



Milford Public Schools
Excellence ★ Honor ★ Tradition

Update on PK-5 Instructional Coaching

**Board of Education Meeting
April 17, 2023**



April 2013 Special Education Opportunities Review conducted by The District Management Council



District
Management
Group

Need to:

- develop a clear and consistent vision for providing literacy instruction at the elementary level based on best practices
- clarify the role of regular education to take primary responsibility for the delivery of core reading instruction to all students, including those with mild to moderate disabilities
- provide extra time on reading with skilled teachers of reading using data to inform instruction



April 2013 Special Education Opportunities Review conducted by

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Current availability of reading interventionists for elementary students

Total # of reading interventionists (i.e., reading specialists, literacy coaches, and reading consultants)	24
Total # of elementary students	2,968
Number of elementary students who struggle in reading*	1,095
Students per reading interventionist	46

*assumes 30% of students in general education and 80% of students in special education based on CMT scores

- Overall, there is one reading interventionist for every 46 elementary students who struggle in reading.
- Given the existing number of reading staff, it is possible for each reading interventionist to reach all students who struggle. Best practice districts typically have one reading specialist for every 30 to 50 students who struggle. This cadre of reading teachers could provide 30-60 minutes of daily supplemental instruction to all struggling students, with and without disabilities, over and above their core reading time.

2017 Coherence & Capacity Review conducted by The CT Center for School Change



Purpose of study: the degree to which MPS is approaching improvement in a coherent and aligned fashion and possess the necessary capacity to achieve its improvement aims.

Key Findings:

- Lots of areas of work are being pursued with earnestness by people who are thoughtful, intentional and hard working
- Instructional priorities are not clear
- Degree of urgency toward system-wide improvement tied to raising achievement is inconsistent
- There seem to be many improvement strategies but how they connect is not always clear
- Some variation in degrees of trust exist in the system; collaborative practices within and between buildings and departments are not always evident
- Communication lines beginning with the CO and across buildings are sometimes ineffective or confusing
- Milford professional learning opportunities appear vast but there are questions regarding the transfer of professional learning into classroom practice

2019 Literacy Program Review conducted by Leading for Learning, LLC

Literacy Review 2019

In 2019 an external program review was done in the area of literacy, in that program review it was shared that **less than 30% of our students were exited from intervention and there was not a systematic plan for how students received support or from whom.**

To learn more about this finding, the district did extensive research on the lack of long term impact of a remediation model particularly in the area of foundational reading. **The findings did show that a model of acceleration and a model which prioritizes teacher capacity around instruction had longer lasting effects.**

2019 Literacy Program Review conducted by Leading for Learning, LLC

Literacy Review 2019

Further the 2019 Literacy Program Review found, “**There is a “need to brand coaching: what it is, how coaches help, what coaches do, and what coaching is not. (Literacy Work Review: Coaches, 2019)**”.

According to the teacher survey, 53% of the teachers indicated that they knew “completely” what resources to use with the curriculum. During classroom visits, there was **little evidence that teachers were given implementation resources to match this 2016 revision for grades K-5**. It is possible that students are getting different variations of the curriculum in different schools and even different classrooms in a grade level. A common request in school after school was for the district to provide related implementation resources to match curriculum revisions.

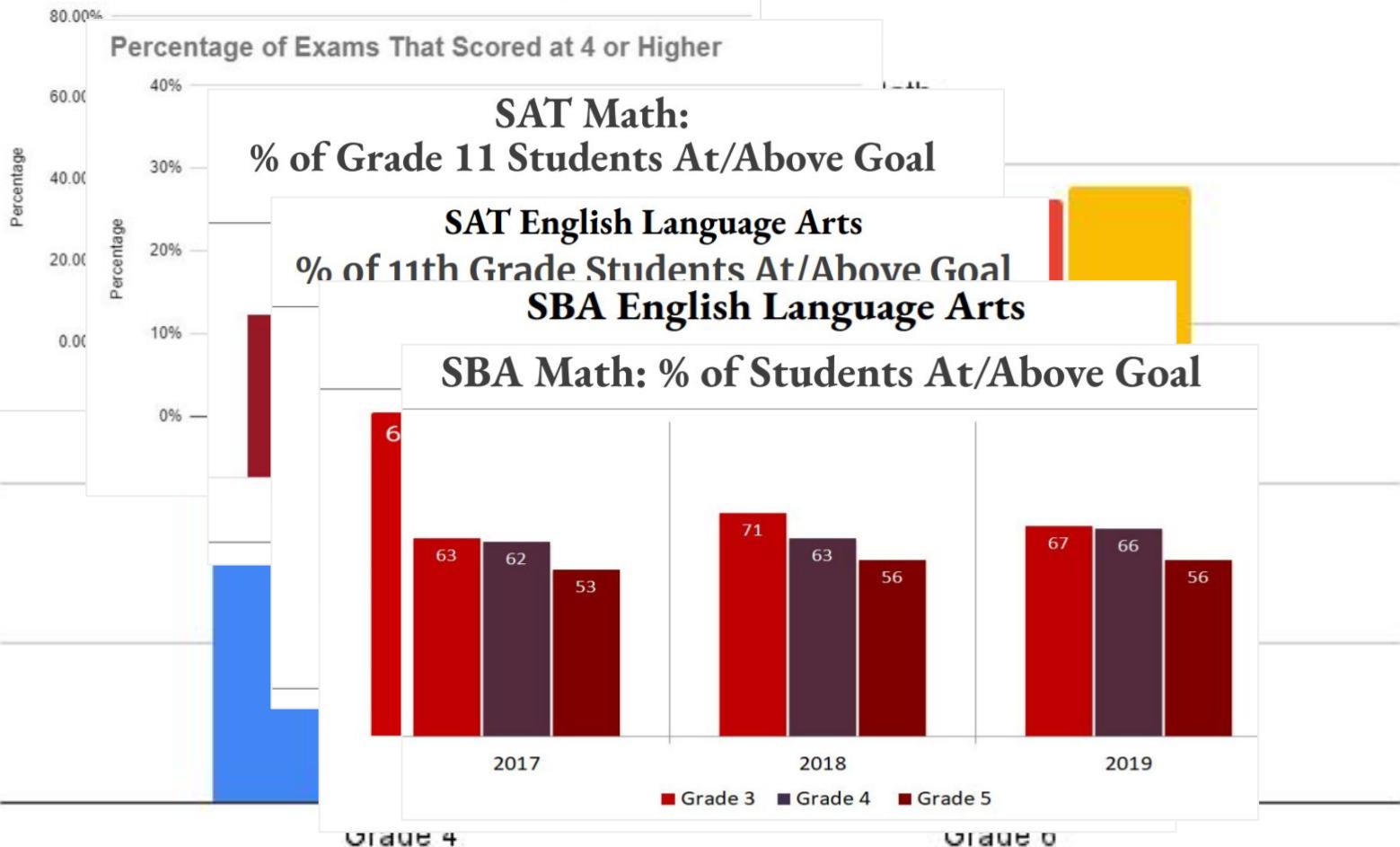
2019 Literacy Program Review conducted by Leading for Learning, LLC

