# Topeka Public Schools Determining Coaching Effectiveness

October 2014
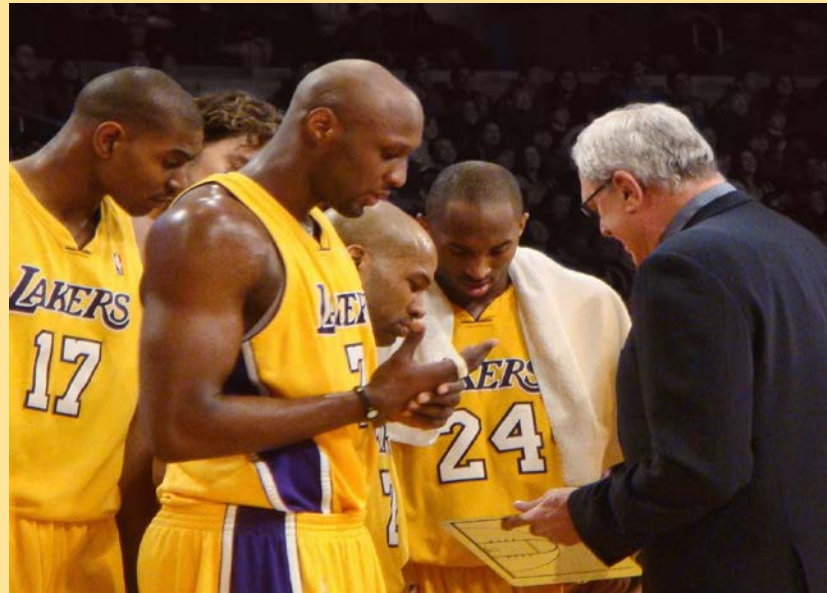
# Learning outcomes

Participants will…

- Identify effective coaching practices.
- Understand Topeka Public Schools coaching model, program evaluation process and tools.
- Create a 'next steps' action plan to implement learning.

# What does an effective coaching program look like?

# Rally Table

The teacher asks a question/provides a task to which there are multiple possible responses.

Students take turns with a partner passing a paper and pencil or a team project, each writing one answer or making a contribution.

# Coaching Program Goal

Coaches will provide job-embedded professional development for teachers to support and sustain effective teaching and learning, resulting in improved student learning.
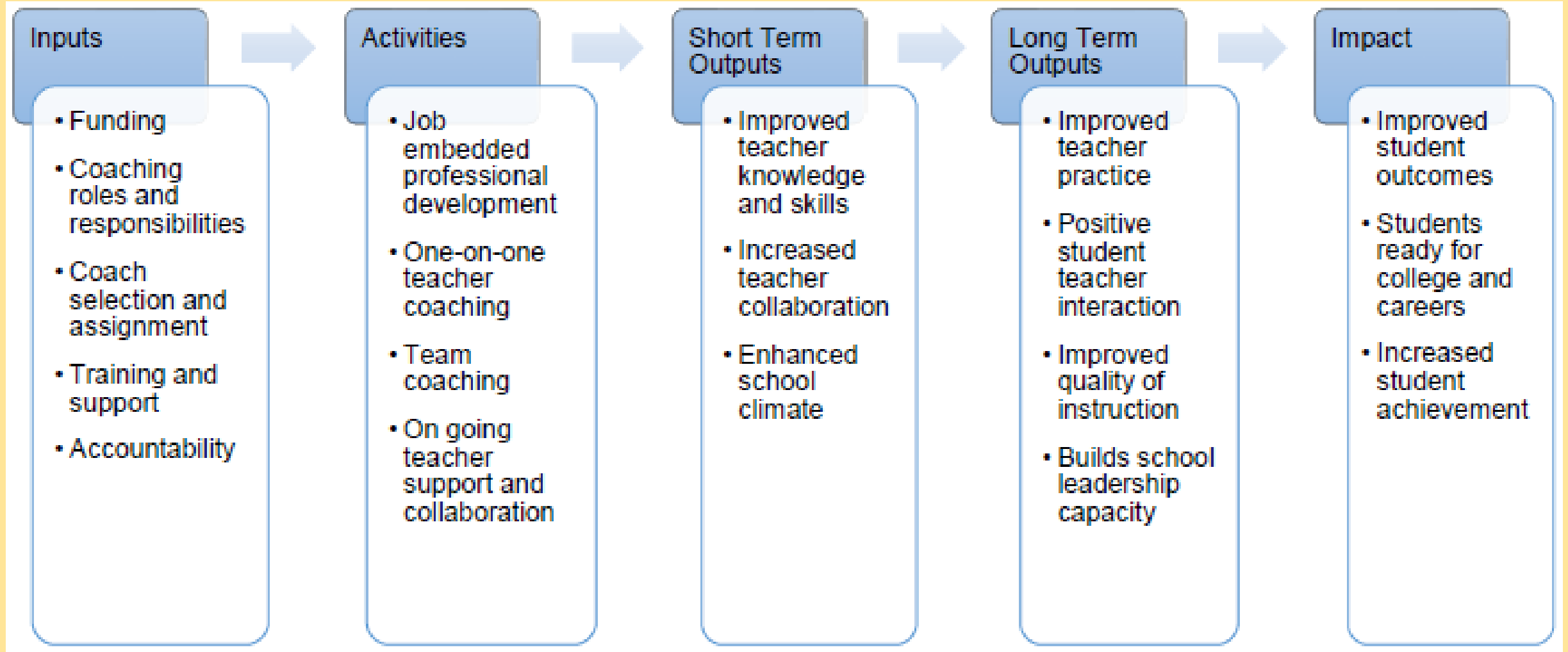
# Coaching Program Purpose

