

Duluth Public Schools Instructional Data Coach Model

Purpose of Instructional Data Coaching

The purpose of the instructional data coach model is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices (Casey, 2008)

The coaching model recognizes the needs of each individual teacher and is tied to a school site plan and the districts strategic plan. In this way effective collaboration can result in the ultimate goal of improved student performance.

Rational

Instructional data coaching is an action step in the current Duluth Public Schools Strategic Plan (2010-2011). Coaching can be instrumental in helping to:

- Meet Adequate Yearly Progress in reading and math in all schools and at the district level
- Increase high school graduation
- Provide clear and specific connection between Student Achievement Data, the Site Improvement Plan and the District Strategic Plan
- Encourage equitable student participation to be disaggregated by ethnicity and socioeconomic status in all programs

“Improving teachers’ learning and, in turn, their own practice and their students’ learning requires professional development that is closely and explicitly tied to teachers ongoing work. Coaching addresses that requirement.” (Neufeld and Roper)

Roles

The role of Instructional data coach is multidimensional. Coaches often fill multiple roles simultaneously. Killion and Harrison (2006) have identified 10 common roles regardless of the coaching approach used.

Role #1: Classroom Supporter

Purpose: To increase the quality and effectiveness of classroom instruction based on using the gradual release model and may include but is not limited to: collaborating, co-planning, modeling, co-teaching, providing descriptive feedback based on teacher requested observation

Role #2 Instructional Supporter

Purpose: To support the implementation of effective instructional strategies including but not limited to: assessment of learning, differentiation of instruction, standards based learning, building capacity by working with intervention groups

Role #3 Curriculum or Content Facilitator

Purpose: To promote implementation of local and state standards through adopted curricula including but not limited to: increasing teacher content knowledge, facilitating a better understanding of the structure of the written, taught and tested curriculum, Dissection standards to guide identification of essential knowledge and skills

Role #4 Data Coach

Purpose: To facilitate conversations using data to drive instructional decisions including but not limited to: Collaborating with teachers to analyze formative and summative student achievement data, assisting teachers with the use of data to improve student learning

Role #5 Facilitator of Change

Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically including but not limited to: fostering a safe, trusting environment for teachers, introducing alternatives and refinements for teacher instructional practices

Role #6 Learner

Purpose: To engage in continuous learning in order to keep current including but not limited to: engaging in professional development opportunities and professional reading, practicing and reflecting about what is learned

Role #7 Professional Learning Facilitator

Purpose: To design and facilitate effective professional learning opportunities including but not limited to: Providing professional development, facilitating other forms of professional development

Role #8 Resource

Purpose: To identify a variety of resources to enhance classroom instruction and student achievement including but limited to: indentifying instructional and assessment resources requested by teachers, sharing research and instructional best practice

Role #9 School Leader

Purpose: To support and communicate the school and district initiatives with the school community including but not limited to: Involving stakeholders in the implementation of School Improvement Planning, Connecting with community stakeholders by sharing instructional practices that impact students, acting as a strong advocate for student learning

Role #10 Mentor

Purpose: To support new teachers or those who mentor new teachers to increase instructional skills and awareness of school and district initiatives

Implementation at schools

Administrative teams will communicate with staff the purpose and the roles of the instructional data coach and how the coaching model supports improvement of student learning.

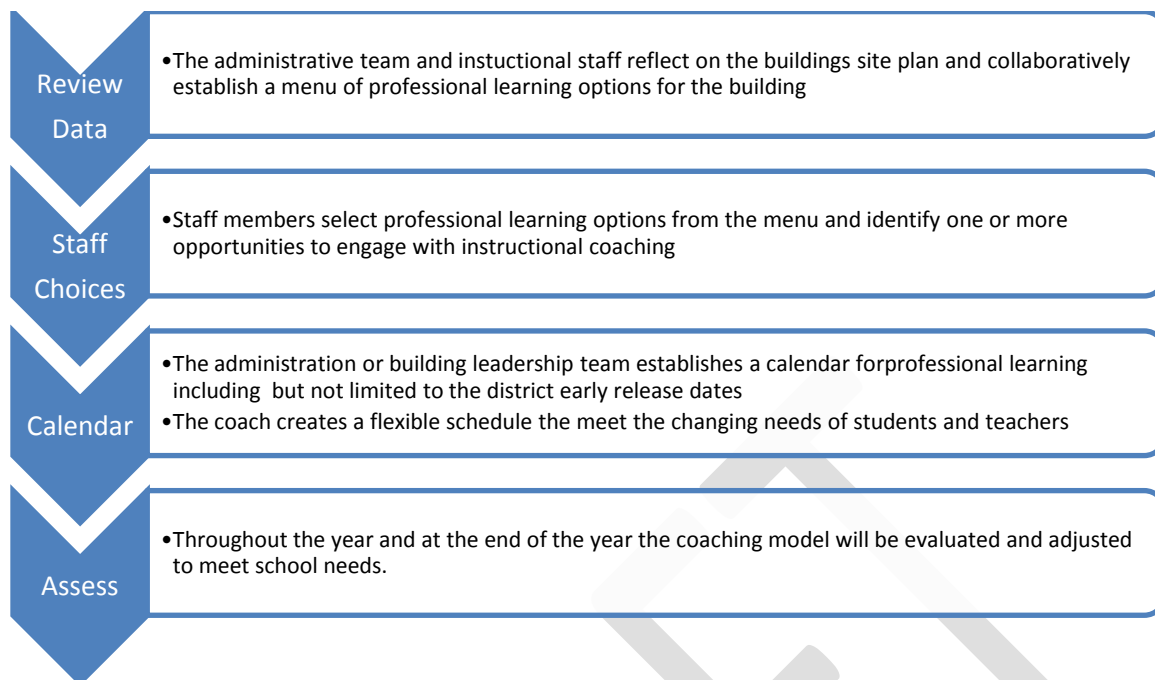
Instructional and administrative staff [including the coach] will review relevant data and the school site plan to determine building focus for coaching

Coaches participate in district trainings relevant to instructional coaching including the processes for determining readiness and implementing the instructional coaching model in each building.

