Sign in: **bit.ly/CSI1SignIn**

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Capitalization matters!

TNTP reimagine teaching

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Instructional Coaching as a Tool for School Transformation

CSI School Improvement Session #1

September 28, 2023

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The Team

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Director

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Housekeeping

- ✓ Make sure you've **signed in**: https://bit.ly/CSI1SignIn
- ✓ Open the **session folder**: https://bit.ly/CSI1ParticipantFolder
- ✓ Download or make a copy of the **Participant Handout**
- ✓ Have your **pre-work** readily available
- ✓ Update your **Zoom username** to:

If you…	Zoom Username	Example
Work at a SCHOOL	Name (School)	*Bob Belcher (Burger ES)*
Work at a DISTRICT	Name (District)	*Sabrina Spellman (Salem ISD)*
Work at an ESU or NDE	Name (ESU # or NDE)	*Percy Jackson (ESU 21)*
Are physically with a group calling in on 1 Zoom line	School/Org (# of people)	*Hogwarts HS (10 ppl)*

Norms for our time together

Stay Engaged	Remain emotionally, intellectually, and socially involved in the dialogue, especially during breakouts & reflections.
Experience Discomfort	In moments where you experience competing thoughts or beliefs, seek to understand what's challenging you and why
Speak Your Truth	Share your personal truth, experience and expertise; avoid saying only what you think others want to hear.
Expect & Accept Non-Closure	Focus on the journey and embrace that disrupting and eliminating inequities is an ongoing process.

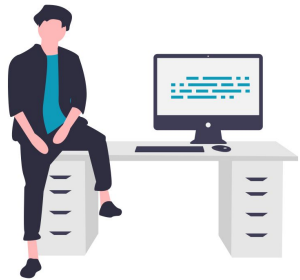
A note on Zoom facilitation:

- When possible, we'd love to see you and for you to see one another, especially when in breakout rooms.
- We'll be using a variety of engagements: cold calls, zoom polls, padlets, jamboards, etc. If at any point you need a link shared again, don't hesitate to ask!
- Our main goal is for today to feel as dynamic and interactive as possible, even though we are virtual.

Serial Share

The Chat

Breakout Rooms



- Session 1: Instructional Coaching as a Tool for School Transformation
- Session 2: Components of Effective Feedback
- Session 3: Coaching Interventions and strategies that Move the Needle Toward Strong Instruction
- Session 4: Leveraging Walkthroughs at the Systems Level
- Session 5: Year-End Stepback & Planning for SY24-25

Year at a glance

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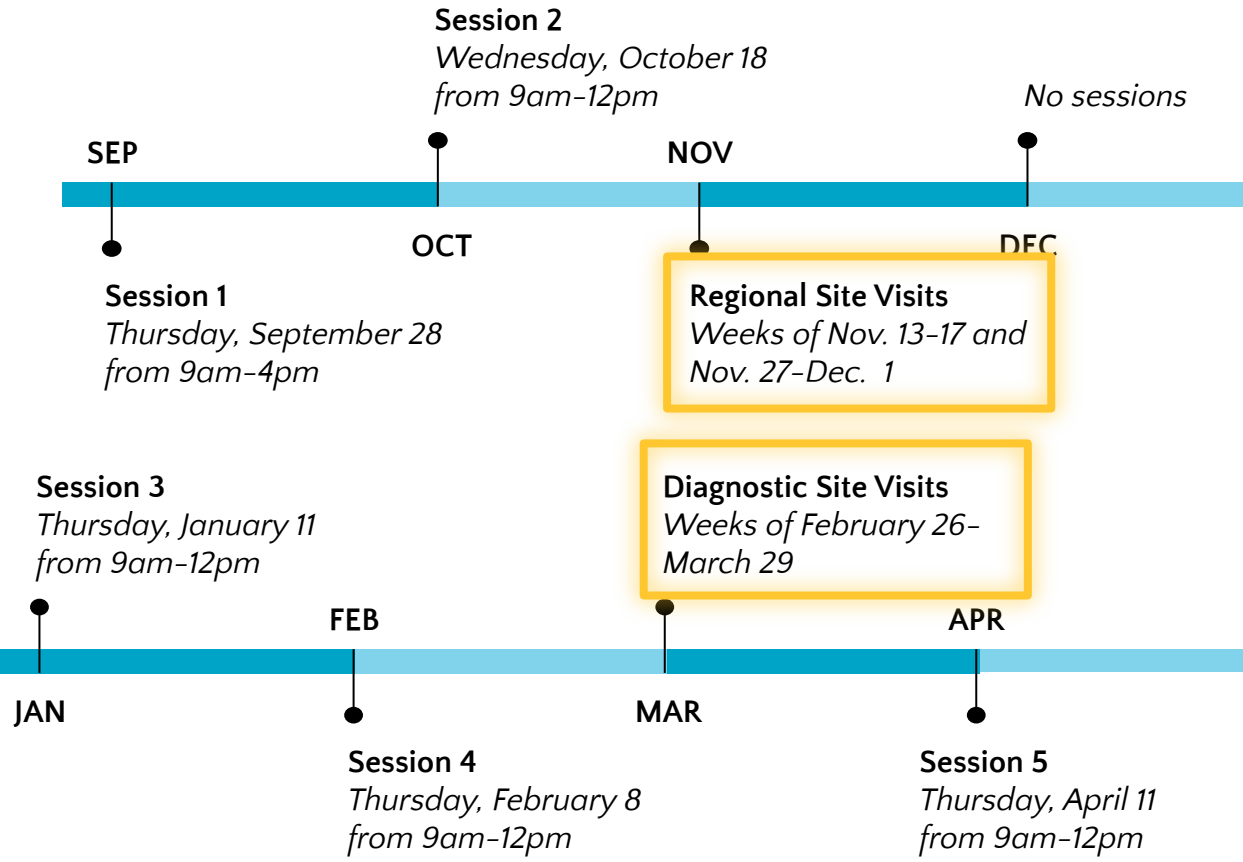

Today, we will...

- **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

Icebreaker (3 minutes)

Directions:

1. Your shoes have come untied! You have to tie them but there's a catch. You're only allowed to use one of two sets of tools to tie them. No fingers, no hands, no feet, tools only.
2. Join a breakout room that corresponds with your choice. With your group, develop a compelling argument why your choice is suited to get the job done!
3. Choose a spokesperson to share your case whole group.

Tool A:
A pair of chopsticks

Tool B:
A tweezer and a spoon

Share out: Which is the best tool?

Tool A:
A pair of chopsticks

Tool B:
A tweezer and a spoon

Connecting the icebreaker to our learning today

When preparing to observe for strong instruction, it's important for us to reflect on:

- Whether that tool is **aligned** to our vision for strong instruction
- **Why** we're choosing a particular tool
- **How** we plan to put that tool to work in service of our outcomes

Tool A:
A pair of chopsticks

Tool B:
A tweezer and a spoon

Opening

Vision for Strong Instruction

Observing for Strong Instruction

What is Instructional Coaching?