Component	Strong Sense of Understanding and Comfort Implementing the Component	Uncomfortable or Feeling Unsuccessful Implementing the Component
<i>Interactive Read Aloud</i>	66%	5%
Shared Reading	46%	20%
<i>Guided Reading</i>	64%	11%
<i>Strategy Group</i>	55%	7%
<i>Conferring</i>	45%	10%
<i>Running Records (Formative Assessment)</i>	46%	12%
<i>Reading Minilesson</i>	66%	4%
Word Study lessons	36%	27%
Shared Writing	23%	34%
Interactive Writing	24%	40%
<i>Writing Minilesson</i>	45%	20%
Guided Writing	26%	39%
<i>Book Clubs</i>	37%	19%
<i>Assessing Readers & Writers</i>	59%	9%

In a survey, teachers were asked to assess their capacity and comfort in delivering components of a comprehensive core literacy program. You will see the results from the teacher survey. The results highlighted are to illustrate what percent of staff feel a strong sense of understanding and implementation as well as the percent of teachers who feel they unsuccessful in implementing the component. The remaining responses fall in the good capacity range. The bold faced items are areas that staff has indicated need more clarity.

**A point to note is that phonemic awareness and phonics were not listed on this survey for teachers to respond to. Weak phonemic awareness is one of the key signs of dyslexia.*

CI
CM
Percentage of Exams That Scored at 3 or Higher



Milford's Elementary Models of Support Throughout the Years

Reading Support	Math Support	Instructional Support
<ul style="list-style-type: none">• Reading Teacher• Reading Interventionist• Remedial Reading Teacher• Reading Specialist• Literacy Coach	<ul style="list-style-type: none">• Math Coach	<p>2021 instructional Coaches</p> <ul style="list-style-type: none">• Supporting HQI to increase student outcomes• Supporting Students• Supporting Teachers• Need for building teacher capacity in response to new legislation• Post covid needed to be more strategic about looking at data and how we support students

The Shift to Improving Instructional Practice

Therefore, the district made a shift in spring of 2021 to invest more directly into building teacher capacity through instructional coaching. The role of instructional coaches is to work with teachers on improving instructional practice while deepening content knowledge to ultimately increase student outcomes. Coaches also provide direct support to students.

Models of Professional Development

Joyce & Showers (1980, 2002, 2011)

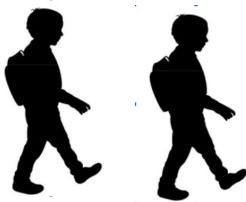
PD Offered	Impact on Knowledge	Impact on Skill	Impact on Practice
Theory	10%	5%	0%
Theory + Modeling	30%	20%	0%
Theory + Modeling + Practice	60%	60%	5%
Theory + Modeling + Practice + Coaching	95%	95%	95%

Remediation vs Acceleration

The typical approach to **remediation**—providing work better suited for earlier grades—**won't come close to catching students up and will likely compound the problem**. In our recent study, The Opportunity Myth, we found **this approach of “meeting students where they are,” though well intentioned, practically guarantees they’ll lose more academic ground and reinforces misguided beliefs that some students can’t do grade-level work**. The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English. **In other words, doubling down on current strategies for catching students up will only widen opportunity and achievement gaps**. Schools need to be ready on the first day back with **a fundamentally different strategy for diagnosing lost learning and putting every student on a fast track back to grade level**—a strategy designed to **accelerate their exposure to grade-appropriate work, not delay it**.

**Source: The Learning Acceleration Guide (TNTP, 2020).*

A Vicious Cycle of Remediation



2nd Grade



7th Grade



10th grade



Acceleration in Practice

- Determine priority grade/course level curricular content and related pathways for student access
- All Access to High Quality Tasks
- Utilize formative assessment strategies to elicit evidence of potential unfinished learning and overall student progress
- Strategically address unfinished learning via just in time opportunities situated within grade/course level content
- Prioritize instructional strategies that privilege student thinking
- Collaborate/consult with coaches and other colleagues regularly to plan for and reflect upon teaching and learning

	K	1	2	3	4	5
CALF PEN	41	42	51	40	33	56
Staff for 22-23	3	3	3	2	2	3
avg. class size	13.7	14.0	17.0	20.0	16.5	18.7
J.F. KENNEDY	40	50	41	50	54	56
Staff for 22-23	2	3	3	3	3	3
avg. class size	20.0	16.7	13.7	16.7	18.0	18.7
LIVE OAKS	51	37	31	36	35	44
Staff for 22-23	3	2	2	2	2	2
avg. class size	17.0	18.5	15.5	18.0	17.5	22.0
MATHEWSON	55	48	58	50	51	53
Staff for 22-23	3	3	3	3	3	3
avg. class size	18.3	16.0	19.3	16.7	17.0	17.7
MEADOWSIDE	40	51	39	49	44	46
Staff for 22-23	2	3	2	3	3	2
avg. class size	20.0	17.0	19.5	16.3	14.7	23.0
ORANGE AVE.	61	47	67	53	58	73
Staff for 22-23	4	3	4	3	3	4
avg. class size	15.3	15.7	16.8	17.7	19.3	18.3
ORCHARD HILLS	51	60	57	62	42	45
Staff for 22-23	3	3	3	3	2	3
avg. class size	17.0	20.0	19.0	20.7	21.0	15.0
PUMPKIN DELIGHT	33	29	29	29	38	36
Staff for 22-23	2	2	2	2	2	2
avg. class size	16.5	14.5	14.5	14.5	19.0	18.0

*Source: Milford Public Schools October 1, 2022 Enrollment Report.