The on-going foundation of a professional learning community is essential for building a common knowledge and experience around the written, taught and tested curriculum. Throughout the implementation of coaching in a school, coaches are able to:

- Work with teachers to review data
- Facilitate inter-visitations to see and learn from other classrooms
- Organize study groups, on-site workshops and book studies
- Work with collaborative groups to examine student work and plan instruction
- Read and provide research to staff
- Attend coaching trainings and bring information and strategies back to building staff
- Help to establish common vocabulary; background knowledge and experiences; and collaborative relationships

Schools implement instructional coaching through a process best fitting the school culture. One suggestion of a process is illustrated here.



Professional Learning is Focused on Student Achievement

Professional learning provides teachers with continuing development of skills to assess and diagnose student's academic, social and emotional needs in order to create rich, challenging and rewarding learning experience for all students. The impact of professional learning is demonstrated in the learning experience created for students and in resulting student learning levels.

Focus of Duluth Public Schools Professional Development

The major focus for the Duluth Public Schools Instructional Data Coach Professional Development is based on the *National Staff Development Standards*. The three major categories of focus are **Content, Context, and Process**.

Content standards address the knowledge and skill that ensure each student is successful. Specifically, professional development content refer to quality teaching, equity and family involvement.

Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

Quality teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Context standards address the three components of organization, system, and culture in which the new learning will be implemented. These standards describe the structures that must be in place for successful learning to occur. Effective professional learning requires; the integration of learning communities, shared leadership and a commitment to the allocation of resources.

Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process standards refer to the “how” of professional development. They describe the learning processes used in the acquisition of new knowledge and skills. Process standards address: the use of data, research-based practices, adult learning and collaboration.

Data-driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Knowledge and skills:

What do coaches need to know and be able to do in Duluth Public Schools?

Coaches need to understand and integrate best practices to support quality teaching and learning.

- a. Training for new coaches should focus on overviews of the following:
 - Instructional Coaching Model
 - District Initiatives
- b. On-going training will be provided. Topics will include, but not be limited to the following:
 - Use of data to inform instruction
 - Coaching foundations
 - Curriculum and assessment
 - Pedagogy
 - Professional Learning Communities
 - Cultural Competency
 - Essential elements of adult learning
 - Change theories
 - Planning and giving effective presentations & processing protocols

Infrastructure for on-going professional development for coaches

Two full days of training in August -One full or half day each month:

- Coaches will meet in content/instructional level groups or a k-12 group
- Coaches will engage in professional learning and collegial problem solving
- Coaches will utilize cross grade/school level conversations to promote systemic alignment

Coaches will meet regularly with their principals to focus their work in support of the school site plan Coaching training agenda, schedules and minutes will be communicated to principals with an open invitation to attend any coach training.

Planning and Coordination

- Cadre of coaches
- Learning Services Department
- Consultant as appropriate

Specific Training Strands for on-going professional development years 1-3

<p style="text-align: center;">Use of Data</p> <p>Creating a passion in others for using data Understand district and site MCAII profiles Understand AYP interpretations Responsible and ethical uses of data District assessment- the basics – who, what, when and why Accessing data- Benchmark data, NWEA, MCAII, (summary and Individual student- level); MDE, Tableau, NWEA website, infinite campus, Excel Spreadsheets Progress monitoring between benchmark periods Data driven dialogues Data walls Using data to inform instruction Matching student data to interventions</p>	<p style="text-align: center;">Curriculum and Assessment Reading</p> <p>Written, taught and tested curriculum State and district assessments Standards based reporting Assessment for learning Review of student work</p>	<p style="text-align: center;">Coaching and Leadership</p> <p>Essentials of adult learning Creating a safe and supportive environment Goal setting (with data) Group Dynamics Adult learning styles Adult communication styles Coaching Foundations Mentoring Focused Conversations Protocols for Professional Learning Program documentation Coaching Continuum (guided release model) Develop, Commitment, Support, Implement, Reflect Teaching Learning Cycle Assessing, evaluating, planning, teaching, learning, assessing... Theory of Change- Theory of Action Understanding by Design With the end in mind Differentiation What, where when, how Principals of Learning: Brain-Based Learning, Motivation Theory, Transfer Theory, Practice Theory, Reinforcement Theory, Retention Theory, Attribution Theory</p>
<p style="text-align: center;">Cultural Competency</p> <p>Achievement gap White privilege Culturally inclusive strategies</p>	<p style="text-align: center;">Curriculum and Assessment Math</p> <p>Written, taught and tested curriculum State and district assessments Standards based reporting Assessment for learning Review of student work</p>	<p style="text-align: center;">Interventions</p> <p>Intervention Pyramid Global understanding of how and why it developed. The process and data used. Limitations of that data etc. Read 180 Trans Reading & Trans English Trans Math & Labs RTI Model /Framework</p>