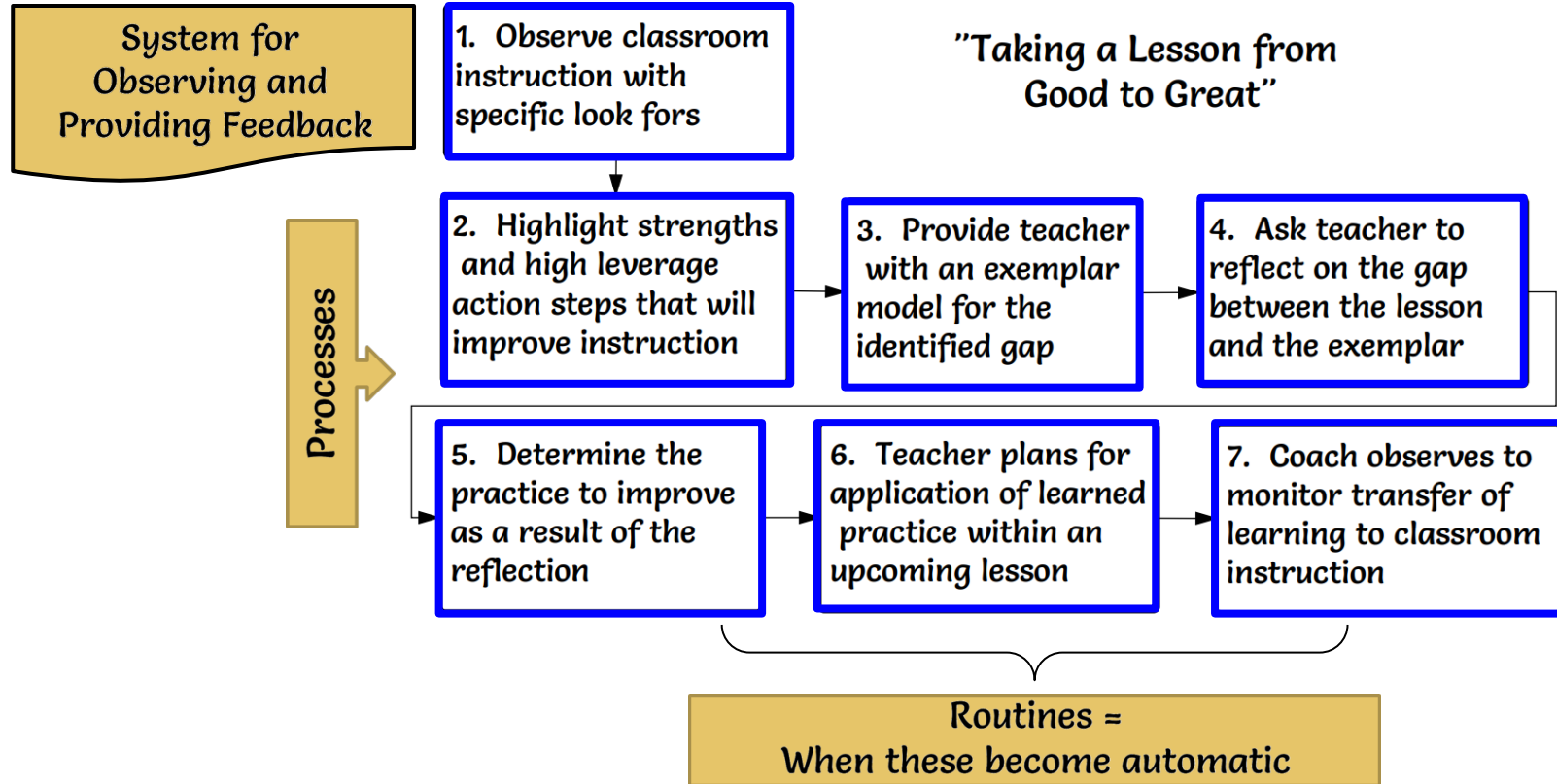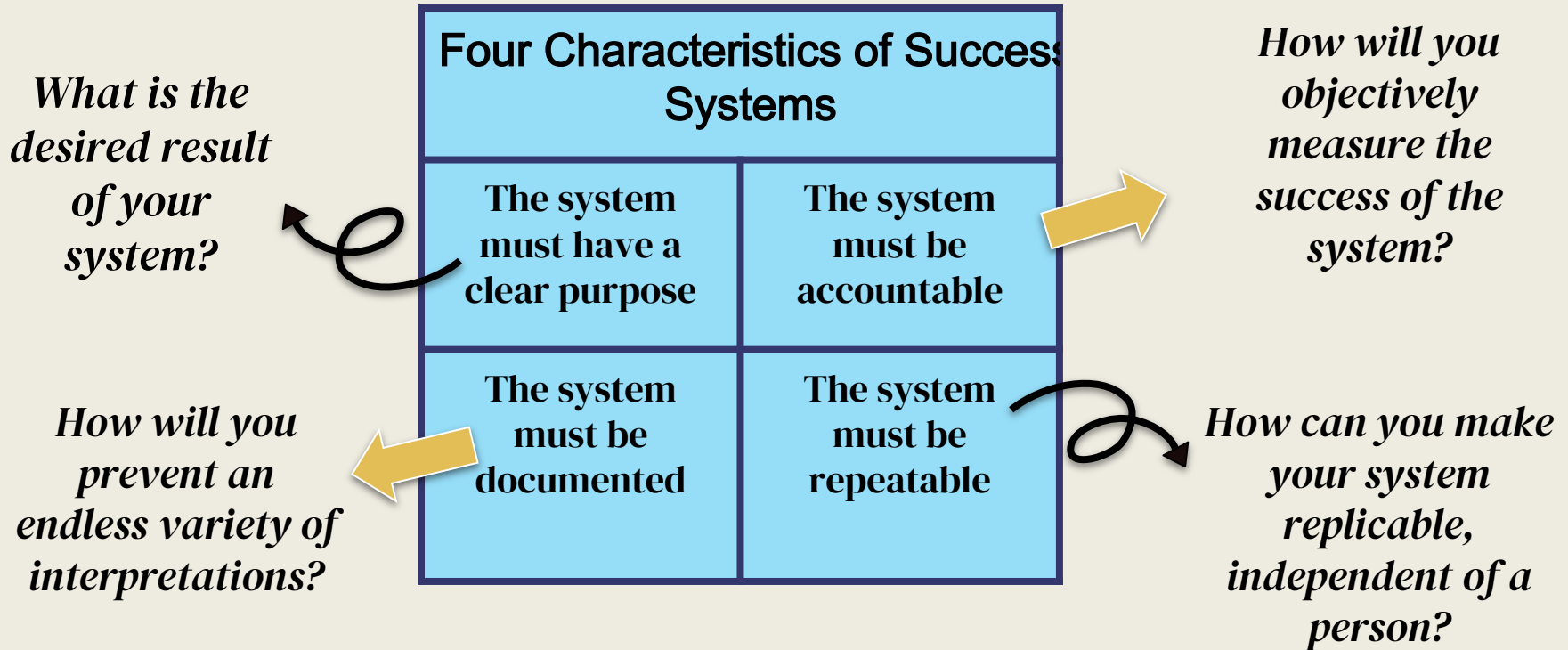How can you *monitor* if your system for coaching is being implemented as planned and impacting teacher practice and student learning?