Milford's Coaching Journey



Instructional Coaches

Fall of 2021 4 Instructional Coaches

Primary role

- supporting students within every classroom
- High Quality Instructional Practices in every classroom

Instructional Coaches

The team worked on a vision & model for Instructional Coaches

Instructional Coaches were based primarily in grades 2 & 3 based on district data and instructional gaps from 2020

Coaching Vision

Coaches worked with a consultant to develop best practices in coaching

Coaches focused on side by side coaching

Based on State Legislation
Coaches worked on building capacity around foundational reading in grades K-2

Coaching In Action

Coaches are working on identifying small cycles of improvement for students in the SAT process and for adults in the coaching process

Based on the recent onboarding of our data platform, coaches work with teachers to support students within a classroom, based on district trends

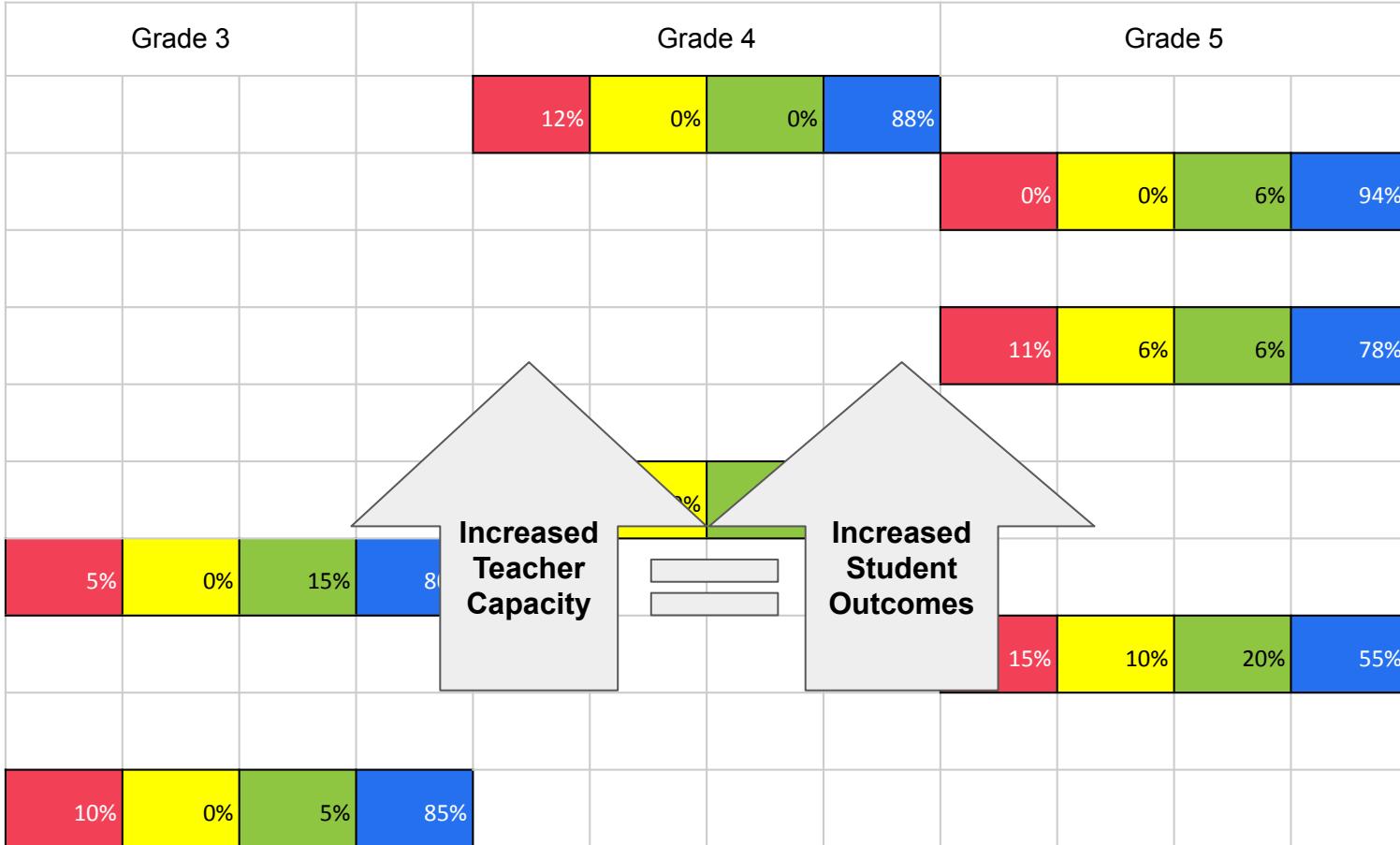
Learning in Action

Coaches will continue to build routines around data to make sure that all students needs are being met

Coaches will work with leaders to make sure there are routines in place for leadership teams to talk about student achievement

Coaches have a developed Call to Action and Coaching Framework to support the improvement process

Current Reality 3-5



Voices from Our Coaches & Teachers

2013 DME Report

2017 Coherence Study

2019 Literacy Proj. Review
2019 Math Proj. Review

Adult Actions

Student \rightarrow ↓ perf.