The State of Coaching

Vision for Coaching

Closing

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“Simply put, the more questions you ask, the more answers you’ll receive and the more solutions you’ll uncover. But it’s important to be asking the questions that nobody else is asking. By simply asking a different question, you can open up the possibility of having dozens of different answers and ways to solve a problem.”

Forbes, *The Power of Asking the Right Questions*

Question Formulation Technique

Right Question Institute
A Catalyst for Microdemocracy

The purpose of this exercise is to stretch the way we think about a normal part of our roles.

1. For this exercise you'll be in breakout rooms. You'll receive a statement. The goal is for your group to craft as many questions as you can in the time provided in response to the prompt on the first slide.
2. Pick a person to be the scribe and record all the questions asked. This person should still ask questions and write them down!

Once you're in breakout rooms:

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

NN

Question Formulation Technique

Right Question Institute
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EXAMPLE

Statement: Learning acceleration is an important strategy for supporting students with gaps in their learning.

Once you're in breakout rooms:

1. Ask as many questions you can in the timeframe
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NN

Question Formulation Technique

RQI Right Question Institute
A Catalyst for Microdemocracy

Write questions on the slide that corresponds with your breakout room.

Once you're in breakout rooms:

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

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A quick note on observation tools

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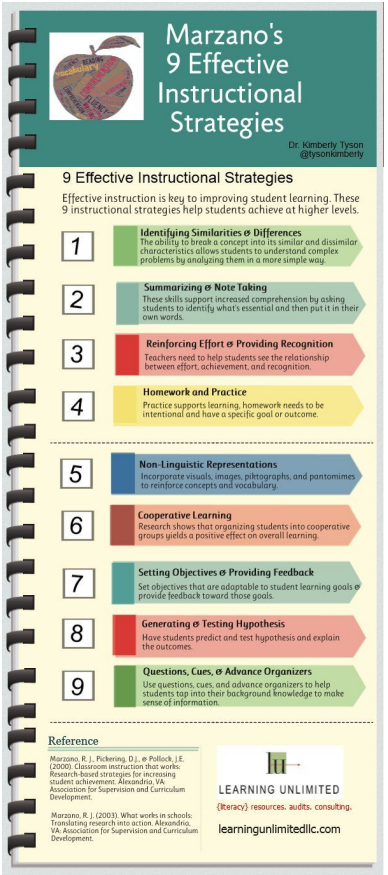
Regardless of the tool we use, let's ask ourselves the types of questions you generated:

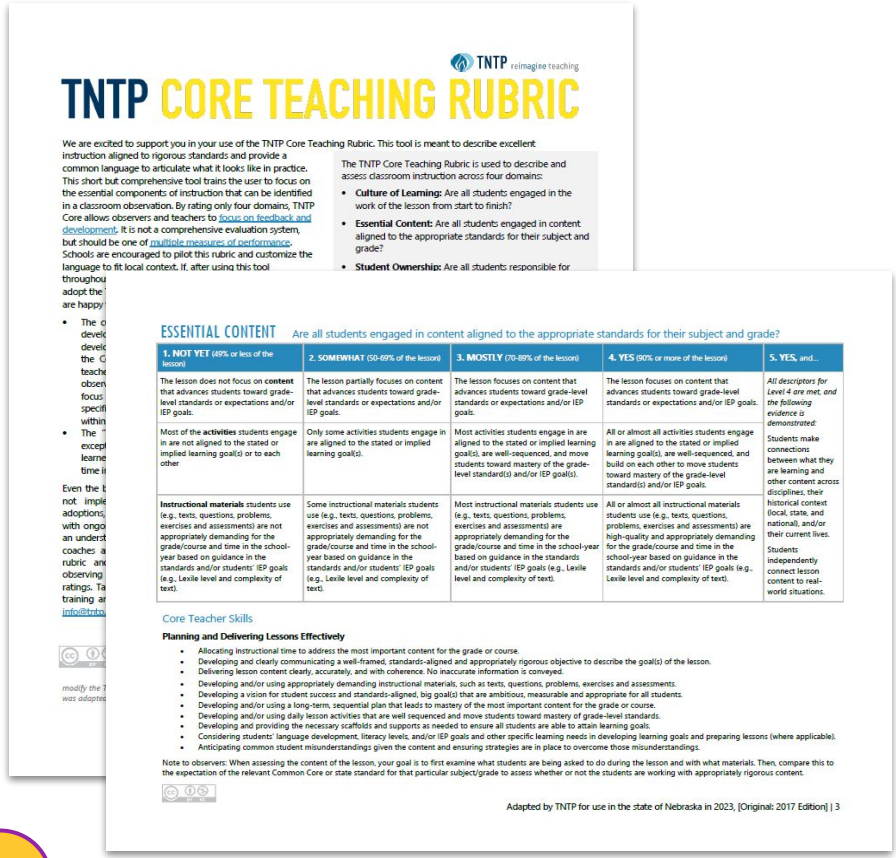
- Is this tool is **aligned** to our vision for strong instruction?
- **Why** are we using this particular tool?
- **How** will we use that tool to work in service of our outcomes?

TNTP

INSTRUCTION PARTNERS



Discuss in breakout rooms: the TNTP Core Rubric as a common tool for development



TNTP reimagine teaching

TNTP CORE TEACHING RUBRIC

We are excited to support you in your use of the TNTP Core Teaching Rubric. This tool is meant to describe excellent instruction aligned to rigorous standards and provide a common language to articulate what it looks like in practice. This short but comprehensive tool trains the user to focus on the essential components of instruction that can be identified in a classroom observation. By rating only four domains, TNTP Core allows observers and teachers to focus on feedback and development. It is not a comprehensive evaluation system, but should be one of multiple measures of performance. Schools are encouraged to pilot this rubric and customize the language to fit local context. If, after using this tool throughou… adopt the … are happy …

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Even the b… not imple… adoptions, … with ongo… an underst… coaches a… rubric an… observing … ratings. Ta… training ar… info@tntp…

modify the T… was adapted…

The TNTP Core Teaching Rubric is used to describe and assess classroom instruction across four domains:

- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students engaged in content aligned to the appropriate standards for their subject and grade?
- **Student Ownership:** Are all students responsible for

ESSENTIAL CONTENT — Are all students engaged in content aligned to the appropriate standards for their subject and grade?

1. NOT YET (49% or less of the lesson)	2. SOMEWHAT (50-69% of the lesson)	3. MOSTLY (70-89% of the lesson)	4. YES (90% or more of the lesson)	5. YES, and…
The lesson does not focus on **content** that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	*All descriptors for Level 4 are met, and the following evidence is demonstrated:* Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives. Students independently connect lesson content to real-world situations.
Most of the **activities** students engage in are not aligned to the stated or implied learning goal(s) or to each other	Only some activities students engage in are aligned to the stated or implied learning goal(s).	Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).	All or almost all activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.	
Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	All or almost all instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	

Core Teacher Skills

Planning and Delivering Lessons Effectively

- Allocating instructional time to address the most important content for the grade or course.
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson.
- Delivering lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments.
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students.
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course.
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards.
- Developing and providing the necessary scaffolds and supports as needed to ensure all students are able to attain learning goals.
- Considering students' language development, literacy levels, and/or IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
- Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings.

