Welcome! We will begin shortly.

If you can see the slide and hear the music, you are all set.

All attendees are muted upon entry. Please use the chat feature for comments and questions during the webinar.
Thank you for joining us

The webinar will be recorded and available.
All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector

@learningforward

www.learningforward.org
Teachers need coaches more than ever

Shannon Bogle
Director, Networks & Academy
Learning Forward

You have ever worked in a school that is being assessed by an organization not linked to the district (e.g., a state review or external review), you understand the unique challenges that teachers and leaders in that school face every day.

One of the challenges that state supervisors and district administrators face when implementing a new curriculum or teacher evaluation system is the need to make sure that the needs of all students are being met without sacrificing the outcomes. (Drake & al., 2019) that's a problem for everyone involved.

Instructional coaches have an important role to play in this situation because it's our job to build teacher efficacy and capacity so we can lead our school leaders to help teachers improve enough to "sharpen our saw." But how do we as coaches help teachers build their sense of efficacy while maintaining the vision of the learners we work with?

And how do we prevent burnout and follow the conversations of our students' "going right to get lost" when the need is urgent and the requirements are pressing?

Focus on one small but highly effective change idea at a time. When deciding what to change, plan if the teacher needs an out-of-the-box mindset (p. 72). Start with low-effort, high-impact changes that get quick wins and build teacher confidence. Does more mean high effort, high impact changes? When considering impact, it's easy to ask yourself: How or in what degree will this change impact students?

Here are some implementation of the change ideas. These are some ideas to collaboratively plan with teachers, so these ideas are based on your understanding of the identified change. It’s time for you and the teacher to meet and assess the teacher’s needs and skill needs, but trying focused on key areas with meaningful impact, and engage your team:

Provide quick, actionable feedback several times a week. When trying to make instructional changes on a tight timeline, it is essential for teachers to see whether what they're doing is working and, if not, to change it. Consider using a coaching to the moment model, in which the coach intervenes during interactions in the least intrusive way possible. This model includes whether coaching, stopping to model the correct, asking a strategic question or feedback, or using predetermined signals to start or stop the feedback on an action that may need to be adjusted.

And remember, when you visit classrooms, never skip the debrief. Even if you only have a few minutes, you can use the following questions to help teachers identify actionable next steps.

- What did you do differently?
- What did you learn from that?
- What will you do with this learning going forward?
In the April issue of *The Learning Professional*

- Becoming a teacher again made me a better coach
- Strengths-based coaching supports teachers during COVID
- Coaches help us become better selves and better educators
- In professional learning for coaches, one size doesn’t fit all
- Principals rediscover their joy and purpose through coaching
- Five guiding questions build a strategic approach to leadership coaching
Participants will …

- Explore coaching models that are effective during times of extreme stress and urgency
- Focus on coaching that builds resilience in teachers
- Build upon skills and strategies that allow teachers to feel positive impact and build their capacity and efficacy
What are unique ways you **motivate** and **uplift** teachers during this very stressful time?
Panel discussion

Michelle Robellard
Director of Program and Partnerships
New Teacher Center
Baltimore, Charlotte-Mecklenberg, and Tulsa

Amanda Bellas
District Resource Teacher
Hillsborough County Public Schools Transformation Network
Tampa, FL

Ayana Etienne
Reading Coach
Sulphur Springs K–8
Tampa, FL

Nadira Singh
Professional Learning & Coaching Coordinator
Gwinnett County Public Schools
Suwanee, GA
Key Coaching Moves During Challenging Times

Focus on one small, but impactful, change idea at a time

“What is one thing we can change and implement in the next lesson?”

“How or to what degree will this change impact students?”

Home in on implementation of the change idea

“What will this change idea look like in this lesson?” What is already present in the curriculum?”

“What changed from planning to implementation and why”

Provide quick, actionable feedback several times a week

“What did you do differently?”

“What difference did it make for students?”

“What did you learn from this?”

“What will you do with this learning beginning tomorrow?”

Share feedback from state and external walkthroughs with teachers

“How does the feedback connect to what we are already focused on?”

“Which of these action steps do you want to start with for the students in your classroom?”

Michelle Robellard, Director of Program and Partnerships, New Teacher Center
Share feedback from state and external walkthroughs with teachers

- Communicate purpose of all walk-throughs to teachers
- Provide time for teachers and/or coaches to share context and any additional feedback that would be useful to collect
- When providing feedback, start with a strength-based approach
- If possible, have teachers included in debriefs and if not, set aside time to provide feedback and suggested action steps
- Support teacher with aligning feedback and next steps with the areas of focus they are already working on
Align supportive feedback to teachers

- State-level coaches
- Principal
- External partners
- School-level coaches
- Mentors for new teachers
- Content district coaches

Enhance Teacher Efficacy
Increase Student Learning
Focus on one small, but impactful, change idea at a time

- Ask the question, “How or to what degree will this change impact students?”
- Start with low effort/high-impact changes to get quick wins and build teacher confidence
- Discuss how the identified change fits into the lessons teachers are planning and use that conversation to help focus observations and feedback
Use district- or research-based frameworks