System for Observing and Providing Feedback

Processes

1. Observe classroom instruction with specific look fors

2. Highlight strengths and high leverage action steps that will improve instruction

3. Provide teacher with an exemplar model for the identified gap

4. Ask teacher to reflect on the gap between the lesson and the exemplar

5. Determine the practice to improve as a result of the reflection

6. Teacher plans for application of learned practice within an upcoming lesson

7. Coach observes to monitor transfer of learning to classroom instruction

"Taking a Lesson from Good to Great"

Routines = When these become automatic

CHARACTERISTICS OF A SYSTEM

Four Characteristics of Success Systems

The system must have a clear purpose	The system must be accountable
The system must be documented	The system must be repeatable

What is the desired result of your system?

How will you objectively measure the success of the system?

How will you prevent an endless variety of interpretations?

How can you make your system replicable, independent of a person?
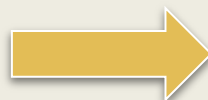
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Take 7 minutes to come to a group consensus on each rating for the components of your overall coaching system.

COACH

PRINCIPAL

DISTRICT

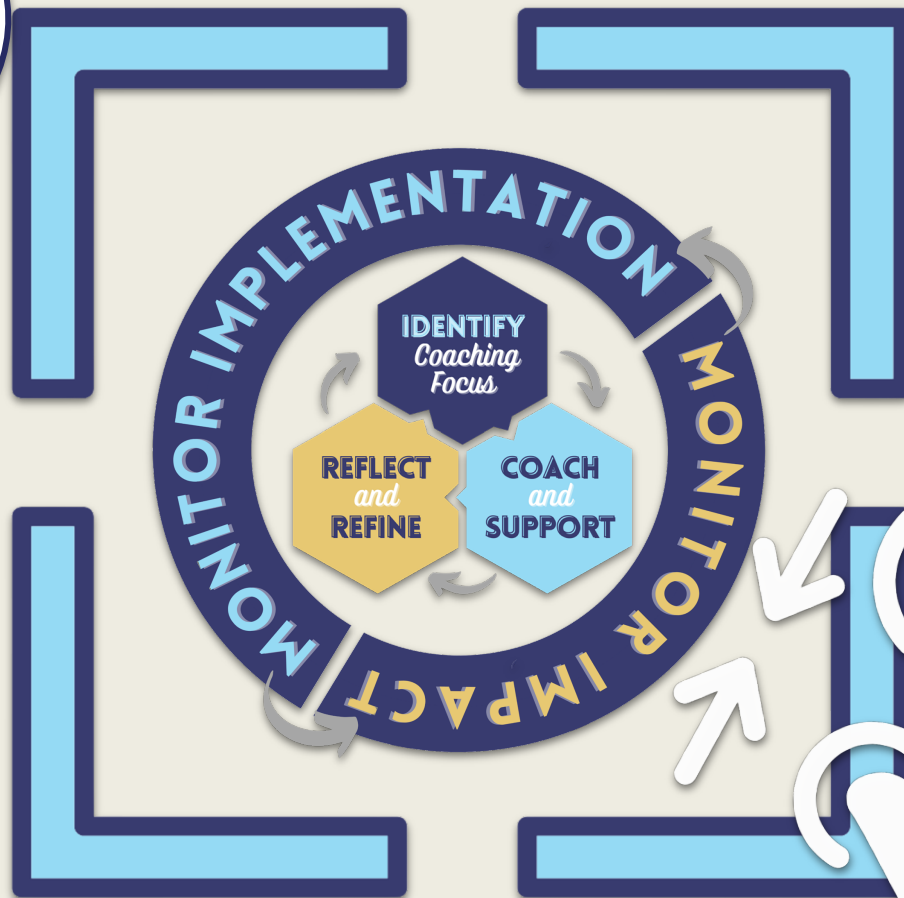| Culture of Coaching	Not Present	Beginning	Refining	Optimizing
1. We have identified and defined our instructional priorities				✓
2. We have identified and defined specific look-fors connected to our instructional priorities			✓	
3. Our look-fors drive our system for coaching		✓		
4. Administrators, Coaches and Teachers understand that everyone is a coach with a goal to improve teacher capacity and improve student outcomes		✓		
5. Our coaching process: • 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	✓			

"The purpose of setting goals is to win the game. The purpose of building systems is to continue playing the game...