Data

inconsistent Models of Support → example Roles *

Model of support → research?

break in the
system → grades 2+

2006 greater
Rem. Rdg. T
Rdg T/Consult
Rdg. Inter
Rdg. Specialist
2008 Literacy Coach

Math Coach
Math Interv. 2014
Math Specialists
2009

Coach
2021

why shift

remediation v. acceleration
Then) N/w

- Writ
- ↓ Shift
- Cure
- HQ
- Revisit "Int" POST COV
- ↑ "%" newly suggested
- Right to Read!

What is SAT?
Role of SAT?

Looking ahead
on TSS

Literacy Review 2019

It should be noted that the top grade levels for students in the Student Assistance Team Plans are: Grade 2 (56), Grade 1 (40), Grade 3 (31), and Kindergarten (31).

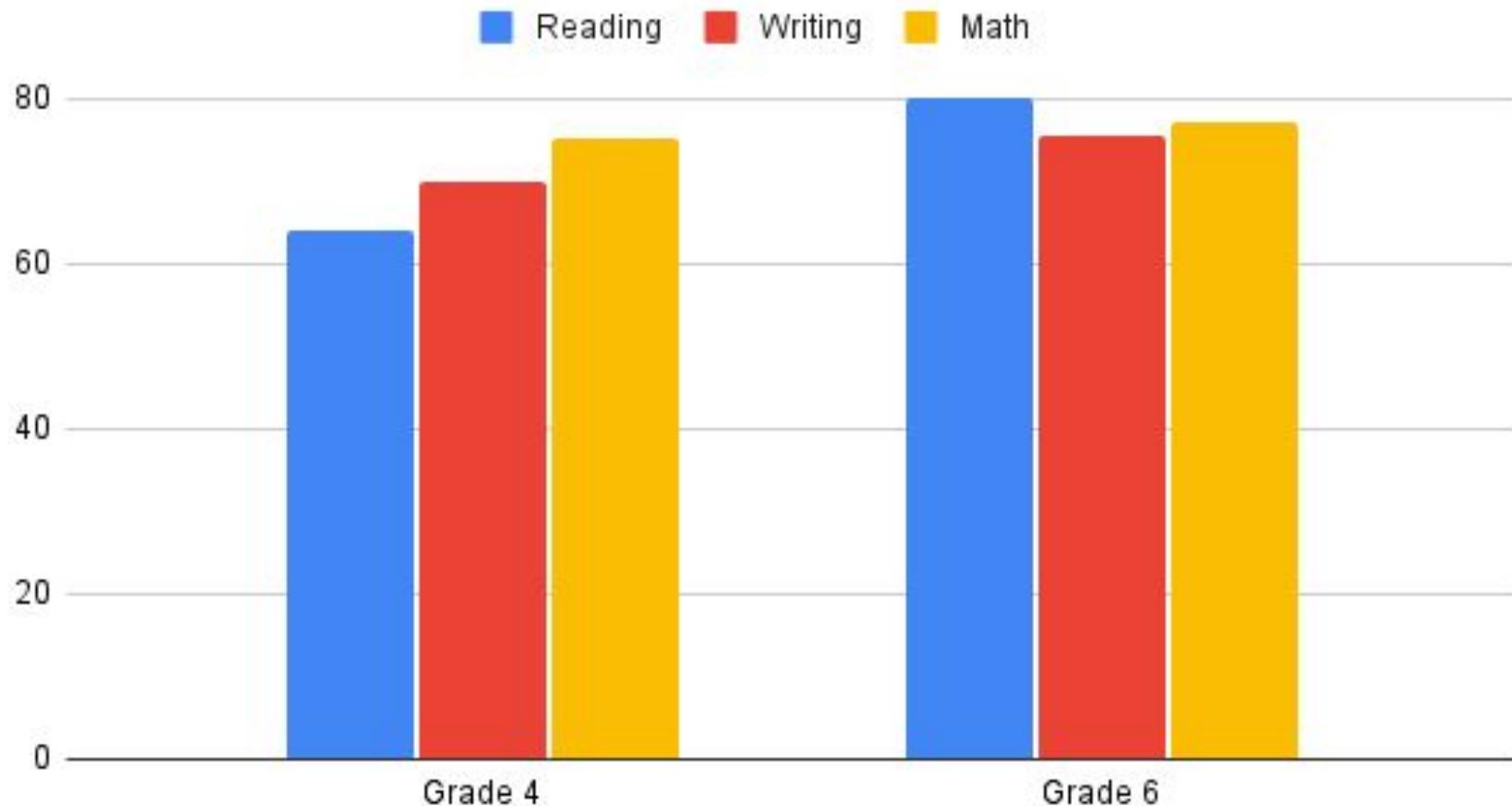
The district would be well served to investigate the level of equity across schools for assured intervention resources and training.

There are a variety of useful tool at play within the district but they are not universally applied.

Grade	Students in Tier III	Students Exited
Grade 2	100	18 (18%)
Grade 1	82	19 (23%)
Grade K	75	17 (22%)
Grade 3	71	13 (18%)
Grade 4	65	4 (6%)
Grade 5	47	11 (23%)
Totals	440 (17%)**	82 (18%)
Average	73.3%	13.6%

Area of Focus	Fully Implemented	In Progress	Limited	No Evidence
Modeling Lessons	33%	66%	0%	0%
Modeling Lessons Over Time in a Unit	33%	33%	33%	0%
Gathering Resources	44%	55%	0%	0%
Unpacking Units with Teacher	22%	33%	33%	11%
Working With Teachers on Curriculum	0%	11%	44%	44%
Co-teaching all literacy components	11%	55%	11%	22%

CMT Performance 2011 (Gr. 4, 6)



Position	Total Students Seen	Average Size of Groups			
Special Educator	Average: 19 Max-32 Min-10	Average: 3 Max-3 Min-2			
	Average: 13.25 Max-29 Min-10	Average: 3 Max- 6 Min- 1			
	Area of Focus	Meeting	Nearing	Below	Absent
	Meet with Grade Level for Benchmark Data Analysis	44%	44%	11%	0%
	Train teachers in formative assessments	0%	66%	33%	0%
	Participate in SRBI teams	66%	11%	11%	11%
	Trained teachers finding focus of instruction	22%	88%	0%	11%
	Teachers Using formative assessment in small groups	0%	77%	22%	0%

“Systematic phonics instruction has been used widely over a long period of time with positive results”

“MPS should develop a long-range plan for building teacher capacity to teach reading and writing.”