Coaches facilitate learning-focused conversations with teachers, based on data and effective instructional and assessment strategies. Coaches help teachers advance their skills and provide teachers with feedback, challenge and support.

# Coaching Program Purposes

| Inputs | Activities | Short Term Outputs | Long Term Outputs | Impact |
|---|---|---|---|---|
| • Funding<br><br>• Coaching roles and responsibilities<br><br>• Coach selection and assignment<br><br>• Training and support<br><br>• Accountability | • Job embedded professional development<br><br>• One-on-one teacher coaching<br><br>• Team coaching<br><br>• On going teacher support and collaboration | • Improved teacher knowledge and skills<br><br>• Increased teacher collaboration<br><br>• Enhanced school climate | • Improved teacher practice<br><br>• Positive student teacher interaction<br><br>• Improved quality of instruction<br><br>• Builds school leadership capacity | • Improved student outcomes<br><br>• Students ready for college and careers<br><br>• Increased student achievement |

# Topeka Public Schools (2014-15)

| Content Area | Elementary | Middle School | High School |
|---|---|---|---|
| Literacy | 9.65 | 2.0 | 2.25 |
| Math | 8.0 | 2.0 | .8 |
| Instructional | 10.9 | 2.5 | .5 (ELL) |
| Total | 28.55 | 6.5 | 3.55 |

# Roles of the Instructional Coach

- Classroom Observations with Feedback
- Co-plan/Co-teach
- Model a Lesson
- Analyze Students' Work
- Collaborative Problem Solving
- Professional Development

Roles &
Responsibilities

# Classroom Observation with Feedback

*The coach and teacher may engage in a planning conversation, observation of a lesson and schedule a time for feedback.*



Use of the "formal coaching cycle" has been shown to be effective in guiding teachers to deeper levels of implementation of instructional strategies.

Brown, D., Reumann-Moore, R., Hugh, R., Christman, J. B., Riffer, M., du Plessis, P., & Maluk H. P. (2007). Making a Difference: Year Two Report of the Pennsylvania High School Coaching Initiative. Philadelphia, PA: Research for Action Inc.
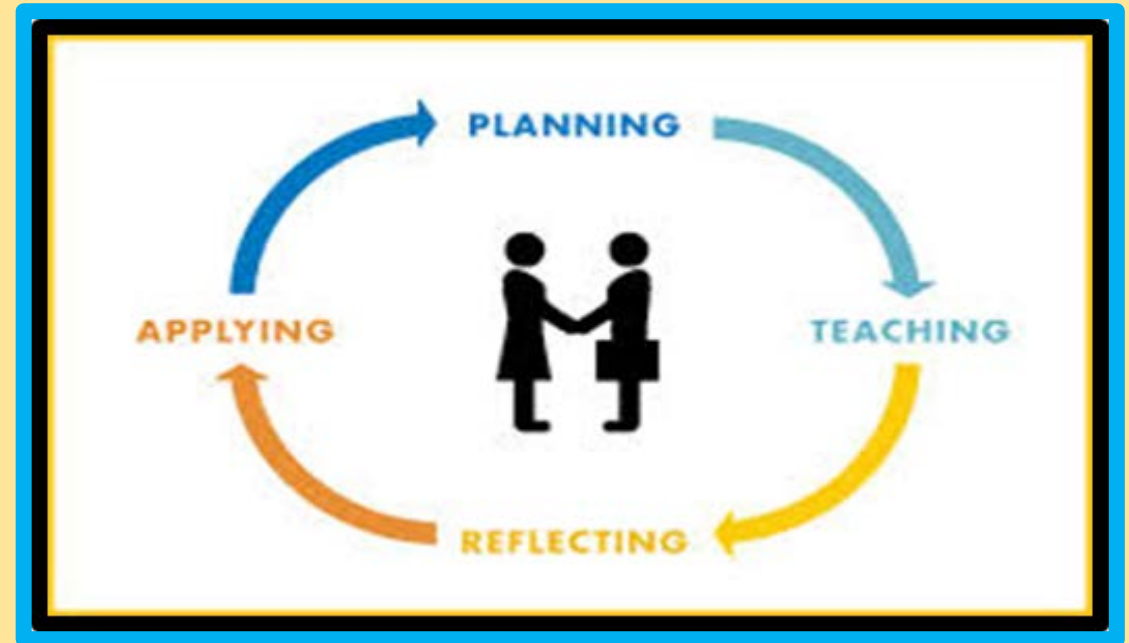
# Co-plan or Co-teach a Lesson

