Accelerating Teacher Practice by Aligning Systems of Teacher Support

December 9, 2019
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


Your Needs and Vision for Coaching
Core Work of the Teaching and Learning Coaches

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

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

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**DPS Coaching Audit**
<table>
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<tr>
<th>Teacher Support Role</th>
<th>Teachers Supported</th>
<th>Tasks and Responsibilities</th>
<th>Primary Tools, Approaches and Processes Used</th>
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</table>
| Teaching and Learning Coach   | All teachers in core curriculum implementation areas     | ● Support new curriculum implementation  
● Lead PLCs  
● Analyze data  
● Support interventions  
● Promote school initiatives | ● 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                     | ● Support district induction  
● Ensure quality pedagogy  
● Weekly coaching cycles | ● Collaborative log  
● Analyzing student work tool  
● Mentor Log  
● Transformational Coaching |
| School Based Mentors          | Beginning teachers in year 3                            | ● Support school induction  
● Observe and give feedback  
● Ensure quality pedagogy | ● State Mentor Log  
● Directive Coaching |
| Curriculum Specialists        | All teachers in core curriculum                          | ● Support curriculum implementation  
● Provide curriculum resources | ● various observation tools  
● Curriculum maps |
| Exceptional Children’s Facilitators | Exceptional Children’s teachers                        | ● Ensure compliance  
● Support IEP meetings  
● Assist with progress monitoring | ● State and Federal guidelines (IDEA)  
● IEP support forms  
● Coaching cycle forms  
● Directive Coaching |
| Career and Technical Education Coaches | CTE teachers                                      | ● Provide monthly coaching cycles  
● Support curriculum access  
● Aid with state requirements | ● Coaching cycle forms  
● Certification checklists  
● Planning documents |
| Other Content Coaches         | Specific teachers at Principal’s discretion             | ● Promote school initiatives  
● Provide on-demand coaching and feedback cycles | ● A variety school specific coach and principal designed tools |
| External Coaches              | teachers in core curriculum implementation areas        | ● Support new curriculum planning and implementation  
● Monthly coaching cycles | ● Planning templates  
● Coaching cycle forms |

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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?

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<th>SAME</th>
<th>SIMILAR</th>
<th>DIFFERENT</th>
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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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