Additionally, for beginning readers, we need to start with a solid, intensive phonics regimen.

Therefore, it is possible that students are getting different variations of the curriculum in different schools and even different classrooms in a grade level.

“there is agreement that teachers themselves believe they need more work in building capacity to deliver work study instruction”

Literacy Review 2019

Teacher Needs	Student Needs	Student Data
<ul style="list-style-type: none">● Stock classrooms with high-quality classroom libraries● Engage coaches in an action research project to understand the level of engagement and rigor students experience during independent and guided reading time● Re-engage in a balanced literacy approach● More clarity on foundational reading instruction (word study)● To understand the long range plan for teaching literacy● To use data for planning small group instruction● To understand what data is most efficient to help plan small group● There is a “need to brand coaching: what it is, how coaches help, what coaches do, and what coaching is not. (Literacy Work Review: Coaches, 2019)”	<ul style="list-style-type: none">● Targeted small group instruction based on formative assessment● More systematic foundational reading instruction●	

MPS Coaching “Why” 2.0 **DRAFT**

Milford Public Schools believe in developing ALL learners through high-quality instruction. Instructional coaching provides ongoing collegial learning that will impact student learning in alignment with the district's Vision of the Learner. Coaching increases the capacity, self-efficacy, and agency within the adults in our teaching and learning community. Through coaching, adults become reflective practitioners who take risks and provide assured experiences grounded in the district model of high-quality instruction.