Note to observers: When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.

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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 growth areas?

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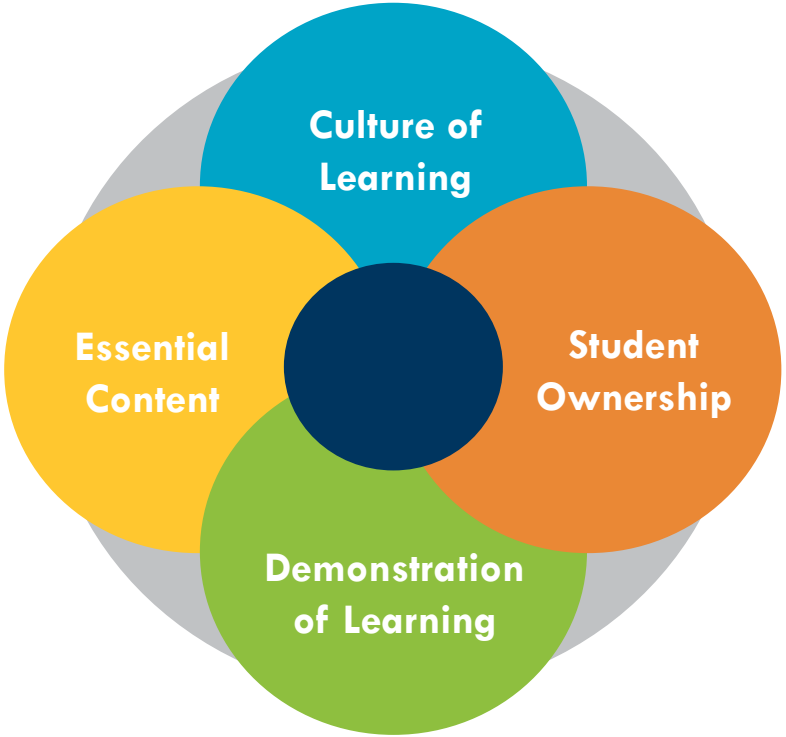
In a classroom with strong instruction…



Students complete instructional tasks, volunteer responses, follow behavioral expectations, and execute efficient transitions; class has an **instructional pace that keeps students engaged**.

Activities, questions, materials, and exercises are not only **aligned to grade-level standards** but also appropriately demanding for the grade/course and time of year

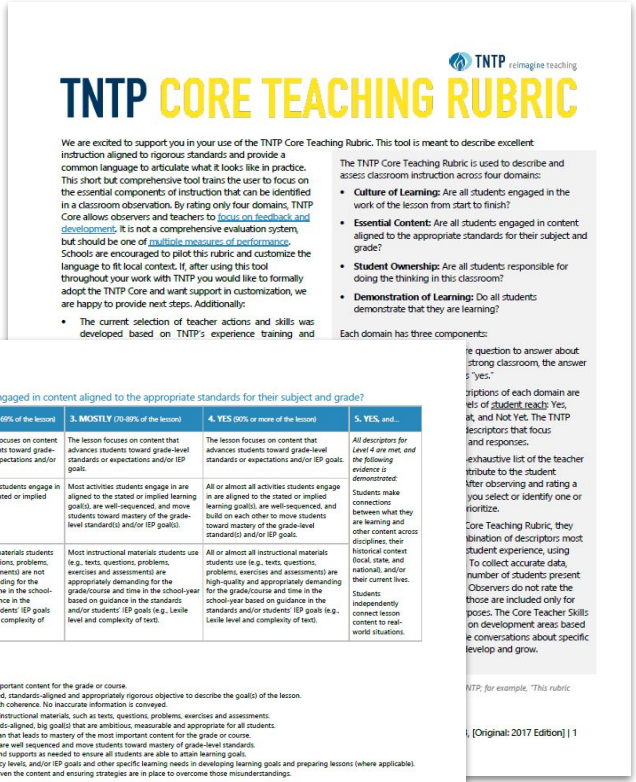
Students provide meaningful oral or written responses and respond to and build upon peers' responses; the **teacher rarely finishes the cognitive work students could own**

Tasks yield data that **demonstrate students' progress toward the learning goal** and pinpoint where learning breaks down; students have extensive opportunities to express depth of learning through academic writing and language

Why we're using the TNTP Core Rubric for this series

We believe that the ultimate purpose of instructional coaching is to ***have an impact on student learning and engagement***. This vision shifts the focus of our observations away from just the teacher towards the impact teacher actions are having on students.

- ✔ The language is teacher neutral and instead focuses on the **student experience**.
- ✔ The tool is designed *for* **non-evaluative instructional coaching**. The tool has a progression with language to help us move classroom instruction from one level to another.
- ✔ The 4 domains capture the essential components of strong instruction to help focus attention on **what matters most for students.**



TNTP reimagine teaching

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- The current selection of teacher actions and skills was developed based on TNTP's experience training and

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- **Student Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?

Each domain has three components:

ESSENTIAL CONTENT Are all students engaged in content aligned to the appropriate standards for their subject and grade?

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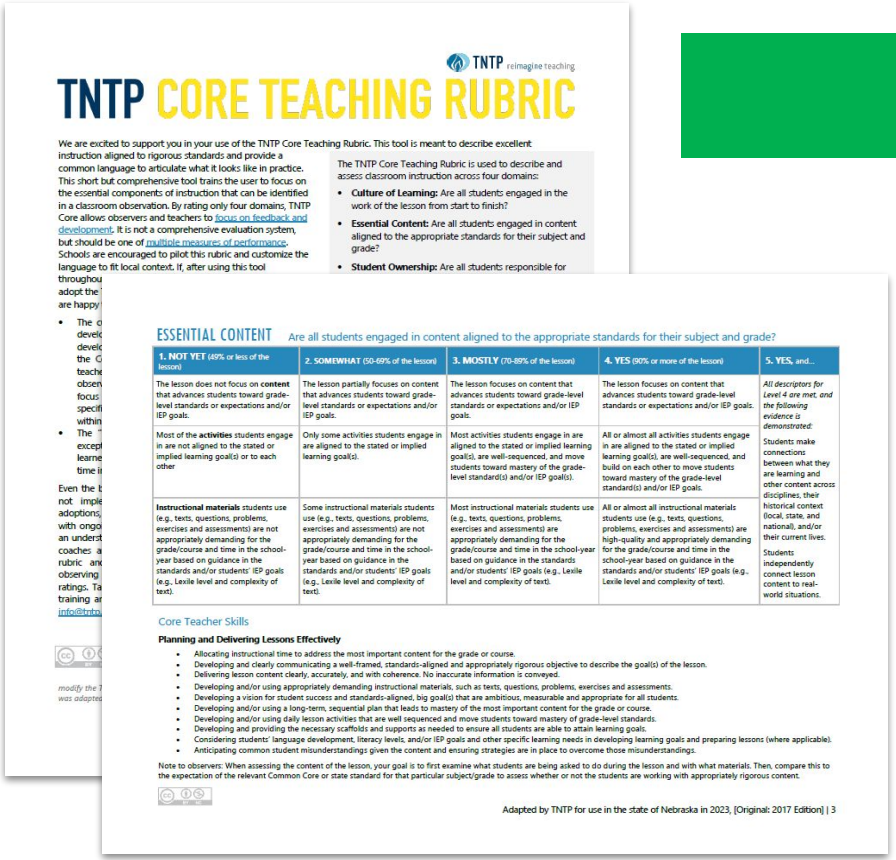

