Chamberlain High School

Our Defining Season
• **Quarter 1**: Introductions & History of CHS

• **Quarter 2**: Reflecting on your resources and personnel

• **HALF TIME**

• **Quarter 3**: Time management, roles, and accountability with academic coaches.

• **Quarter 4**: Utilize tools to frame your coaches to be more successful at your school
Session Goals

• Learn innovative ways to structure personnel

• Understand the various roles of an academic coach

• Determine accountability methods for teachers and academic coaches

• Work through the Problem of Practice Protocol

• Identify missing areas in your way of work

• Develop a Playbook to use at your school site
Quarter 1
Chamberlain High School

• Introductions
  • Jake Russell – Principal
  • Shannon Bogle – Supervisor, Professional Development
  • Marcos Rodriguez – Assistant Principal of Curriculum
  • Danielle Buchert – Curriculum Specialist
  • Kate Stead – Math Coach

• Tampa, Florida
  • Opened in 1956
  • Population shifts over sixty years
  • Neighborhood School
Personnel Hierarchy at CHS

**League Commissioner** – Area Leadership Team (ALT)

Owner
GM Office
Head Coach
Coordinators (Offense & Defense)
Assistant Coaches
Players
Principal
Administration Team
Assistant Principal of Curriculum
Academic Coaches
Teachers
Students

**Cheerleaders** – Legacy Alumni Alliance

**Fans** – Parents and Community Leaders
Achievement School Conference

50 Achievement Schools
• Selected using performance data (C, D, or F school grade rating)
• Supported with intense focuses of resources and effort.
• Done through the lenses of equity.
• 5 Small Learning Networks
  • 41 Elementary Schools
  • 6 Middle Schools
  • 3 High Schools

Chamberlain High School
• Small Learning Network (SLN) 2
• Area Superintendent - Shaylia McRae
• Leadership Specialist - Teresa Campbell
• Professional Development Specialist- Shannon Bogle

11 Schools in SLN 2
• 7 Elementary Schools
• 3 Middle Schools
• 1 High School
Player Statistics – 1,477 students

PLAYER DEMOGRAPHICS
- Hispanic: 46%
- Black: 33%
- Asian: 3%
- White: 14%
- Multi: 4%

PLAYER SALARY
- Free or Reduced Lunch: 86%
- Not Eligible: 14%
Prior Season Statistics

• 2015 – 2016 school grade was a D
• 2016 – 2017 school grade was a D
  • Two consecutive years below a C results in state intervention and possible state takeover of the school
2017 – 2018 Season

Jake Russell acquired and invested in a new team – the Mighty Chamberlain Chiefs

• Assessed the team/personnel
  • Drafted District Stars
  • Made trades
  • Negotiated with Free Agents
  • Let go of assistant coaches

• Reviewed playbook and designed new plays
  • Literacy throughout all contents
  • Curriculum alignment
  • Master schedule
  • Testing protocol

• Watched the play clock
  • State of Florida differentiated accountability
  • District mandates
2018 – 2019 Season

• Expanded our Staff
  • Hired two extra academic coaches to create a network of five core coaches
    • Math
    • Science
    • Social Studies
    • English
    • Reading
  • Removed and hired two AP’s
    • More experience in the Student Affairs Office

• Tweaked Game Plan a second time
  • Pre – AP
    • English
    • World Culture
  • Focused on Industry Certifications
  • Writing Plan School-wide

• Analyzed Player Statistics
  • Individualized data in core subjects for each student on Common Assessments
2019 – 2020 Season

• Added Coordinator Oversight
  • Working through plays one – on – one with all coaching staff
  • Reviewing game film
    • Observations and data

• Incorporated trick plays
  • Intensive Math
  • PEAK by Spence Rogers and Renee Brice
  • Environmental Science for 9th grade instead of Physical Science
  • Reworked curriculum in English and Science classes

• Special Team Coordinators
  • Added a Behavior and Attendance Team to oversee discipline and attendance issues.
## Three-year Game Statistics

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<tbody>
<tr>
<td>Overall ELA</td>
<td>27</td>
<td>30</td>
<td>28</td>
<td>+1</td>
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<tr>
<td>Gains ELA</td>
<td>34</td>
<td>44</td>
<td>47</td>
<td>+13</td>
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<tr>
<td>BQ ELA</td>
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<td>46</td>
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<td>+16</td>
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<td>63</td>
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<td>+32</td>
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<td>BQ Math</td>
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<td>54</td>
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<td>+20</td>
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<td>US History</td>
<td>51</td>
<td>52</td>
<td>60</td>
<td>+9</td>
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<tr>
<td>Biology</td>
<td>35</td>
<td>60</td>
<td>42</td>
<td>+7</td>
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<tr>
<td>School Grade</td>
<td>D</td>
<td>C</td>
<td>C</td>
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</table>
Quarter 2
Coaching Framework