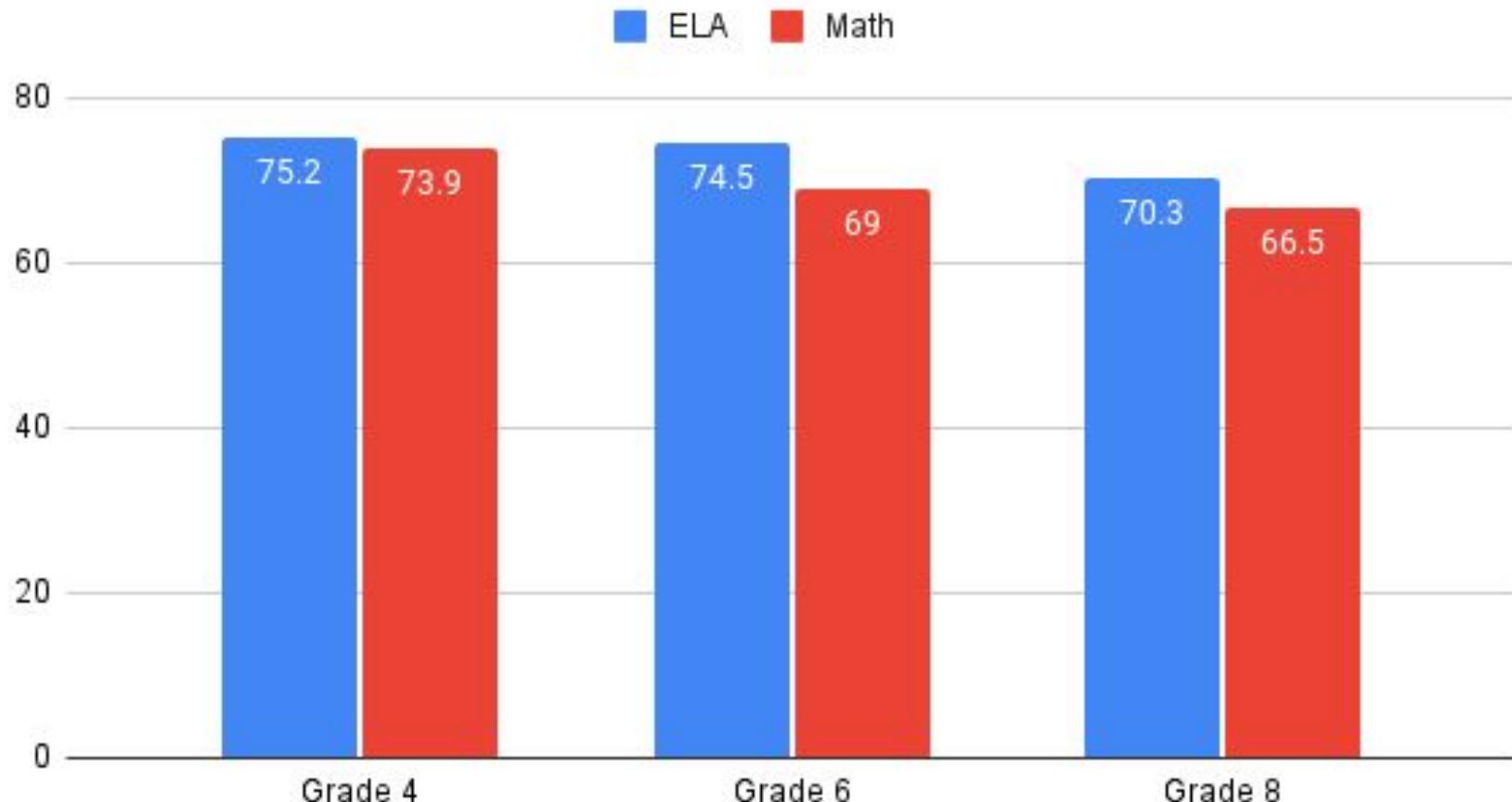


District Management, Literacy Review, Math Review

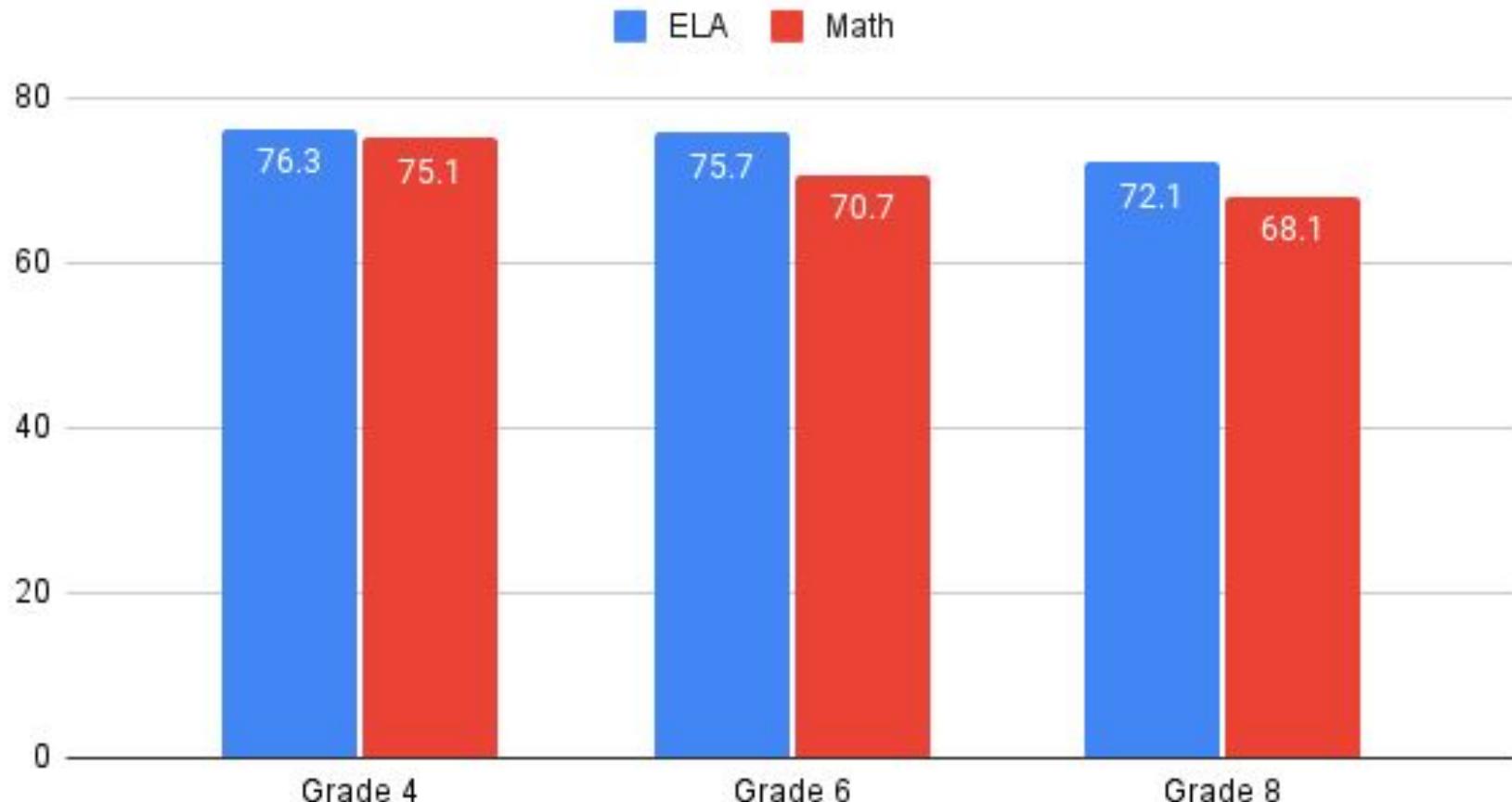
Common Themes

Teacher Needs	Student Needs
<ul style="list-style-type: none">• More clarity on foundational reading instruction (word study)• Vision for teaching literacy• Need for data to respond to student needs• Teachers want to meet the needs of all students, but lack the instructional support to make that happen• Common vision for improvement• Authentic opportunities to deepen & transfer professional learning into practice	<ul style="list-style-type: none">• Targeted small group instruction based on formative assessment• More systematic foundational reading instruction• Robust grade level experiences• Updated curriculum to match common core state standards• Best practices in the areas of literacy and mathematics