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Key Takeaways:

1. The tool used to coach is aligned to a vision for strong instruction
2. The tool is designed to help you move instruction along a continuum that you can clearly identify and speak to
3. Time is taken to ensure that all stakeholders are appropriately invested in its use and purpose
4. The student-level impact is clear

From the field: Lucas McCain, Principal of Maywood Public Schools

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- How has using this tool shifted how you define strong instruction?
- How has your perception of instructional coaching shifted in the past few months?

MAYWOOD PUBLIC SCHOOLS

B R E A K

10 minutes

Opening

Vision for Strong Instruction

Observing for Strong Instruction

What is Instructional Coaching?

The State of Coaching

Vision for Coaching

Closing

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Using the Core Rubric to observe

STUDENT OWNERSHIP

Are all students responsible for doing the thinking in this classroom?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% - 69% of students)	3. MOSTLY (70% - 89% of students)	4. YES (90 or more of students)	5. YES, and...
Students complete very little of the **cognitive work** during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work.	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	*All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:* Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content.
Very few or no students **provide** meaningful **oral or written evidence** to support their thinking.	Some students provide meaningful oral or written evidence to support their thinking.	Most students provide meaningful oral or written evidence to support their thinking.	All or almost all students provide meaningful oral or written evidence to support their thinking.	
Very few or no students are **using knowledge and resources** to form, articulate, and defend their answers and opinions.	Some students are using knowledge and resources to form, articulate, and defend their answers and opinions.	Most students are using knowledge and resources to form, articulate, and defend their answers and opinions.	All or almost all students are using knowledge and resources to form, articulate, and defend their answers and opinions.	
Very few or no students **respond** to their peers' thinking, ideas, or answers, or do not provide feedback.	Some students respond to their peers' thinking, ideas, or answers, or do not provide feedback.	Most students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.	Students respond to and build on their peers' thinking, ideas or answers, routinely providing constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.	
No students or very few students **try hard** to complete challenging academic work or answer questions.	Some students try hard to complete challenging academic work and answer questions.	Most students try hard to complete academic work and answer questions, even if the work is challenging.	All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	

8th grade math (estimated: 12 students)

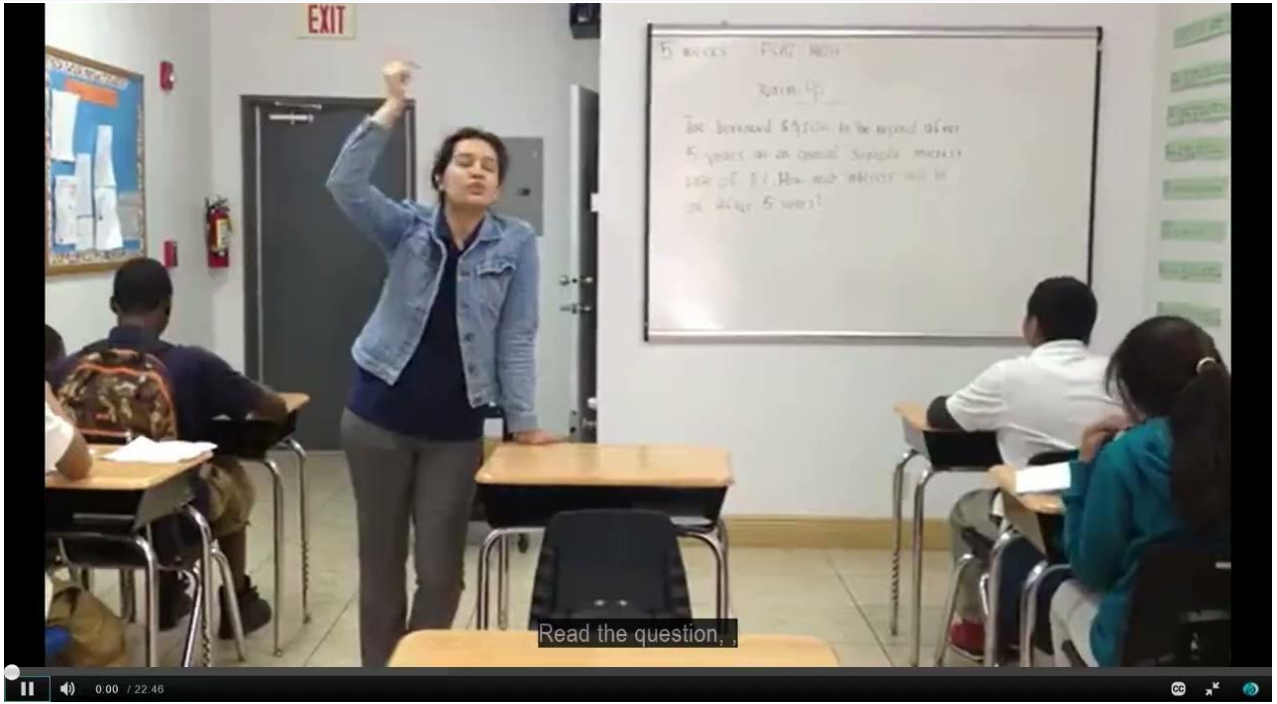
NT

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.

What are this lesson's strengths in the 4 domains?

What are this lesson's areas of growth in the 4 domains?

What evidence are you using to make your conclusions?



4th grade math (estimated: 22 students)

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.

What are this lesson's strengths in the 4 domains?

What are this lesson's areas of growth in the 4 domains?

What evidence are you using to make your conclusions?

High school AP physics (estimated: 25 students)

NT

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).

What are this lesson's strengths in the 4 domains?

What are this lesson's areas of growth in the 4 domains?

What evidence are you using to make your conclusions?

NT

KEY IDEA

Giving teachers HQIM and an annual evaluation isn't enough. That helps them START to understand the bar for excellence... but it doesn't help them figure out how to get there. That's where coaching comes in. If we want teachers making instructional decisions that improves learning outcomes for students, we need to provide more structured guidance and build their own sense of self-efficacy.

