Coaching Teachers to Move into the Realm of Personalized Learning


Resources
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Kaneland High School
Maple Park, Illinois

District:
Students: 4,331
Teachers: 294

High School:
Students: 1,288
Teachers: ≈100

Instructional Coaches:
District: 8
   Elementary: 4
   Middle: 1
   High School: 3

Personalized Learning Goals at Kaneland

- Students will own their own learning
- Students will develop plans and set goals for their learning
- Students will advocate for their learning needs
- Students will apply what they learn to their lives

Introductions:

Take a moment to say hello to your tablemates.

Feel better with a prompt? Share your name, state, school level, and role.
Let’s focus
- Gain knowledge of Kise’s four coaching styles
- Recognize personal coaching styles and how to adapt to teachers’ learning needs
- Explore three core elements of personalization (our large change)
- Connect different coaching styles to implement large change in your building.

Coaching Styles

Useful Resource: Mary Poppins

Coach Characteristics:
- bag of tricks/multiple methods
- ability to tailor tricks and methods for specific subjects/situations

Actions for Coaching
- step-by-step methods
- use data and other evidence
- attention to details

Differentiated Coaching: A Framework for Helping Educators Change by Jane A. G. Kise
Coaching Styles

Encouraging Sage: Cheerleader

Coach Characteristics:
- Time
- Enthusiasm
- Quick on feet

Actions for Coaching
- Give multiple opportunities for practice
- Boost self-confidence with quick feedback
- Provide in-the-moment skill development

Differentiated Coaching: A Framework for Helping Educators Change by Jane A. G. Kise
Coaching Styles:

Collegial Mentor: The peer who helps sift through all those ideas.

Coach Characteristics:
- Engaging discussion
- Good Listener
- Structure

Actions for Coaching
- Provide material and tools for reflection
- Relate ideas back to the big picture of student growth
- Allow incubation time

Differentiated Coaching: A Framework for Helping Educators Change by Jane A. G. Kise
Coaching Styles:

Expert: A teacher’s sparring partner

Coach Characteristics:

➺ knowledgeable
➺ strong debating skills
➺ be cutting edge

Actions for Coaching

➺ share theories and suggestions that foster creative thinking
➺ debate the long term implications
➺ allow for independence

Differentiated Coaching: A Framework for Helping Educators Change by Jane A. G. Kise
Turn and Talk

Take a moment to process.

If you need a starter:
  How would you like to be coached?
  What coaching style do you gravitate toward?
  Can you think of teachers that may need one of the particular coaching styles?

Resource * Encouraging Sage * Collegial Mentor * Expert
What's your personality type?
Coaching Style

Think of a teacher you work with and fill in the Coaching Style

Coaching style resource [here](#)
Personalized Learning Goals at Kaneland

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Learning without reflection is a waste. Reflection without learning is dangerous.

-- Confucius
Coach teachers to reflect on their teaching:

Probing Questions:

➔ How do you decide what strategies will best fit your students?
➔ How do you identify and address student needs?
➔ What are the indicators of success you look for?
➔ What evidence shows learning?

Evidence/Tools:

➔ Videoed lessons
➔ Student work
➔ Self-reflection tools
Coach teachers to reflect on students:

Probing Questions:
- What can you tell about your students outside your classroom?
- How do you incorporate your students’ interests into your class?
- How can you ensure your students know their academic strengths?

Evidence/Tools:
- Setting goals
- Taking learning style inventories
- Including reflective questions as assessment of learning.
- Creating learning profiles with our students
Coach teachers on student ownership of learning:

**Probing Questions:**
- Do your students know what skills and strategies are necessary to succeed?
- How do your students find relevance and value in what they learn?
- How can you involve students in measuring their learning outcomes?
- Does the work your students do make a difference outside your classroom?

**Evidence/Tools:**
- Learning Targets/Standards
- Formative Feedback
- Self/Peer feedback forms
- Feedback Fridays
- Learning Behaviors Feedback/Self Assessment
If you need a starter:

Do your teachers think more about their content or their students when they plan?

Does your school use learner profiles?

Where do your teachers need to start? Self reflection/Student reflection/Student Learning/Feedback
Standards Based Learning and Grading

Why?
Gain clarity for teacher AND student
Coach teachers to find success with SBL

- Where are they at in understanding SBL?
- Do they know/understand the “why” behind SBL?
- What are their needs?
Where are they at?

I understand the philosophy, but what next?

We have to do what? I don’t even know what that means...

Sounds like they need some PD....

Step 1!
Standards Based Learning

Learning Targets
Step 2
* In kid friendly terms
* Used to create clarity around standard

Formative Feedback
Step 4
* Intentional and aligned to standards/LT
* Timely and specific
* Provided in variety of ways

Standards
Step 1
* Determine what you want your students to know and do by the end of the course
* Identify your priority/reported standards
Try the REAL process (wkst)

Summatives and Reassessments
Step 3
* Thoroughly assess standard
* Aligned to depth of knowledge needed to show proficiency for standard
* Reassessments are different, but evaluate same DOK

Grading and Reporting
Step 5
* Clarity on how the single standard grade is calculated
* Clarity on how the overall course grade is calculated
Take a moment to process.

If you need a starter:
What’s your experience with SBL/SBG?
Is your school implementing or transitioning to SBL/SBG?
How might you coach your identified teacher in transitioning to SBL/SBG?
Custom Pathways

You are coaching the teacher to become the coach
Journey to Customized Pathways

Start Here

Teacher and Student understanding of standards based learning

Foundation of student reflection and student’s ability to advocate for self

Begin Pathways

Student and teacher begin to co-create learning process

Teacher and student utilize differentiation and individualization for more choice and voice
“When you have a vision that is strong enough and powerful enough, nothing can stand in your way.”
—Lewis Howes
Components of the Custom Pathway

- **Goals**: Guide students to co-develop personal learning goals
- **Process**: Student and teacher identify progress markers
- **Content**: Student and teacher select activities and resources that support learning
- **Product**: Define and co-create how the learning will be demonstrated

*Tapping the Power of Personalized Learning: A Roadmap for School Leaders* by James Rickabaugh
Feedback, resources, conferencing, record keeping

Time
Feedback, resources, conferencing, record keeping

Front Loaded Prep
Large supply of resources, structures in place, thought out plan

Clear understanding of learning targets
Proficiency, variety of ways to display learning, norming

Structures
Bell schedule, grade reporting, technology, classroom
If you need a starter:

Challenges you anticipate with personalized custom pathways.

How would you coach someone wanting to start or facing challenges implementing pathways?

What questions do you still have?
Coaching Plan
Thanks!

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Take our 3 minute survey!

Session ID: 3424

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our report.