The background of the slide features three horizontal, overlapping brushstrokes in various shades of green, ranging from a vibrant lime green to a slightly darker, forest green. These strokes are set against a plain white background. A white rectangular border frames the central text area.

SUSD Instructional Coaching

May 21, 2019

“The key to improved student learning is to ensure more good teaching in more classrooms more of the time.” (DuFour & Mattos)



WHO

- **6 Instructional Coaches**
 - K-1 Literacy
 - 2-3 Literacy
 - 4-5 Literacy
 - 6-8 Literacy & H/SS
 - K-8 Science
 - K-8 Math
- **3 Induction/Intern Mentors**



WHAT

Definition:

- one component of a professional support system for teachers
- includes research or theory, demonstration, practice, and feedback

Purpose:

- to accelerate learning for all students by building teacher capacity through the implementation of effective instructional practices

Roles & Responsibilities:

- Instruction
- ...and all things that support instruction

Funding: Title 1



WHEN & WHERE

- Individual coaching
- Team coaching
- DWGLM
- Staff meetings
- Site leadership meetings
- District trainings & workshops
- CIA Council
- Curriculum & program support
- Ed Tech
 - Hitting a Homerun with Google
 - Assessment - IO Education
- Textbook adoption committees
- Sylvan Summer U



WHY

Relationship of impact on teachers and the types of training components used (Joyce & Showers, 1995)

Training Components	Understand Knowledge & Skills	Learn Skills	Apply Skills in Classroom
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching Feedback and Peer Visits	90%	90%	80-90%

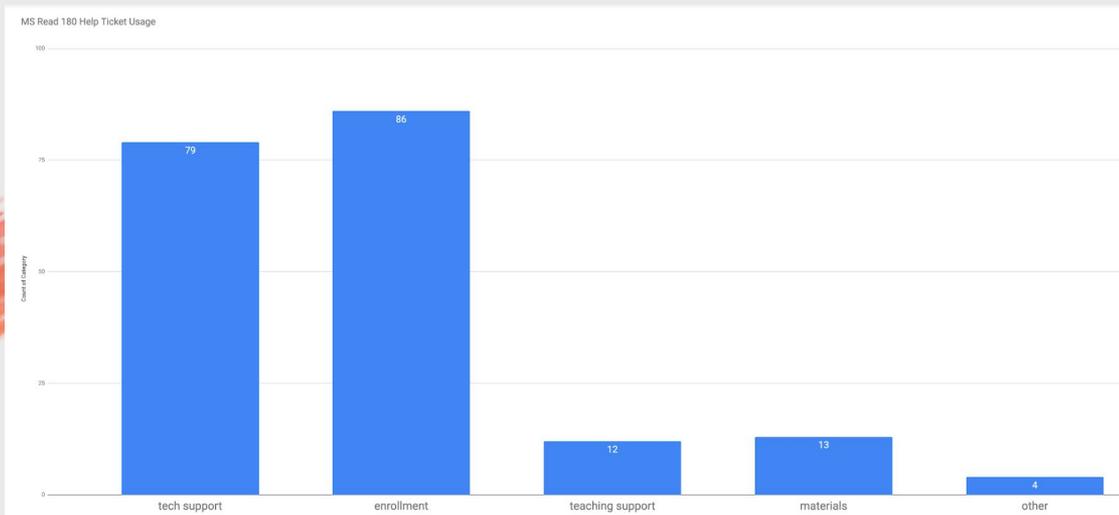


WHY

“The teaming of HMH coaching and district instructional coaches built a system of feedback and follow-up that gave exceptional support to teachers. Sylvan’s coaching plan allowed for every Read 180 teacher to be visited one day per month. This enabled the coaches to celebrate and encourage teachers’ successes, and collaborate and resolve challenges in a timely manner that supported the implementation fully.”