*A teacher and coach plan and/or teach a lesson together with time to discuss after the lesson.*
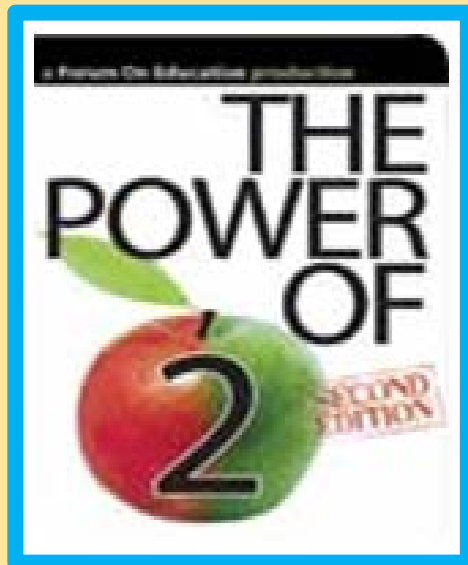
# Model a Lesson

*The coach models a lesson for a teacher or group of teachers after co-planning, with time provided for discussion following the lesson.*

# Analyze Student Work

*The coach works with individuals or groups of teachers to analyze student work and plan next steps for instruction.*

# Collaborative Problem Solving

*The coach meets with individual or groups of teachers to plan and problem solve.*

# Professional Development

*Professional development is primarily on-site, intensive, collaborative, and job-embedded and is designed and led by educators who model best teaching and learning practices.*

# Coordinator of Coaching

## Roles and Responsibilities

- **Work with team to design a program model and job description**

- **Assist principals with hiring**

- **Plan and provide monthly professional development for all coaches and bimonthly for new coaches**

- **Conduct a needs assessment to determine coaching needs for professional development**

- **Ongoing data review**

- **On-site visitations of coaches**

- **Keep Google group documents updated**

- **Select Critical Friends Teams**

Roles & Responsibilities

# Critical Friends Teams

- Assigned by Coaching Coordinator
- Teams of three - mixed levels and content
- Meet monthly and rotate schools
- Observe during part(s) of the coaching cycle and provide feedback
- Share successes and challenges
- Provides opportunities for collaborative problem solving

# Program Evaluation Process

1. Program Overview
2. Process Explanation
3. Evaluation Design
4. Relevant Research
5. Data Collected
6. Findings

# Program Evaluation Questions

1. How do coaches spend their time?

2. Are there differences among schools with part-time coaches and school with full-time coaches?

3. Is the coaching program having a positive impact on student achievement?

4. Is the coaching program changing classroom instruction?

5. What are teachers and principals perceptions of the coaching program?

6. What are factors that interfere with coaching?

# Data Collected

- Coaching Logs
- Rubrics
- Surveys
- Focus Groups
- Coaching Observation Checklist
- Drop-in Visits

# Coaching Logs

| 2013-2014 Instructional Coaching Log | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Name:** Brady Dean | | | | | | | | | |
| Date | School | Gr. | Teacher / Staff | Coaching Activity | Coaching Category | Coaching Content | Coaching Cycle | Admin. Request? | Time (Min.) |
| 10/1/2013 | Eisenhower | 6th | Rob Jones | Modeling a Lesson | Reading - Guided Reading | Reading - Guided Reading | Not Part of Formal Coaching Cycle | No | 30 |
| | | | | | | | | | |
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# Rubrics

