

DURHAM
PUBLIC SCHOOLS

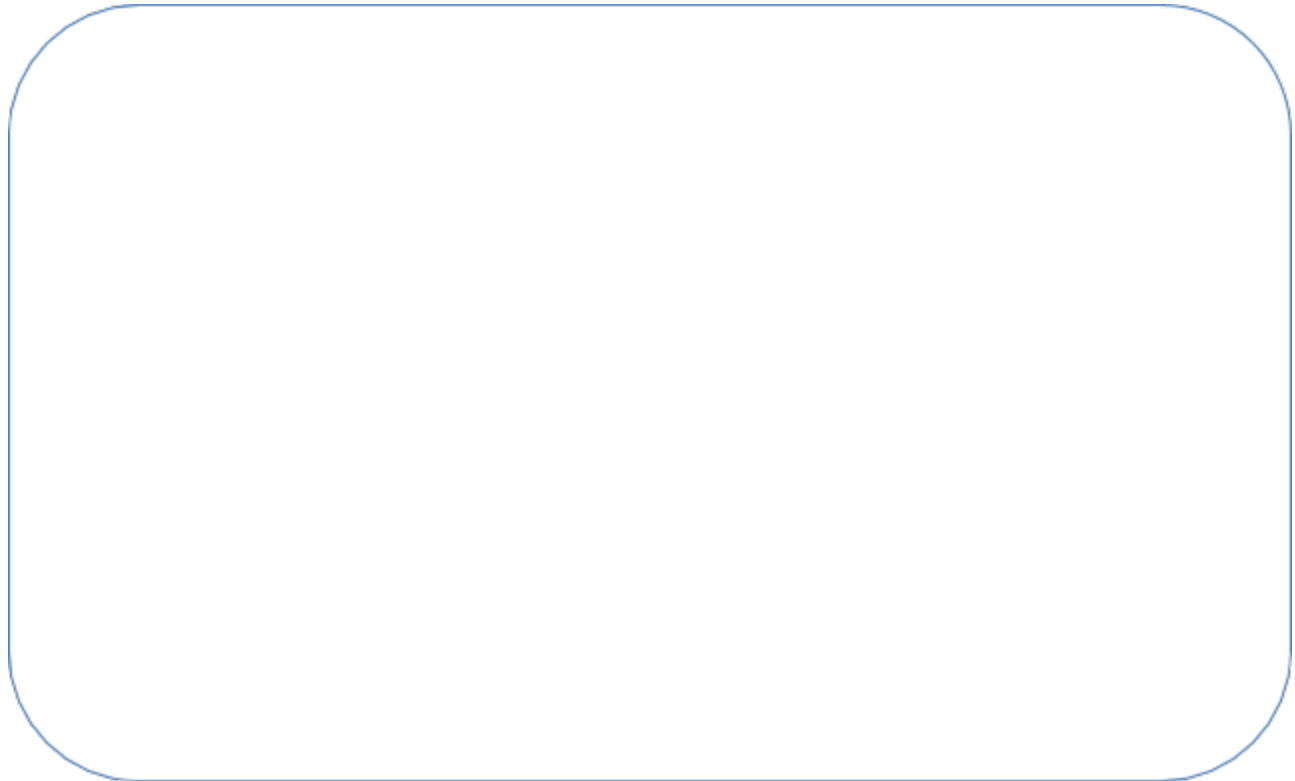
Accelerating Teacher Practice by Aligning Systems of Teacher Support

December 9, 2019

Connector

Consider 1 or 2 teachers.

How many people visit their classrooms, observe, support and/ or provide feedback in a given month?



- *What are the benefits of having multiple supports for teachers?*
- *What are the complexities?*
- *How are you ensuring a common, cohesive experience for this teacher?*

Vision for Coaching

DPS needed:

- support for new curriculum implementation
- support for core content knowledge and high leverage instructional practices
- a vehicle to embed equitable practices
- ongoing, sustained professional learning
- to strengthen PLC processes, including data analysis and planning

DPS Vision for Coaching

DPS believes in a reflective, inquiry-based, transformational coaching approach for improving teacher practice and outcomes for every student.

Theory of Coaching

Transformational Coaching best matched our needs.