...You don't rise to the level of your goals. You fall to the level of your systems."
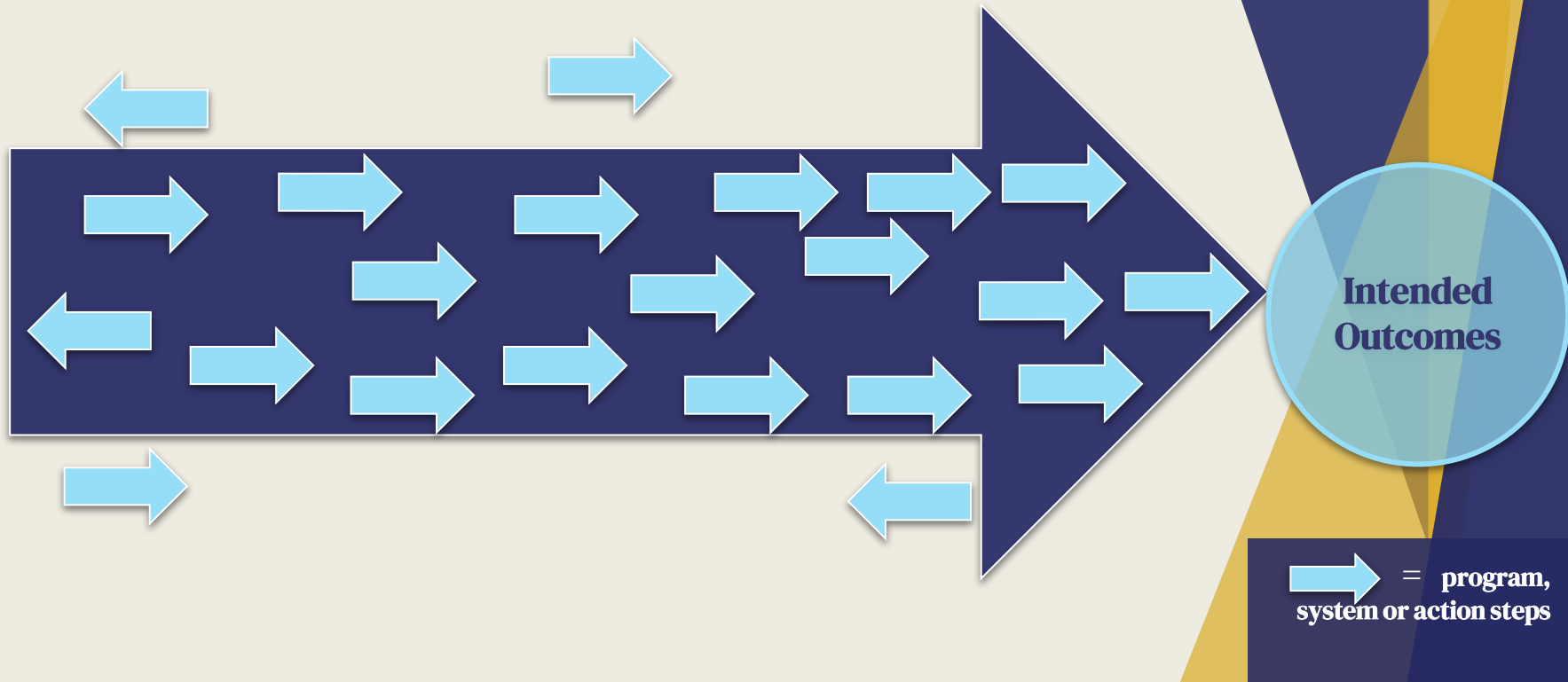
-ATOMIC HABITS, BY JAMES CLEAR

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SYSTEMS IN SCHOOL IMPROVEMENT

Intended Outcomes

= program, system or action steps

Culture of Coaching	Not Present	Beginning	Refining	Optimizing
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: • 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	✓			

Where is School A at a systems level for coaching?

Monitoring	Not Present	Beginning	Refining	Optimizing
6. Our coaching system is visible through completion and submission of evidence in the form of: • Support logs & • Schedules & • Teacher reflection & • Coach reflection & • Coaching Support Plans & • Tiering Document	✓			
7. I measure individual *teacher* successes through documented walkthroughs, feedback, and reflection		✓		
8. I measure individual *coach* successes through documented walkthroughs, 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: • Walkthrough trends over time • Reflections over time • Feedback over time • Student outcomes over time	✓			

Culture of Coaching	Not Present	Beginning	Refining	Optimizing
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: • 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		✓		

Where is School B at a systems level for coaching?

Monitoring	Not Present	Beginning	Refining	Optimizing
...ystem is visible through completion and ...evidence in the form of: ...gs & ...& ...flection & ...ection & ...Support Plans & ...cument	✓			
...vidual *teacher* successes through documented ...feedback, and reflection			✓	
8. I measure individual *coach* successes through documented walkthroughs, 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: • Walkthrough trends over time • Reflections over time • Feedback over time • Student outcomes over time		✓		

How can the Gap Analysis now transfer to planning for improvement?

