

CSI School Improvement Institute

Session 1: Instructional Coaching as a Tool for School Transformation

September 28, 2023

Objectives:

- **Align** to a vision for strong instruction and practice using a student-centered observation tool to identify instructional strengths and growth areas
- **Investigate** the impact of consistent instructional coaching on teacher development and student achievement
- **Explore** instructional coaching as a spectrum, defining the core components of coaching vs. other systems of instructional support
- **Reflect** on the current conditions of your school that may serve as barriers or entry points for instructional coaching
- **Investigate** the role of trust and vulnerability in setting the foundation for an effective coaching cadence
- **Begin** defining a vision for strong coaching and teacher development at your school

Agenda:

Approximate Time	Agenda Item (click to jump to notecatcher)
9:00-9:30 am	Opening
9:30-10:20 am	Vision for Strong Instruction
10:20-10:30 am	Break
10:30-11:20 am	Observing for Strong Instruction
11:20-12:00 pm	What is Instructional Coaching?
12:00-1:00 pm	Lunch
1:00 -1:40 pm	The State of Coaching
1:40-2:35 pm	Vision for Coaching
2:35-3:00 pm	Closing

Pre-Work:

1. Join our [Google Classroom](#) (code: tmtzehr)
 - You will need a Google account to join the class.
 - If your organization has a Google Workspace (G Suite), you should be able to sign in using your work email address.
 - You do not need a Gmail account. If you are creating a new Google account, you can opt to “Use your existing email” and input your work email address.
 - At the link above, once you are signed in, click “Join Class”.
2. Take the [pre-survey](#)
3. Review the [TNTP Core Teaching Rubric](#)
 - **Optional:** Post your reflections and questions about the rubric on the “Optional Pre-Work” discussion board for Session 1 in Google Classroom.

Opening

Important Links: [Sign In Form](#) | [Participant Folder](#) | [Google Classroom](#) (code: tmtzeyr)

Notes:

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Vision for Strong Instruction

Question Formulation Technique: [QFT Breakout Slide Deck](#)

Once you're in breakout rooms

- Ask as many questions you can in the timeframe
- Do not stop to edit or fix any questions
- Write down questions the exact way they are asked
- Do not stop to answer any questions
- There is no such thing a silly, wrong, or obvious question



Notes:

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Breakout Room Discussion

Based on your prework, discuss the following prompts:

- What is the vision for strong instruction based on the descriptors in the tool?
- What do you notice? What's inspiring?
- Where do you already see strengths? Where do you see our growth areas?

Observing for Strong Instruction

Important Links: [Tntp Core Teaching Rubric](#)

Video 1 Observation Notes: 8th Grade Math

- **Florida Standard MA.8.A.6.4** Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.

Notes on Essential Content	
Notes on Culture of Learning	
Notes on Student Ownership	
Notes on Demonstration of Learning	

Other Notes:

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Video 2 Observation Notes: 4th Grade Math

- **Common Core Standard 4.NF.B.3.D** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Notes on Essential Content	
Notes on Culture of Learning	
Notes on Student Ownership	
Notes on Demonstration of Learning	

Other Notes:

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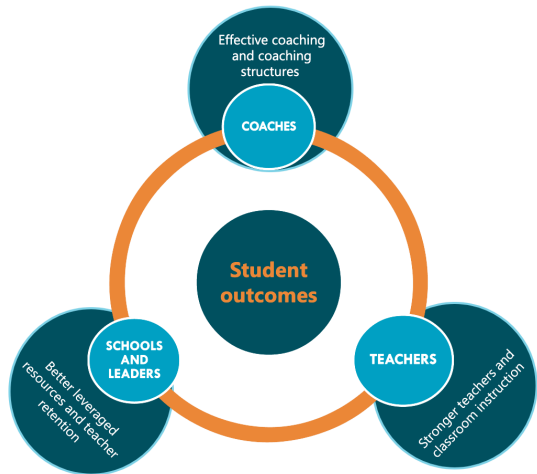
Video 3 Observation Notes: High School AP Physics

- **California Standard HS-PS3-2.** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