Transformational coaching incorporates strategies from Directive and Facilitative Coaching, as well as Cognitive and Ontological coaching... Transformational Coaching is directed at three domains and intends to affect all three areas:

1. The **individual teacher** and his behaviors, beliefs and being
2. The **institutions and systems**
3. The broader **education and social systems** in which we live

Aguilar, Elena. *Art of Coaching*. San Francisco, CA, Jossey-Bass, 2013

Your Needs and Vision for Coaching

Core Work KASAB

Core Work of the Teaching and Learning Coaches

- Support/ Lead Curriculum Implementation
- Coach individual teachers
- Facilitate Team Learning
- Promote equitable practices

Core Work KASAB	Lead Curriculum	Coach Individuals	Facilitate Teams	Promote Equity
Knowledge	Curriculum Current research Strategies	Trust Language Coaching cycles	Emotional intelligence Team development PLC structure	Equity principles Implicit bias Micro-aggressions
Attitudes	High expectations for all	Empathy Asset based Equity	Inquiry Support	Warm demander
Skills/ Abilities	Implement curriculum components	Data collection Feedback Questioning Goal setting	Data Analysis Group facilitation PD creation and facilitation	Uncover disproportionalities Interrupt micro-aggressions
Behaviors	Modeling Co-teaching Planning	Build relationships Create A-ha's Move practice	Inquiry based improvement Promote data literacy	Lead equity audits Guide equity based decision making

Core Work KASAB



Core Work

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Core Work KASAB				
Knowledge				
Attitudes				
Skills/ Abilities				
Behaviors				

DPS Coaching Audit

Teacher Support Role	Teachers Supported	Tasks and Responsibilities	Primary Tools, Approaches and Processes Used
Teaching and Learning Coach	All teachers in core curriculum implementation areas	<ul style="list-style-type: none"> • Support new curriculum implementation • Lead PLCs • Analyze data • Support interventions • Promote school initiatives 	<ul style="list-style-type: none"> • Reflection Focus tool • Observation tools • Post-Observation Reflection tool • Planning tools • Coaching logs • CFIP data analysis tool • Transformational Coaching
Full Release Mentor	Beginning teachers in years 1 and 2	<ul style="list-style-type: none"> • Support district induction • Ensure quality pedagogy • Weekly coaching cycles 	<ul style="list-style-type: none"> • Collaborative log • Analyzing student work tool • Mentor Log • Transformational Coaching
School Based Mentors	Beginning teachers in year 3	<ul style="list-style-type: none"> • Support school induction • Observe and give feedback • Ensure quality pedagogy 	<ul style="list-style-type: none"> • State Mentor Log • Directive Coaching
Curriculum Specialists	All teachers in core curriculum	<ul style="list-style-type: none"> • Support curriculum implementation • Provide curriculum resources 	<ul style="list-style-type: none"> • various observation tools • Curriculum maps
Exceptional Children's Facilitators	Exceptional Children's teachers	<ul style="list-style-type: none"> • Ensure compliance • Support IEP meetings • Assist with progress monitoring 	<ul style="list-style-type: none"> • State and Federal guidelines (IDEA) • IEP support forms • Coaching cycle forms • Directive Coaching
Career and Technical Education Coaches	CTE teachers	<ul style="list-style-type: none"> • Provide monthly coaching cycles • Support curriculum access • Aid with state requirements 	<ul style="list-style-type: none"> • Coaching cycle forms • Certification checklists • Planning documents
Other Content Coaches	Specific teachers at Principal's discretion	<ul style="list-style-type: none"> • Promote school initiatives • Provide on-demand coaching and feedback cycles 	<ul style="list-style-type: none"> • A variety school specific coach and principal designed tools
External Coaches	teachers in core curriculum implementation areas	<ul style="list-style-type: none"> • Support new curriculum planning and implementation • Monthly coaching cycles 	<ul style="list-style-type: none"> • Planning templates • Coaching cycle forms

Coaching Audit



Teacher Support Role	Teachers Supported	Tasks and Responsibilities	Primary Tools, Approaches and Processes Used

Coherence and Alignment

Focus Questions:

What commonalities currently exist?

What commonalities are desired? What can converge?

What are the significant differences? How can they be mitigated?

SAME	SIMILAR	DIFFERENT

Considerations to Navigate:

- Buy-In
- Communication and Collaboration
- Power and Equity of Voice
- Hiring
- Fiscal Responsibility

Closing

What concepts do you want to remember?

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What are your next steps?

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What questions do you still have?

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