- Guided Reading

- Literacy Workstation

- Classroom Observation Tool

**A2: TPS K5 Guided Reading Implementation Rubric**

| Criteria | Beginning | Developing | Proficient | Advanced |
|---|---|---|---|---|
| **Classroom Environment** **Planning and Preparation** | There is no evidence of a designated guided reading area and schedule. There is no evidence of a flexible group rotation. There is no evidence of a lesson planning, preparation or leveled readers. There is no evidence of running records, anecdotal notes or informal data collection. There are no opportunities for familiar rereads during guided reading. | There is evidence of a designated guided reading area and schedule. There is some evidence reading group rotations are flexible. There is evidence of some lesson planning, preparation and leveled readers. There is some evidence of running records, anecdotal notes and/or informal data collection. Students are given opportunities to reread to develop fluency during guided reading. | There is evidence of a designated guided reading area and schedule. There is evidence of Tier 2 and Tier 3 groups meet daily and minutes vary across all groups. There is evidence of planning, preparation and differentiation with leveled reading materials. There is a notebook for running records, anecdotal notes or informal data collection and it is used to guide instruction. Student are provided browsing boxes/fluency bags to develop fluency. | The teacher is able to teach others how to set up a guided reading area and schedule. The teacher is able to teach others how to set up a flexible guided reading group schedule. The teacher is able to teach others how to plan for multiple groups and select leveled reading materials. The teacher is able to teach others how to collect, organize and analyze data to guide instruction. The teacher is able to teach others how to organize a system for fluency practice. |
| **Before Reading** **(approximately 3-5 minutes)** | Learning targets are not visible and/or shared with students. There is no evidence of prereading strategies (e.g., word work, making predictions, setting the purpose, activating prior knowledge, frontloading unusual vocabulary). | Learning targets are posted but not shared with students. Too much or not enough time is devoted to prereading strategies (e.g., word work, making predictions, setting the purpose, activating prior knowledge, frontloading unusual vocabulary). | Learning targets are posted and shared throughout the lesson with students. The teacher facilitates brief prereading strategies (e.g., word work, making predictions, setting the purpose, activating prior knowledge, frontloading unusual vocabulary). | The teacher is able to teach others how to share learning targets with students. The teacher is able to model how to facilitate prereading strategies (e.g.,word work, making predictions, setting the purpose, activating prior knowledge, frontloading unusual vocabulary). |
| **During Reading** **(approximately 8 minutes)** | All students do not have a copy of the book/text. A minimal amount of time is spent with eyes on text. Students are round robin or popcorn reading. The teacher is not providing support for strategy use. | Students each have a copy of the book/text. A minimal amount of time is spent with eyes on text. Students are not reading the text/assignment to themselves. The teacher provides too much or minimal support for strategy use. | Students each have a copy of the book/text and spend the majority of group time with eyes on text. Students are reading the text/assignment to themselves as the teacher listens. The teacher provides support for strategy use. | The teacher is able to teach others how to plan for maximizing eyes on text opportunities. The teacher listens and takes anecdotal notes as students read. The teacher provides individual students with support and feedback about strategy use. |
| **After Reading** **(approximately 4-7 minutes)** | Students are not given opportunities to talk about the text. The teacher asks low-level questions. Learning target is not revisited and skills and strategies are not practiced. | The teacher is talking about the text with minimal input from students. Students respond to teacher questions, but do not engage with other students. Learning target is revisited, but not connected to the text. | Students talk to one another about the text using a structure facilitated by the teacher. Students engage one another as they ask and answer high-level questions using text evidence. The learning target is revisited and applied to the text. | The teacher can teach other how to structure meaningful conversation surrounding a text. The teacher can teacher others how to conduct a post-reading discussion using high-level questions and text evidence. The teacher can teach others how to plan a lesson with a learning target focus. |

# Surveys

**Teachers, Principals and Coaches
April/May 2014
Sample Questions:**

- How often do you engage teachers in the formal coaching cycle? (pre conference, observation, post conference)

- How effective is the district's coaching model with respect to changing teachers' instructional practices?

- How effective are the district's professional development opportunities provided to coaches?

- How often do you meet with your building coaches to keep informed of their coaching activities?

# Focus Groups

Teachers, Principals, and Coaches

Sample Questions:

- Talk to us about the successes you have had coaching this year.
- Talk to us about the things do you do frequently that you would consider effective coaching.
- Talk to me about how valuable you feel the coaching program is?
- Talk to me about the work you and your coach have done this year.
- Talk to me about what it has been like working with your coach.
- Talk to me about the barriers to working with your coach.

# Coaching Observation Checklist

**Formal** - Coaching Supervisor- 1 time each semester

**Informal** - Monthly with Critical Friends

**Critical friends** - Monthly in teams of 3 to observe one another engaged in coaching conversations with teachers or for classroom observations.