Culture of Coaching	Not Present	Beginning	Refining	Optimizing
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: • 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		✓		
6. Our coaching system is visible through completion and submission of evidence in the form of: • Support logs & • Schedules & • Teacher reflection & • Coach reflection & • Coaching Support Plans & • Tiering Document		✓		
7. I measure individual *teacher* successes through documented walkthroughs, feedback, and reflection			✓	
8. I measure individual *coach* successes through documented walkthroughs, 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: • Walkthrough trends over time • Reflections over time • Feedback over time • Student outcomes over time		✓		

AoF: Improve Instructional practice specifically relating to benchmark-aligned instruction

Action Step 1: Build teacher capacity in delivering instruction aligned to the intended learning of the benchmarks through the use of a strategic coaching process which includes an identified focus and coaching method

Monitoring:
- **Coaching plans that include:**
  - **Identified focus for coaching aligned with the school's instructional look-fors**
  - **Method by which coaching will be provided**
- **Coaching Logs that include:**
  - **Actions taken by the coach and the teacher**
  - **Outcomes as a result of coaching**
- **Admin will schedule time to review coaching documentation and provide feedback and support to coaches**

DISTRICTS

- **What gaps have you identified around your district systems for coaching?**
- **What needs to be put in place at the district level which will lead to strengthened systems for coaching in the schools?**
- **How can the district build capacity with regard to impactful coaching practices to support schools?**

GROUP TASK

			TIME
1	Use your gap analysis to determine if Coaching will be an area of Focus on your SIP, then create an Area of Focus.	Determine an Area of Focus related to instruction, then create it.	3 MIN
2	Determine your Rationale for your selected Area of Focus.		8 MIN
3	Determine your Measurable Outcomes. Think about the various data sources (teacher practice data, student data, walkthrough data, coaching documents & tools, etc.) you will use to determine outcomes.		9 MIN
4	Describe how this Area of Focus will be monitored for the desired outcome. How will you monitor for implementation and impact of coaching?	Describe how this Area of Focus will be monitored for the desired outcome. How will your coaching system be leveraged within your monitoring for implementation and impact?	10 MIN

24

1	Use your gap analysis to determine if Coaching will be an area of Focus on your SIP, then create an Area of Focus.	Determine an Area of Focus related to instruction, then create it.	✔
2	Determine your Rationale for your selected Area of Focus.		**8 MIN**
3	Determine your Measurable Outcomes. Think about the various data sources (teacher practice data, student data, walkthrough data, coaching documents & tools, etc.) you will use to determine outcomes.		**9 MIN**
4	Describe how this Area of Focus will be monitored for the desired outcome. How will you monitor for implementation and impact of coaching?	Describe how this Area of Focus will be monitored for the desired outcome. How will your coaching system be leveraged within your monitoring for implementation and impact?	**10 MIN**

1	Use your gap analysis to determine if Coaching will be an area of Focus on your SIP, then create an Area of Focus.	Determine an Area of Focus related to instruction, then create it.	✓
2	Determine your Rationale for your selected Area of Focus.		✓
3	Determine your Measurable Outcomes. Think about the various data sources (teacher practice data, student data, walkthrough data, coaching documents & tools, etc.) you will use to determine outcomes.		9 MIN
4	Describe how this Area of Focus will be monitored for the desired outcome. How will you monitor for implementation and impact of coaching?	Describe how this Area of Focus will be monitored for the desired outcome. How will your coaching system be leveraged within your monitoring for implementation and impact?	10 MIN

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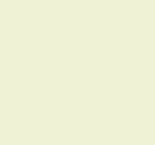| #			
1	Use your gap analysis to determine if Coaching will be an area of Focus on your SIP, then create an Area of Focus.	Determine an Area of Focus related to instruction, then create it.	✓
2	Determine your Rationale for your selected Area of Focus.		✓
3	Determine your Measurable Outcomes. Think about the various data sources (teacher practice data, student data, walkthrough data, coaching documents & tools, etc.) you will use to determine outcomes.		✓
4	Describe how this Area of Focus will be monitored for the desired outcome. How will you monitor for implementation and impact of coaching?	Describe how this Area of Focus will be monitored for the desired outcome. How will your coaching system be leveraged within your monitoring for implementation and impact?	10 MIN

Day 2

Padlet

Using your gap analysis and your Action Steps/Monitoring portions of your SIP:

- Schools: How could your district support you to strengthen your system for coaching?
- Districts: How can you support your schools in implementing and monitoring their systems for coaching?

Session Outcomes

- Reflect on whether your systems for coaching are effective in moving your school toward your intended outcomes.

- Determine whether you will need to implement or refine your system for coaching.

- Establish an area of focus for your SIP which leverages your system for coaching to improve school outcomes.

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!

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