- Four content area academic coaches
- Work cross content in a central office location
- Sample Duties
  - Professional Development
  - Professional Learning Communities
  - Coaching Cycles
  - Data dives
Map your Dream Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Have</th>
<th>Need</th>
<th>Ultimate Dream Team</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Instructional Coach</td>
<td></td>
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<tr>
<td>Non-Instructional Positions</td>
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<td></td>
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<tr>
<td>(i.e. Behavior Coach)</td>
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<tr>
<td>Other</td>
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</table>
Why is coaching so important?

- Middle management
- Link between teachers and administration
- Ongoing partnership with teachers
- Expertise in academic content standards
- Professional Development resource
Impact of Coaching

- **Instruction** – Charlotte Danielson Framework
- **Planning** – PLC’s, one-on-one coaching, and common assessments
- **Initiative** – Disciplinary Literary
- **Equity** – Creative course planning
## Professional Development & Ongoing Coaching/Support

<table>
<thead>
<tr>
<th>Components of Training</th>
<th>% of Learners who will...</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>...know how to do it</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Presentation/Lecture</td>
<td></td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>+Presenter Modeling</td>
<td></td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>+Participant Practice &amp; Feedback</td>
<td></td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>+Ongoing Coaching &amp; Admin Support</td>
<td></td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
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</table>
The Role of the Coach

COACHES’ MULTIPLE ROLES SUPPORT TEACHING AND LEARNING

By Joellen Killon and Cindy Harrison

Taking the Lead: New Roles for Teachers and School-Based Leaders (2006), we’ve seen the body of evidence grow in support of coaching as a valuable strategy for promoting teaching quality and student success. Because coaching programs are often implemented at different levels and within a district, coaches’ roles also vary greatly. Despite differences among roles, the coach’s primary purpose is to improve student learning by providing direct support to teachers.

CLARIFYING ROLES OF COACHES

Forming how teacher work with their colleagues is a major decision that school and district leaders face when they implement coaching to improve teaching and student learning. In the second edition of Taking the Lead, we’ve added a new section on the importance of understanding coaches’ complex roles before implementing coaching programs. We arrived at our definitions by summarizing and synthesizing definitions from various sources. We also offer helpful guidance in creating conditions supportive to coaching. Administrators clarify coaches’ roles so that the daily work of coaching remains focused on achieving coaching program goals. While the variations in roles are useful to respond to unique needs within each school, the more the consistency district coaching programs can show in coaches’ purposes and work, the more likely those programs will yield positive results for improving teaching and learning. As you prepare to implement coaching in your school, you may consider how to use the coaching framework (Killon, Harrison, Bryant, & Chilton, 2013) to determine the purpose and goals of the program. It helps leaders and planning committees specify which roles are most appropriate to achieve stated goals. In addition, planners may use the summary role framework to clarify what a coach does daily as well as the decisions he or she makes with a supervisee. The summary role framework is included in this issue of Tools for Learning Schools (pp. 5-7).

Summarizing the roles gives everyone a common language with which to consider the work of coaches. A recent report on coaching suggests that teachers demonstrate greater improvement to work with a coach than the coach role (The University of Florida, 2013). Continued on p. 2
**Rank in order...**

From 1 to 10 (1 being the most valuable) rank the various roles of coaching at your school.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Resource Provider</td>
</tr>
<tr>
<td>2</td>
<td>Data Coach</td>
</tr>
<tr>
<td>3</td>
<td>Instructional Specialist</td>
</tr>
<tr>
<td>4</td>
<td>Curriculum Specialist</td>
</tr>
<tr>
<td>5</td>
<td>Classroom Supporter</td>
</tr>
<tr>
<td>6</td>
<td>Learning Facilitator</td>
</tr>
<tr>
<td>7</td>
<td>Mentor</td>
</tr>
<tr>
<td>8</td>
<td>School Leader</td>
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<td>9</td>
<td>Catalyst for Change</td>
</tr>
<tr>
<td>10</td>
<td>Learner</td>
</tr>
</tbody>
</table>
False Start

In November 2018, our Academic Coaches analyzed where they spent the bulk of their time over a two-week period.