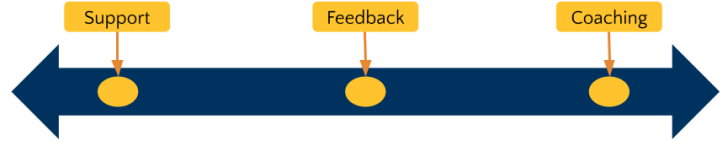
Notes on Essential Content	
Notes on Culture of Learning	
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Notes on Demonstration of Learning	

Other Notes:

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Coaching on a continuum



Support: Providing **resources** (training suggestions for HQIM implementation, books, articles, videos, planning guides etc.) that can have a positive on the student learning experience

Feedback: Observing instruction and giving **bite-sized suggestions** for improvement (via email, sticky note, quick verbal aside, etc.) to have a positive impact on the student learning experience

Coaching: Engaging in cycles of observations & **dialogic conversations** in which teachers set measurable goals and receive consistent feedback and support to accomplish them; results in both technical and adaptive changes

Notes:

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Stop and Jot

- What’s resonating with you about the Theory of Action for coaching? What’s challenging you? What are you curious about?

Breakout Room Discussion

- Based on these working definitions, what have you been doing most of in your current work? What might be the impact on staff of using these words interchangeably?
- What mindset shift do YOU need in order to make a clearer distinction between coaching and evaluations?

Stop and Jot

- How has the discussion defining elements of instructional coaching and evaluation challenged or aligned with your previously held beliefs or conceptions of instructional coaching?
- What are some things currently happening in your school or in your role that are aligned to our discussions about coaching? What are some things not aligned to our discussions about coaching?

The State of Coaching

Key Terms

- **Climate:** refers to an organization’s identity that is developed either strategically through the establishment of values and norms or organically over time.
- **Culture:** refers to the way individuals experience or perceive the work environment, influenced by the behavior, decision-making, and communication style of leadership & peers.

Important Links: [Padlet](#)

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Breakout Rooms

- Pick either of the prompts to process with a partner:
 - What’s resonating with you at this point in the session? What’s challenging you?

- How has your experience being coached (or not coached) shaped how you think of teacher development in your current work?

Independent Work Time

Beliefs and actions that **serve** me

I believe that ...	An action that emerges from this belief...
I believe that...	An action that emerges from this belief...

Beliefs and actions that **do not serve** me

I believe that ...	An action that emerges from this belief...
I believe that...	An action that emerges from this belief...

Vision for Coaching

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Independent Work Time: Draft your vision for coaching

Current State

What actions are you currently noticing in teachers that are not serving students?	
What beliefs might be contributing to those actions?	

Desired State

What do you want the culture around instructional coaching to be?	
What do you want the climate around instructional coaching to be?	

Driving Beliefs

What underlying beliefs would be the drivers of the desired culture and climate?	
What actions would emerge as a result of those beliefs?	

Student Impact

What will be the impact on students of enacting the desired culture & climate around instructional coaching?	
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Breakout Room Discussion: Workshop your vision

Directions: Workshop your vision in groups of 3. Follow the cycle below for each person (7 minutes per person).

Step 1: Speaker Share (3 minutes)	<ul style="list-style-type: none"> ● Give context for your school <ul style="list-style-type: none"> ○ How many are on your admin team? ○ What's the current culture and climate around coaching and observation? ○ What evidence do you have (what do you hear, what do you see)? ● Share your vision <ul style="list-style-type: none"> ○ What actions and mindsets around coaching and observation do you want to see & hear? ○ What underlying beliefs would drive those actions and mindsets? ○ What impact do you hope to see in students?
Step 2: Team Inquiry (3 minutes)	<ul style="list-style-type: none"> ● Give affirming feedback: What's compelling about the vision that was shared? ● Ask questions to add nuance or clarify the vision: <ul style="list-style-type: none"> ○ About the context shared ○ About the actions, mindsets, underlying beliefs, and student impact ● Speaker does <i>not</i> answer questions; write them down in your handout
Step 3: Transition (3 minutes)	<ul style="list-style-type: none"> ● Give gratitude and determine next speaker ● Repeat this cycle for the next speaker

Workshop Time Notes:

Positive feedback you received from peers	
Questions you received from peers	

Breakout Room Discussion

- In your same groups, follow the same order and take 2 min per person to share:
 - What gaps in your vision for coaching did the group's questions reveal?
 - What are some revisions you made and what are some revisions you are planning to make?

Closing

Important Links: [Exit Survey](#)

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