Opening

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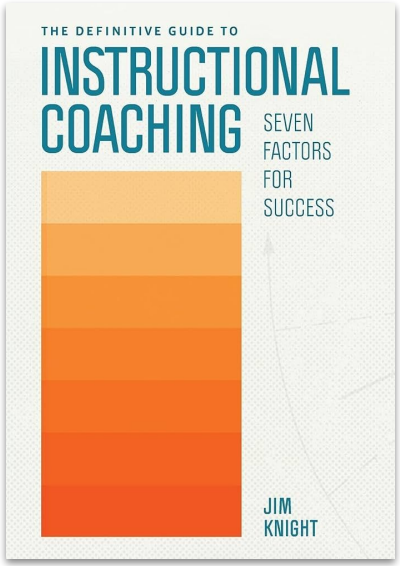
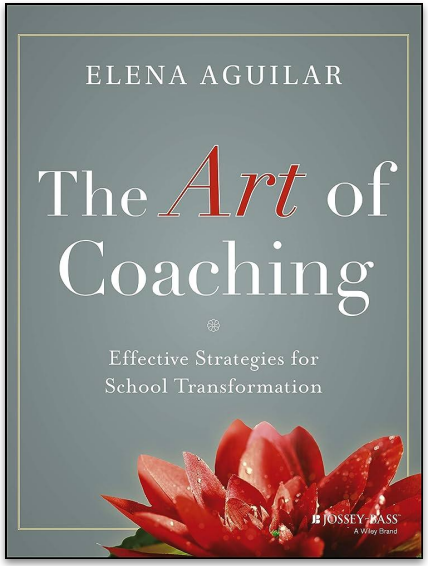
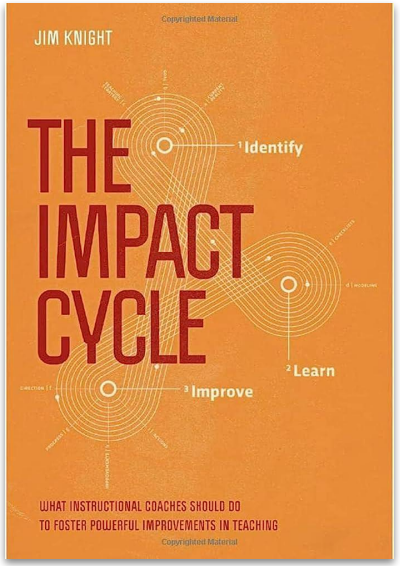
What is instructional coaching?

Instructional coaching can be described as the non-evaluative cycle of classroom observations and debrief conversations intended to improve classroom instruction and student outcomes.







The transformational impact of coaching

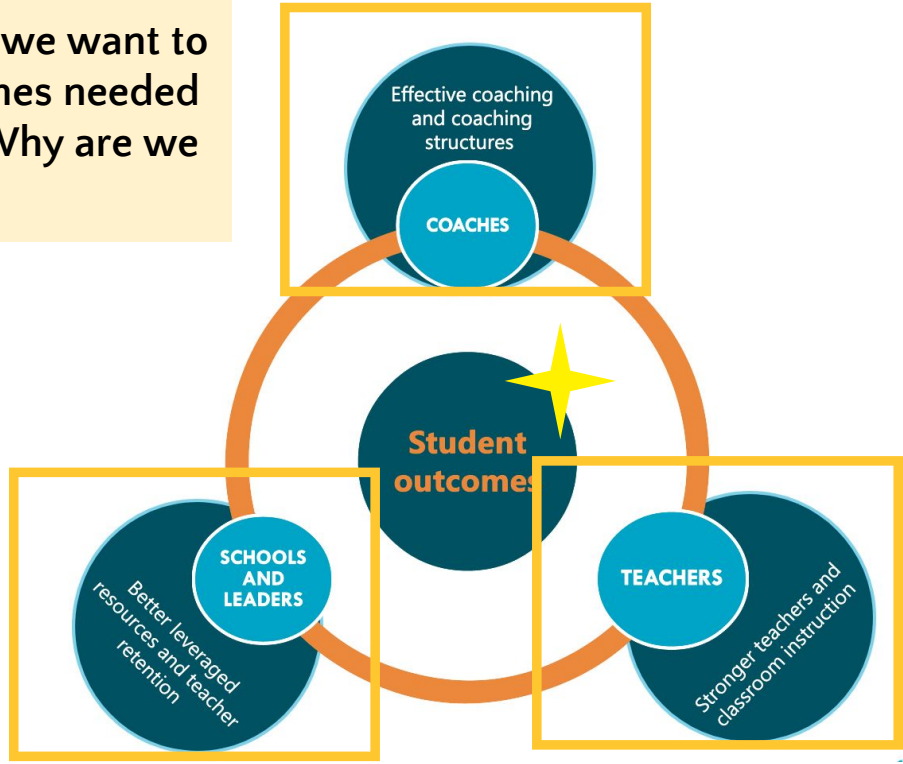
A theory of action articulates the desired outcome we want to be true and the activities, resources, and approaches needed to achieve it. It helps answer: What is the work? Why are we doing it? How will we do it?

If coaches and coaching structures are effective...

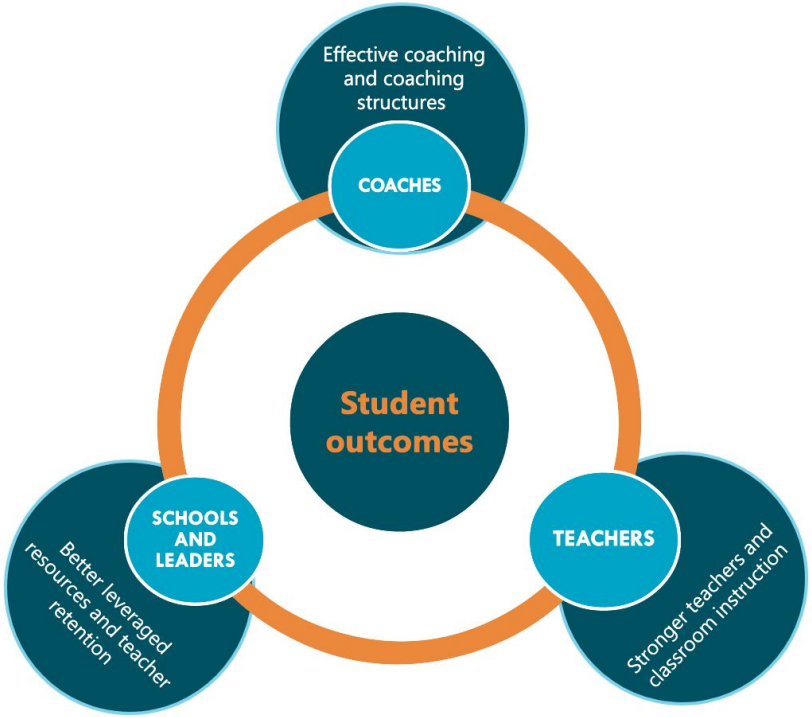
...**then** teachers will deepen their knowledge of and ability to deliver stronger classroom instruction

...**then** schools and building leaders will be better equipped to develop and retain their talent

...**then** students will have stronger academic performance and experience a learning environment that maintains high expectations.