Our results were not good. We only spent 10%-20% of our time working directly with teachers to improve instruction.
Office 365 Notebook

Welcome to the Social Studies Notebook

PLC DATES

<table>
<thead>
<tr>
<th>9th &amp; 11th Grade</th>
<th>10th Grade</th>
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<tbody>
<tr>
<td>Jan. 9th</td>
<td>Jan. 23</td>
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<tr>
<td>Feb. 6th</td>
<td>Feb. 20th</td>
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<tr>
<td>March 5th</td>
<td>March 12th</td>
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11th Grade – Whole Day Training 1/15

GOAL:
- Common Planner (Unpacking Guide)
- Focusing
- Common Tests (Remaining units)
- SOC Game plan

Schedule

<table>
<thead>
<tr>
<th>Chamberlain Week</th>
<th>Chief Week</th>
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<tbody>
<tr>
<td>McLaughlin</td>
<td>Siwecki</td>
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<tr>
<td>Weber</td>
<td>Hasty</td>
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<tr>
<td>Leedom</td>
<td>Brown</td>
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<tr>
<td>Koons</td>
<td>Lofgren</td>
</tr>
<tr>
<td>Townsend</td>
<td>Scott</td>
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</tbody>
</table>
Coach-Teacher Transparency

Dec 3
Tuesday, December 3, 2019  9:57 AM

Thank you so much for this meeting. You were my first this week and I appreciate your feedback. We are good for doing a Bracket Buster for China. We will need to think through the process though because usually there are more options for Bracket Buster. Also, Mrs. Pages is working on a new BI List. Our game plan for the next Lesson Planning Session will be Pacing for China and Instructional Strategies.
# Coach's Electronic Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Oct 7</strong></td>
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<tr>
<td>8:00 AM Coach</td>
<td>9:00 AM Coach</td>
<td>9:00 AM Coach</td>
<td>9:00 AM Coach</td>
<td>9:00 AM Coach</td>
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<td>MOS Drop Off</td>
<td>1:45 Ex EC CA</td>
<td>1:45 Ex EC CA</td>
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<td>9:00 AM Mos</td>
<td>Planning, 4B-7 EC</td>
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<td>Meeting</td>
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<td>10:30 AM</td>
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<tr>
<td>Meeting</td>
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<tr>
<td>12:00 PM</td>
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<tr>
<td>Lunch Break</td>
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<td>Lunch Break</td>
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**Note:** The schedule includes various meetings, planning sessions, and lunch breaks throughout the week.
Coach Responsibilities

**Weekly**
- Whole group Meetings
  - All academic coaches
- Topics
  - Calendar
  - Walkthrough’s
  - Teacher progression
  - Teacher concerns
  - Next steps
  - Upcoming professional development

**Monthly**
- One-on-one shadows
  - Curriculum specialist paired with academic coach for two periods of the day
  - Debrief and next steps are discussed
- District based coaching
  - Reading, Math, & Science
- Small group PD meetings
  - Through SLN 2
  - Academic coaches rotate
Teacher Responsibilities

Biweekly
• One-on-one coaching planning meetings
• Additional check – ins with coaches of department heads

Monthly
• Professional Learning Communities
• Common Assessment Meetings
• Embedded Assessments
• Data chats
History Unpacking linked to a Embedded Assessment

Unit 4: Renaissance and Reformation
Embedded Assessment:
Would the Renaissance/Reformation eras be considered a new age in Europe when compared to the Middle Ages? Using evidence from text, take a position supporting or refuting your claim.

- Analyze causes, events, and effects of the Renaissance.
- Compare and contrast medieval and Renaissance societies.
- Identify major figures and movements of the Reformation.
- Determine the meaning of words and phrases as they are used in a text.
- Examine the changes in politics, society, philosophy, and art during the Renaissance.
- Evaluate point of view in religious debates.
- Analyze the development of details over the course of a text.
- Construct and refute a counterclaim while defending your argument.
Math Unpacking linked to a Common Assessment
Problem of Practice Protocol
Problem of Practice

- **Purpose**
  - Identify a problem that continues to be a barrier to improvement
  - Identify root causes of the problem
  - Develop an action plan to address root causes

- **5 Why’s**
  - Ask your team why the problem exists
  - By the 5th why you should be at the root cause

- **Create your Action Plan**
  - Based on the root cause how will you implement change on your campus
Why are teachers not invested in PLC?

- They do not find value in the meetings
- Teachers are not coming prepared to meetings
- Meetings are not productive
- Teachers do not have a structured planning process
- The purpose of planning with teachers and coaches is unclear
What do you need to refine in your school?

- Vision
- Skills
- Incentives
- Resources
- Action Plan
Create your playbook!
Take our 3 minute survey!

Session ID: 2439

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