### CORE ACTION 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

<table>
<thead>
<tr>
<th>INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.</td>
<td>4- Most questions and tasks attend to the qualitative features of the text to build understanding.</td>
</tr>
<tr>
<td></td>
<td>3- Many questions and tasks attend to the qualitative features of the text to build understanding.</td>
</tr>
<tr>
<td></td>
<td>2- Few questions and tasks attend to the qualitative features of the text to build understanding.</td>
</tr>
<tr>
<td></td>
<td>1- Questions and tasks do not attend to the qualitative features of the text to build understanding.</td>
</tr>
<tr>
<td></td>
<td>N/A- There is no text present in the lesson.</td>
</tr>
<tr>
<td></td>
<td>□ NOT OBSERVED</td>
</tr>
<tr>
<td>B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g., drawing, writing, dramatic play, speaking).</td>
<td>4- Most questions and tasks require students to cite evidence from the text.</td>
</tr>
<tr>
<td></td>
<td>3- Many questions and tasks require students to cite evidence from the text.</td>
</tr>
<tr>
<td></td>
<td>2- Few questions and tasks require students to cite evidence from the text.</td>
</tr>
<tr>
<td></td>
<td>1- Questions and tasks can be answered without evidence from the text.</td>
</tr>
<tr>
<td></td>
<td>N/A- There is no text present in the lesson.</td>
</tr>
<tr>
<td></td>
<td>□ NOT OBSERVED</td>
</tr>
</tbody>
</table>
QUICK WIN COACHING

Amanda Bellas, Hillsborough County School District
PRINCIPLES to FOLLOW

SMALL FOCUS, BIG IMPACT

• Bite-sized and targeted actionable steps
• Provide 1–2 action steps to practice

PLAN, PRACTICE, FOLLOW-UP

• Plan and practice the skills
• Follow up and repeat by observing the implementation and coaching the teacher

FOCUSED FEEDBACK

• Increase feedback frequency
• Create the culture — make it a habit
• Pick the moment for real-time feedback
Instructional look-fors are the shared vision for excellent instruction. Keep in mind while planning.

Support in the classroom with a clear focus. Model an explicit yet simple strategy for the teacher.
FOCUSED FEEDBACK

• CULTURE
  Explain your purpose, ask for teachers’ goals, make it a habit. Follow-up with teachers and support them in future attempts.

• MOMENT
  Look for a strategy to strengthen in the moment; (e.g. Clear success criteria, opportunities for student discourse).

• APPROACH
  Non-verbal or whisper coaching can allow the teacher to own the instructional delivery.
COACHING OPPORTUNITIES

PLANNING FISHBOWL

Coaches will facilitate an instructional planning session with teachers. Allow teachers to solve problems, write exemplars, and immerse themselves in the standards and practices.

PLC & DATA COLLABORATION

To build capacity, coaches can model data chats and then observe and provide feedback for teachers leading future sessions.
Data is not about adding more to your plate. Data is about making sure you have the right things on your plate.
Student-Centered Coaching

Ayana Etienne
Reading Coach
Hillsborough County School District
Time Spent Coaching

- Planning
- Disaggregating Data
- Data Professional Learning Communities (PLCs)
- Professional Development
- Coach-teacher-conferences
  - Informal coaching conversations
  - Debrief after lessons/implementation
Develop Focus for Planning

• Standards based
• Student centered / Student focused
  • Data
    • Informal data
      • Anecdotal records
      • Coaching cycle data
      • Classroom walkthrough trends
    • Formal data
      • Formative assessment data
      • Progress monitoring assessments
Implementation of Plans

- TEACHER BUY-IN
- STUDENT CENTERED
- SPECIFIC FEEDBACK
Build teacher capacity & equity using an asset-based focus

Using the data

Equity — how do we choose text and topics?

Putting students at the center is an equity practice — meeting the needs of students and planning for students

No scripted programs
Foundational skills in the upper levels

Fill in the learning gaps

Meet students where they are through small-group lessons

Targeted small groups

Build in structures within whole-group lessons

• i.e. - Greek and Latin roots, prefixes, suffixes
Embed equity into coaching conversations

• Woven throughout — becomes a seamless process
• Not a separate conversation:
  • Data chats
  • Planning
  • Small group instruction
  • Whole group instruction
  • Text selection
Nadira Singh, Professional Learning & Coaching Coordinator

Context of GCPS Coaching
Maximizing Coaching: Building Partnerships

- Develop strong partnership using partnership principles (Knight, 2017)
- Balance coaching light vs coaching heavy (Killion, 2008)
- Lay bricks of trust and actively listen (Aguilar, 2016)
- Promote “Humans First” mindset
  - Ensures psychological safety (Edmonson, 2018)
  - Empathy (Brown, 2018)
Maximizing Coaching: Roles of a Coach

Discussion and Questions
Let us hear from you

Please fill out our post-webinar survey

https://www.surveymonkey.com/r/KMQFBZB
Announcing . . .

Revised Standards for Professional Learning

KICKOFF WEEK

April 25 – 29
3 – 4 pm ET
Online resources

Look for follow-up resources, including a recording of this webinar and slides

- Read latest issue of *The Learning Professional*
- Check out the Learning Forward blog
- Use the planner at *Professional Learning State and District Planner*
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