# Coaching Program Research

**Group Activity:**

      **Group 1**: Coaching Activities, Roles, and Responsibilities

      **Group 2**: Challenges Experienced by Coaches

      **Group 3**: Coaching Program Impact

      **Group 4**: Characteristics of Effective Coaching Programs

# Team Interview

Teacher assigns a topic and sets a time limit.

On each team, one student stands ready to be interviewed by teammates.

Teammates interview the standing student, asking open-ended, long answer, and true questions. Teacher can post questions.

When his/her time is up, the standing students sits down and is thanked by teammates.

In turn, remaining students stand and are interviewed by teammates.
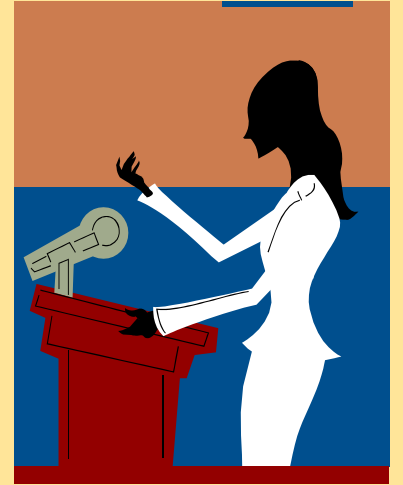
# Data Makes the World Go Round!

- In table groups analyze the various data sets –
  Look for:
  - what areas were examined and think about why these were
    selected
  - trends across data sets
  - areas of strength
  - areas for improvement

- Make recommendations for coaching program improvement

- Compare your recommendations to our recommendations
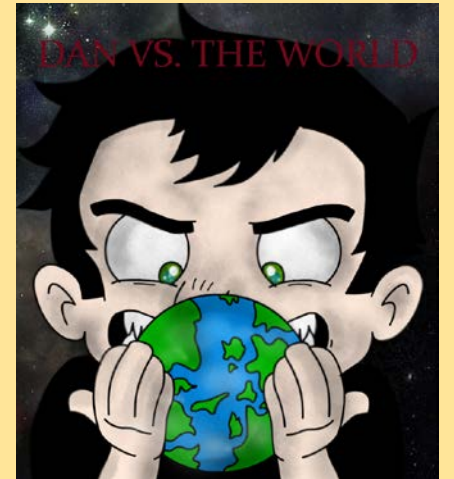
# TPS Program Recommendations

- Ensure coaches are spending the majority of their time working directly with teachers
- Principals must protect coaches time and not divert their activities away from working directly with teachers
- Ensure that coaches are constantly using the formal coaching cycle when working with teachers and that teachers are to be active participants in the coaching cycle
- Coaches should reflect on their coaching activities to ensure that they are spending the majority of their time in IRA level 3 activities.
- Principals, teachers, and coaches should be provided professional development on IRA level 3 coaching activities
- District and building administrators must provide time for coaches and teachers to work together in order for the coaching program to produce the desired results
- Principals must ensure that coaching is a priority in the school and set the expectation that teachers and coaches are to meet on a regular basis and provide dedicated time for this collaboration to occur.
- Principals must work to protect the teacher coach relationship in their buildings.
- Coaches should be provided differentiated, tiered professional learning that meets their needs.

# www.icoachlog.com

- Precision Data Management, LLC
- Web based tool for instructional coaches that electronically stores coaching activities
  - Pre/post conferences
  - Observations
  - Teacher/Team Meetings
  - Electronic Notepad
- Reports
- All data is encrypted. Only coaches can view notes and observation data collected on teachers



iCoachlog is an innovative and cutting edge web based tool that assists instructional coaches in their everyday tasks. iCoachlog saves time and makes the lives of instructional coaches much easier by using our web tool to log classroom observations, store conference and collaboration notes, and track all activities conducted with each individual teacher all in one place. By using iCoachlog, coaches can easily share observations, notes, and reports with teachers and school administrators.

District administrators can use iCoachlog to view coaching data for their district. iCoachlog allows administrators to evaluate the job embedded professional development provided by coaches and track improvement.

iCoachlog is an invaluable tool for every school district and can be personalized to your district! Click the tour button below to learn more. Call us today for more information or to schedule a demo.

# Pairs Compare

Teacher provides a question that has multiple possible responses and provides think time.

Shoulder partners RallyTable their answers, while keeping it secret from the other pair.

Time is called.

Pair Compare: Pairs pair to RoundRobin answers. For each answer, the face partner in the other pair adds the answer to that pairs list or checks it off.

Team Challenge: generate new answers, taking turns.

# ACTION PLAN...

# Questions?

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