Stop and jot



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

Did you do a “Whatchamacallit” today?

Often times we use words interchangeably when talking about aspects of our job. But do you ever stop to think about the words you use and why you use them?

Directions:

1. There will be a Zoom Poll broadcasted on your screen
2. Select the word that YOU think best describes the statement
3. There’s no right or wrong answer so answer truthfully.

What was surprising to you about this exercise?
What did this exercise make you wonder, think, or realize?

NN

Creating intentionality with classroom visits

Walkthrough: Being in classrooms to gather data or information on the state of something specific in order to determine next steps or a plan of action.

Fidelity Check: Being in classrooms to determine whether an initiative is being followed, adhered to, or is in place.

Observation: Being in classrooms to study the instructional decisions made in a lesson to identify strengths and growth areas and offer support, feedback, or coaching.

Check In: Being in classrooms for a quick follow up from an earlier conversation to share a bite-sized piece of feedback in writing

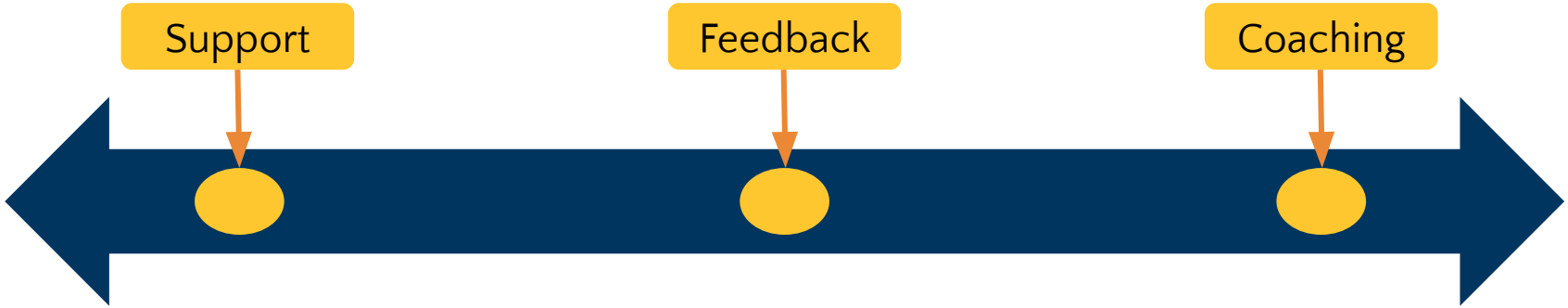
NN

KEY IDEA

There’s no right or wrong way to visit a classroom, but not all classroom visits are for the same purpose and not all classroom visits are for coaching.

Being intentional with why we’re in classrooms helps to create a culture and climate of openness to feedback and coaching for staff. Being in classrooms with intention not only builds trust with teachers but creates efficiency in leaders.

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

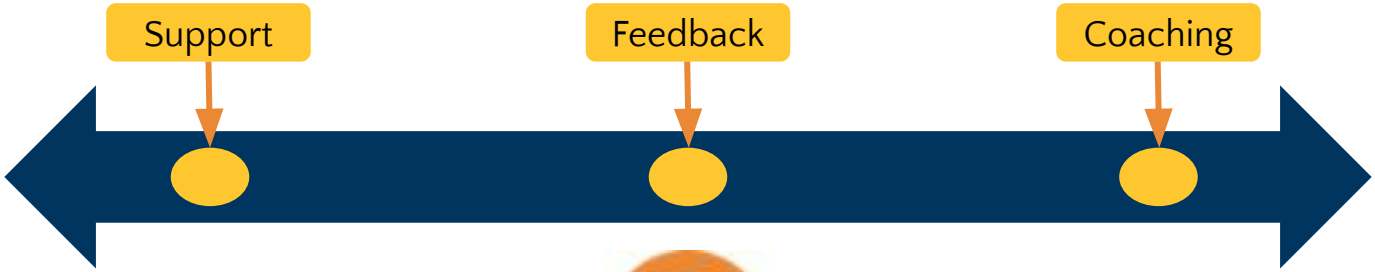
Coaching: Engaging in cycles of observations & **dialogic conversations** in which teachers set measurable goals and receive consistent feedback and support to accomplish them; results in both technical and adaptive changes

Discuss in breakout rooms

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



1. How has the discussion defining elements of instructional coaching and evaluation challenged or aligned with your previously held beliefs or conceptions of instructional coaching?

2. 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?

NT

KEY IDEA

While we often use words surrounding the teacher development experience in education interchangeably, having clear distinctions can be a way to hold ourselves accountable to providing the specific support that teachers and students need for true school transformation. By refining our language around coaching, we can not only refine our purpose, but our impact.

L U N C H

60 minutes

We will start back at **1:05 pm CT**

WELCOME BACK ICEBREAKER: Picky Eater

NN

DIRECTIONS

1. Give yourself 1 point for each thing on this list you do not eat.
2. Share your number in the chat!

lettuce	cabbage	tomatoes	brussels sprouts	carrot
zucchini	cauliflower	cucumber	asparagus	onion
coconut	eggs	tea	white chocolate	tofu
liver	celery	mushrooms	pickles	garlic
avocado	peas	strawberries	tapioca	turkey
watermelon	bananas	beans	pineapple	pork
grapefruit	wheat bread	milk	raisins	peeps (candy)
yogurt	beets	olives	ketchup	hot sauce
mustard	mayonnaise	ranch dressing	vinegar	seaweed (nori)
soy sauce	blue cheese	raw fish	cooked fish	veal
canned tuna	oysters	snails	crab	eel
shrimp	chicken	grapes	sourdough bread	bologna
coffee	sour cream	nutella	beef	curry

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CULTURE vs. CLIMATE

refers to an **organization's identity that is developed** either strategically through the establishment of values and norms or organically over time.

refers to the way **individuals experience or perceive the work environment,** influenced by the behavior, decision-making, and communication style of leadership & peers.

Example: A school cultivates a data-driven culture by incorporating data cycles into PLCs and facilitating quarterly all-staff stepbacks where school-wide data (assessments, discipline, etc.) is reviewed and analyzed.

Example: Every quarter, the assistant principal ranks academic data by teacher from highest to lowest and publicly shares "things to avoid" based on information they gathered from observing the most struggling classrooms.

How would these decisions impact the climate (mood & feel) around data in this school? Around observations? Why?

Zoom poll

NN

Directions: You will see a series of statements. Respond whether that statement is true or false 50% or more of the time.