WHY

2018-2019 Read 180 Grades 6-8



HOW

SUSD Effective Instructional Practices

 <p>Clear Learning Goals <i>Learning Objectives, Essential Questions and Success Criteria set a clear purpose for essential learning</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Post and use rigorous, student-friendly learning goals <input type="checkbox"/> Develop and use specific, student-friendly scales and rubrics with clearly-defined success criteria <input type="checkbox"/> Establish routines for student interaction with learning goals and scales <input type="checkbox"/> Use clear learning goals to drive assessments <p style="text-align: right;"><i>Elements 1, 2, 3</i></p>	 <p>Formative Assessment <i>Ongoing assessment FOR learning is FAST: Frequent, Actionable, Specific, Timely</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequently check for understanding using multiple techniques <input type="checkbox"/> Take immediate action based on assessments <input type="checkbox"/> Provide ongoing, meaningful, and actionable feedback to all students <input type="checkbox"/> Involve students in tracking their own progress on their status and growth <p style="text-align: right;"><i>Elements 2, 3, 4, 5</i></p>	 <p>Summative Assessment <i>Assessment OF learning at the end of a project, unit, course, trimester, program, or school year</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop rigorous, standards-based summative assessments <input type="checkbox"/> Include a variety of question types <input type="checkbox"/> Vary DOK within assessments <input type="checkbox"/> Consider non-traditional formats: performance tasks, interviews, observations, student-generated assessments <p style="text-align: right;"><i>Elements 2, 3, 4, 5</i></p>
 <p>Connection to Prior Knowledge <i>Relates new concepts to prior skills, experiences, and lessons</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Activate students' prior knowledge with various strategies <input type="checkbox"/> Provide processing time between chunks of content <input type="checkbox"/> Show students how to determine the most important information <input type="checkbox"/> Highlight key vocabulary and concepts <p style="text-align: right;"><i>Elements 6, 15, 16, 18, 21</i></p>	 <p>Scaffolds, Strategies & Supports <i>Variety of supports for ALL learners that assist every student to reaching the highest level of thinking</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of resources to aid in differentiation <input type="checkbox"/> Support students in examining reasoning, revising and elaborating on their knowledge <input type="checkbox"/> Facilitate collaboration with strategic partnering, small groups and flexible language frames <input type="checkbox"/> Provide opportunities where students build on one another's ideas to deepen knowledge <p style="text-align: right;"><i>Elements 15, 16, 18, 19, 21, 22</i></p>	 <p>Rigor & Relevance <i>Challenging academic tasks that move students from acquisition of knowledge to assimilation and application</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategically embed academic vocabulary and utilize effective questioning strategies <input type="checkbox"/> Vary DOK levels in tasks and activities <input type="checkbox"/> Connect content to the real world <input type="checkbox"/> Use Enhanced Discovery that progresses from direct instruction to application of knowledge in unique situations <p style="text-align: right;"><i>Elements 11, 12, 42</i></p>
 <p>Student Engagement <i>The degree of attention, curiosity, interest, optimism and passion students show in learning</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish routines and structures for collaboration and flexible grouping to engage all students <input type="checkbox"/> Develop a Growth Mindset (teacher and students) <input type="checkbox"/> Reinforce high expectations for ALL students by giving them equal response opportunities <input type="checkbox"/> Ask in-depth questions of reluctant learners in respectful and inclusive ways <input type="checkbox"/> Engage in verbal and nonverbal behaviors that indicate students are accepted and valued <p style="text-align: right;"><i>Elements 24, 32, 38, 39, 42</i></p>	 <p>Learning Environment <i>The physical makeup and procedures in a classroom that facilitate learning and teacher wellness</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Be a proactive teacher who demonstrates wellness and fosters a positive classroom culture <input type="checkbox"/> Establish <input type="checkbox"/> Create a <input type="checkbox"/> Design w <input type="checkbox"/> Use stud <input type="checkbox"/> produce 	 <p>Closure & Reflection <i>Involving all students in a summary, application, reflection or extension of learning</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize and review key concepts, vocabulary, and revisit learning goals <input type="checkbox"/> Allow students to demonstrate knowledge in both

5 Competency-Based Education

4 Standards-Referenced Reporting

3 Guaranteed and Viable Curriculum

2 Effective Teaching in Every Classroom

1 Safe, Supportive, and Collaborative Culture



NEXT

Instructional Coaching Makes a Difference:

- *“My students are more engaged in my class because I have implemented the activities taught to me by instructional coaches.”*
- *“Students are more comfortable using technology because I use it in my class as a result of going to training taught by instructional coaches.”*
- *“Using their feedback creates a different approach to teaching; hence learning.”*
- *I have used the assessment piece and data analysis to understand my students instructional level.*

Challenges/Barriers:

- *Not needed*
- *Time*
- *Availability*



NEXT

*Ultimately there are two kinds of schools: learning enriched schools and learning-improvised schools. I have yet to see a school where the learning curves . . . of the adults were steep upward and those of the students were not. **Teachers and students go hand and hand as learners. . . or they don't go at all.***

- Roland Barth, (2001)

THERE'S A COACH FOR THAT!