Share in the chat

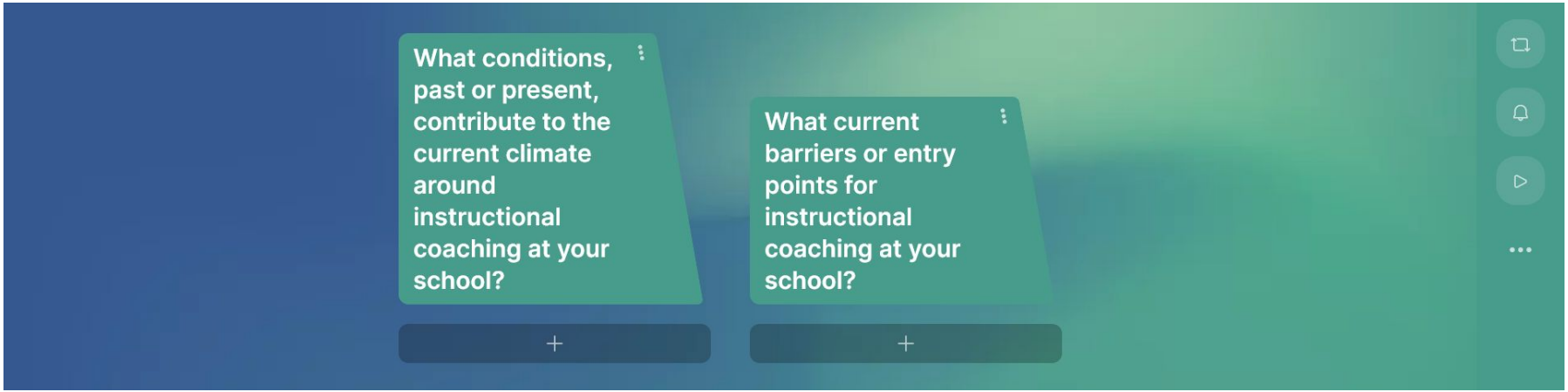
NN

Based on the poll results, how would you describe the climate around instructional coaching in CSI schools? What makes you say this?

Creating a climate receptive to coaching

NN

- ☆ Getting honest with where we're at and why we're there will ultimately help us in charting a path forward.
- ☆ Posts are anonymous so don't feel shy about being vulnerable in the Padlet.
- ☆ Sharing your school's current landscape around coaching allows us to be better, more informed partners in developing solutions with you!



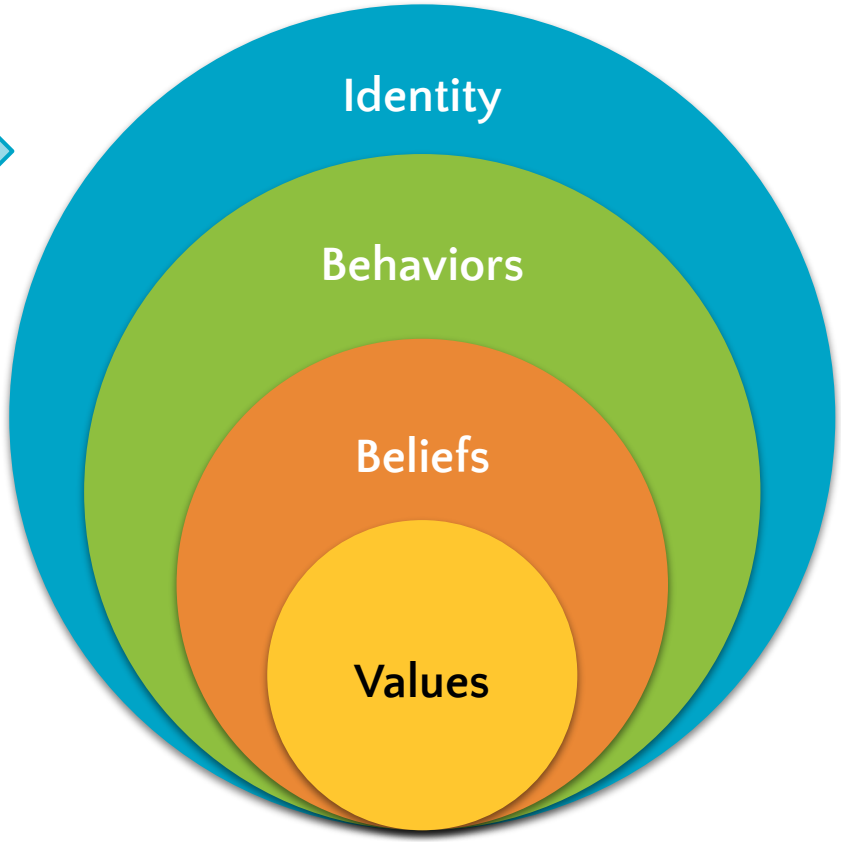
”An essential component of coaching is supporting others to become conscious of their belief systems- about children, learning students of color, immigrants, and so on. But before we can engage in this work, as coaches we need to become aware of our own beliefs.”

Elena Aguilar, *The Art of Coaching*

How are we shaped as leaders and coaches?

NN

- Our unique selves and lived experiences
- Our response to situations
- Our truths and convictions
- Our moral compass



Drop your number in the chat

On a scale of chihuahuas, which best represents how you experienced being instructionally coached in the past?

Discuss in breakout rooms

NN

Pick either of the prompts to process with a partner:

A. What's resonating with you at this point in the session? What's challenging you?

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

Independent work time: How are my beliefs serving me – or not?

NN

Directions: Identify two beliefs that serve you and two that don't serve you (or haven't in the past.) Then identify the actions that emerge from your beliefs.

For example:

A belief that <u>serves</u> me:

I believe that my teachers need development in classroom instruction and stronger strategies for HQIM implementation.

An action that emerges from this belief is that I hire professionals or partner with my ESU to lead required development with teachers.

A belief that <u>does not serve</u> me

I believe that I'll get pushback and teachers might quit if I push them too hard or have difficult conversations with them about how kids are doing in their classes.

An action that emerges from this belief is that I don't talk one-on-one with teachers about their data or give them direct feedback about the instructional decisions they're making that may be contributing to student outcomes.

NN

KEY IDEA

Leading with vulnerability allows teams to build trust that is crucial to building a community that is open and receptive to consistent observations and feedback. It's vulnerable to take stock in what is and what is not serving us, whether that's our beliefs, actions, or decisions. Vulnerability and intentional trust building are antidotes to the barriers we often encounter when trying to move the needle for teaching and learning.

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Set a vision: When you imagine the ideal culture and climate for instructional coaching, what do you see?

"According to Merriam-Webster, vision is defined as, 'the act of power of imagination.' When you apply vision to the future, you can create a mental picture that can be used to direct your actions. Vision serves as a guide and can be used to provide a sense of purpose."

-University of the People, *"What is Vision and Why is Having a Vision Important?"*

CULTURE
How you want teachers to engage in observations and coaching?

CLIMATE
How you want teachers to feel about observations and coaching?

IMPACT
What impact do you want coaching to have on student outcomes?

Independent work time: draft your vision for coaching (10 min)

Current State	Desired State	Driving Beliefs	Student Impact
What **actions** are you currently noticing in teachers that are not serving students? What **beliefs** might be contributing to those actions?	What do you want the **culture** around instructional coaching to be? What do you want the **climate** around instructional coaching to be?	What **underlying beliefs** would be the drivers of the desired culture and climate? What **actions** would emerge as a result of those beliefs?	What will be the **impact** on students of enacting the desired culture & climate around instructional coaching?

Breakout rooms: workshop your vision in groups of 3 (7 min per person)

Speaker Share (3 min)	• Give context for your school
	  ○ 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
	  ○ 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?

Team Inquiry (3 min)	• Give affirming feedback: What's compelling about the vision that was shared?
	• Ask questions to add nuance or clarify the vision:
	  ○ About the context shared
	  ○ About the actions, mindsets, underlying beliefs, and student impact
	• Speaker does *not* answer questions; write them down in your handout

Transition (1 min)	• Give gratitude and determine next speaker • Repeat this cycle for the next speaker

Independent work time: tighten your vision (7 min)

NT

Look back at your initial responses that serve as the foundation for your vision and the questions your group posed.

What do you need to strengthen, clarify, or tighten up in the language of your vision?

Independent Work Time: Draft your vision for coaching

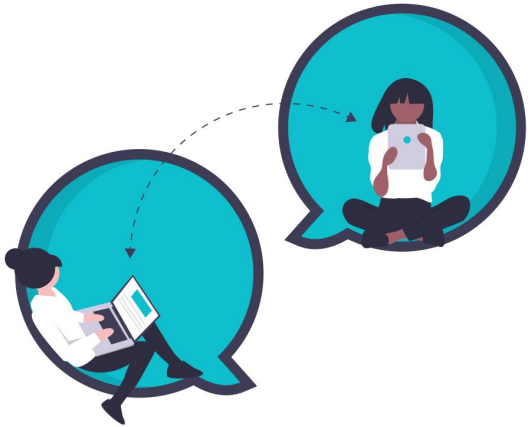
Current State	
What **actions** are you currently noticing in teachers that are not serving students?	
What **beliefs** might be contributing to those actions?	
Desired State	
What do you want the **culture** around instructional coaching to be?	
What do you want the **climate** around instructional coaching to be?	
Driving Beliefs	
What **underlying beliefs** would be the drivers of the desired culture and climate?	

Take the next 7 minutes to revise your ideas.

Breakout rooms: share for accountability

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?



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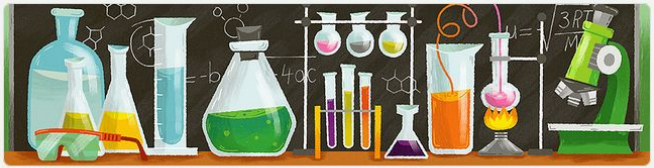
Independent work time: exit survey



CSI Session 1: Post Session Survey

CSI Session 1: Instructional Coaching as a Tool for School Transformation
September 28, 2023

Sign in to Google to save your progress. Learn more

* Indicates required question

Role type *

- School principal
- School-based coach or instructional support role
- District staff
- ESU staff developer

I know the key elements that make instructional coaching effective. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Our objectives today:

- ★ **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

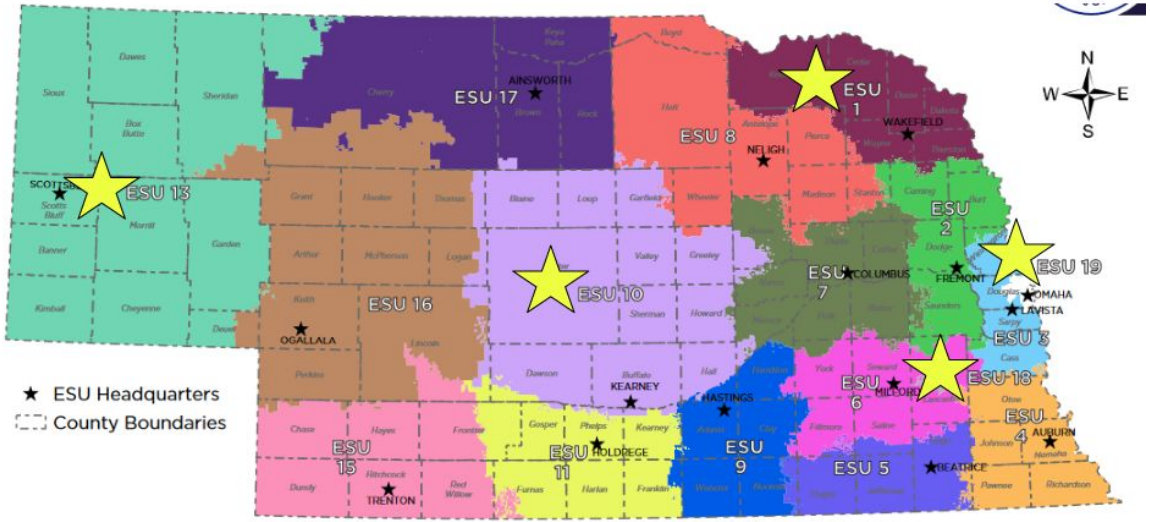
Regional site visits

If you'd like to host the site visit in your region, please reach out! What you'll get...

- ★ Feedback specific to your school
- ★ Additional sets of eyes on instruction and your students' experience
- ★ Immediately applicable practice observing for strong instruction

We will need to limit attendance and will prioritize school-based leaders first (principals, coaches, etc.)

More details will be shared as we get closer to the first site visit!



Regional site visits

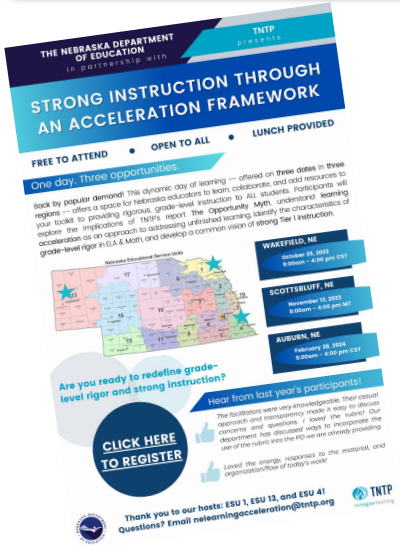
Tuesday, November 14	Wednesday, November 15	Tuesday, November 28	Friday, December 1
ESU 13	ESU 10	ESU 1	ESU 18
Bayard	Lincoln	Grant	Betz
Garden County	Maywood	iSanti	Clinton
	Walnut	Madison	Culler
	West Lawn	Umoⁿhoⁿ Nation	Dawes
		Walthill	Huntington
		Winnebago	Karen Western

Share in the chat: parting thoughts

Leaving today, what are you feeling motivated to **KEEP** doing, **START** doing, and **STOP** doing when it comes to instructional coaching?

Thank you! Before we meet again…

1. **Take your learning with you.** Find time to share and process with your team to further contextualize what we discussed today.
2. **Stay tuned.** Be on the lookout for an email with more details about Session 2 on October 18, including pre-work.



Reach out with questions any time!

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nadia.nibbs@tntp.org