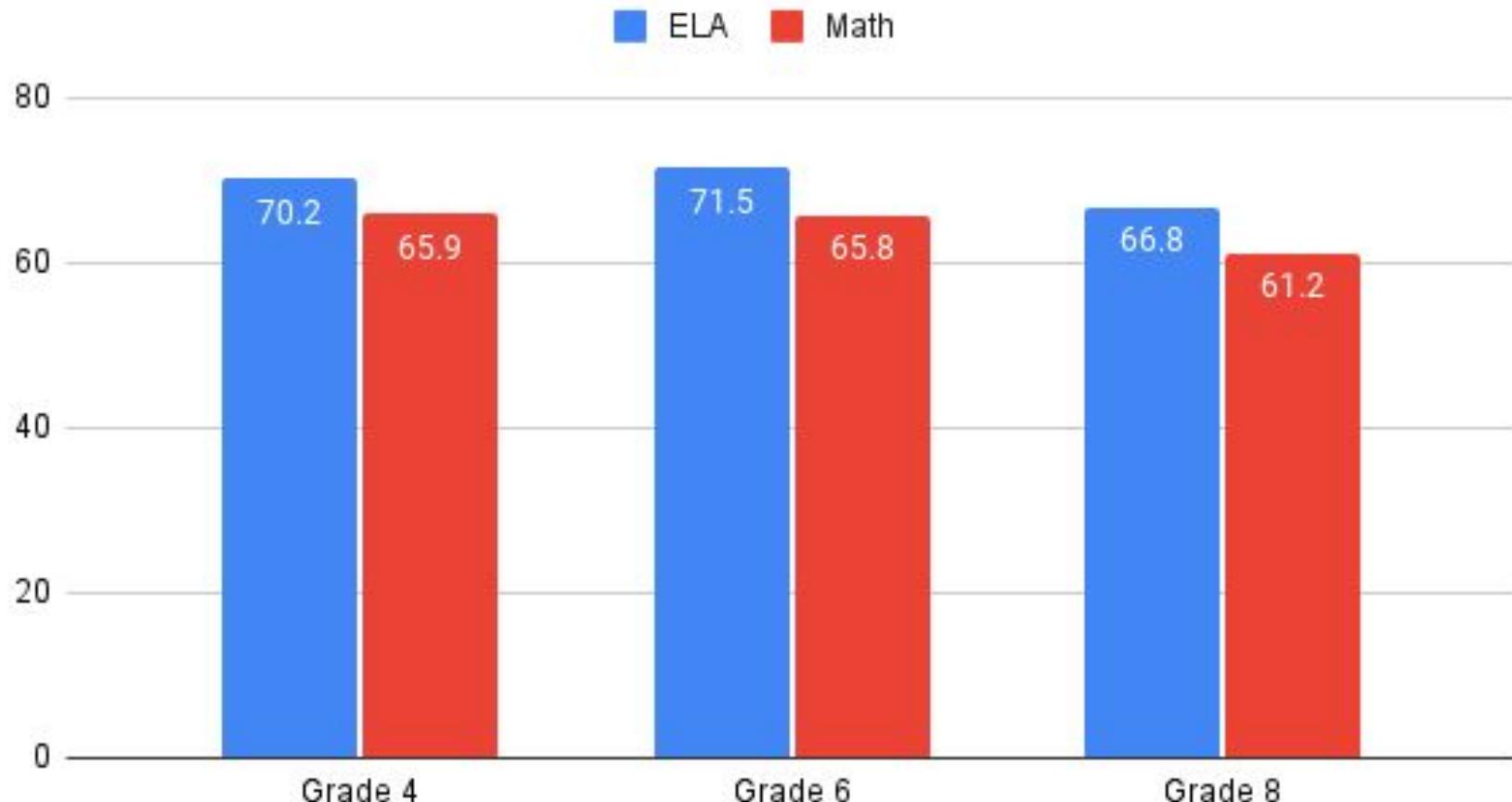
Performance Index 2017-18 (Gr. 4, 6, 8)



Performance Index 2018-19 (Gr. 4, 6, 8)



Performance Index 2021-22 (Gr. 4, 6, 8)

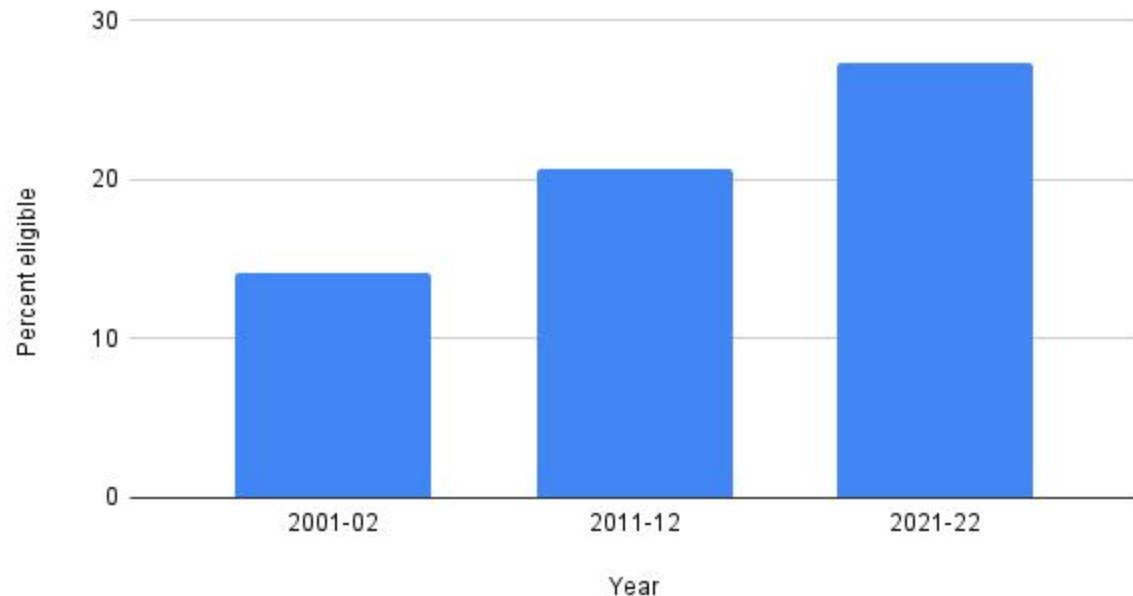


In the final question, literacy coaches were asked to identify the top three areas of future coaching work. The following indicates the frequency of responses that the coaches believe need greater attention in coaching and building the capacity of the teachers:

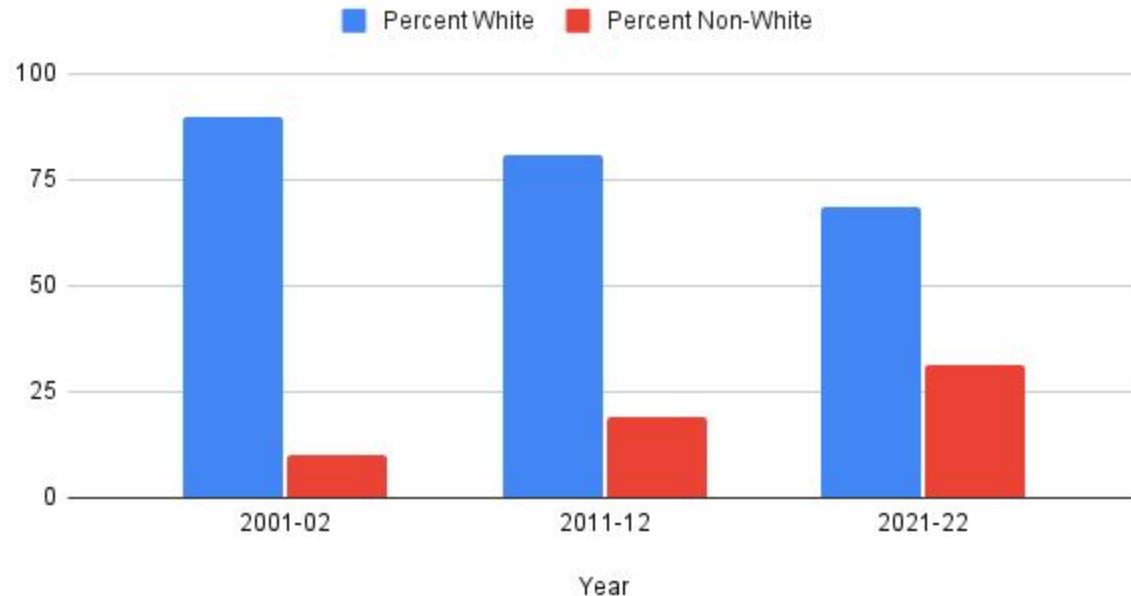
Area	Frequency in Responses
Phonological Awareness / Foundational Phonics	100%
Guided Reading / Differentiation	87%
Formative Assessment	50%

One important note to consider regarding these focus areas is that on the teacher survey, **there is agreement that teachers themselves believe they need more work in building capacity to deliver work study instruction, conversely more than 67% of teachers state they have a strong sense of teaching guided reading.** The survey allows the district to consider long range plans for resource acquisition and professional learning.

Free/Reduced Eligible, Over Time



White/Non-White %, Over Time



	Acceleration	Remediation
Self-efficacy	<ul style="list-style-type: none"> Self-confidence and engagement increase. Academic progress is evident. 	<ul style="list-style-type: none"> Students perceive they're in the "slow class," and self-confidence and engagement decrease. Backward movement leads to a sense of futility and lack of progress.
Basic skills	<ul style="list-style-type: none"> Skills are hand-picked just in time for new concepts. Students apply skills immediately. 	<ul style="list-style-type: none"> Instruction attempts to reteach every missing skill. Skills are taught in isolation and not applied to current learning.
Prior knowledge	<ul style="list-style-type: none"> Key prior knowledge is provided ahead of time, enabling students to connect to new information. 	<ul style="list-style-type: none"> Typically does not introduce prior knowledge that connects to new learning.
Relevance	<ul style="list-style-type: none"> Treats relevance as a critical component to student motivation and memory. 	<ul style="list-style-type: none"> Relevance is not seen as a priority.
Connection to core class	<ul style="list-style-type: none"> Instruction is connected to core class; ongoing collaboration is emphasized. 	<ul style="list-style-type: none"> Instruction is typically isolated from core class.
Pacing and direction	<ul style="list-style-type: none"> Active, fast-paced, hands-on. Forward movement; goal is for students to learn on time with peers. 	<ul style="list-style-type: none"> Passive, with focus on worksheets or basic software programs. Backward movement; goal is for students to "catch up" to peers.

2023 Superintendents' Network Visit

- There's a culture where teachers feel safe to take risks and try new things
- Teachers find great value in learning labs (or other forms of visiting one another's classrooms)
- Coaches are valuable thought partners
- Teachers appreciated coaches modeling, providing feedback and problem solving in real time
- HQI takes time to learn
- Teachers and coaches feel a high level of agency
- There's a high level of coherence in talking about HQI- more variance in implementing HQI across classrooms
- **More clarity is needed from the district on a coaching framework (or in other words, clarify the role of the coach)**
- **More clarity is needed in the role of coaches and principals in implementing HQI across all classrooms**

Milford's Coaching Journey



DMG Report

"Research shows that students are best served academically when general education provides most of the instruction, remediation and students spend most of their day in general education setting."

"If a student's struggles to learn it is all the more imperative that they learn from teachers with training and expertise"

"There is no consistency or clarity in the district's strategy toward teaching reading or serving struggling students at the elementary level".

"Intervention support reaches a limited number of students- not all who struggle."



District Model for High Quality Instruction

District Literacy Supervisor remained unfilled



Literacy Review Math Review

Rebranding of Coaching

(8 Literacy Coaches, 8 Math Coaches)



CoVID-19

Students were sent home March 2020

Shift from remediation to acceleration

Literacy Internal Pilot of Resources

Literacy Internal Review of Support



Instructional Coaches

Current Reality K-2

Kindergarten

Grade 1

Grade 2

8% 0% 42% 50%

0% 31% 31% 38%

8% 0% 50% 50%

Increased
Teacher
Capacity

0%

Increased
Student
Outcomes

0% 6% 0% 94%

8% 0% 50% 50%

8% 0% 17% 75%

0% 14% 29% 57%

11% 5% 21% 63%

12% 0% 6% 82%

MPS DRAFT Coaching Call to Action:

If :

- The district has a clear vision for high quality instruction that provides a framework for coaching;
- Coaches create conditions for psychological safety/culture of risk-taking;
- Teachers and coaches embrace a mindset centered around reflection, collaboration, and continuous improvement;
- Systems and structures exist (e.g. time to meet)
- Coaches share, demonstrate and develop elements of High Quality Instruction
- Coaches provide feedback to teachers on how to improve their instruction;
- Coaches support the thinking of teachers as they plan instruction and respond to evidence of student learning;

Then:

- Teachers will demonstrate increased self- efficacy to implement HQI;
- There will be more consistent implementation of HQI among elementary classrooms (shrink the variance);
- Teachers will improve their capacity to deliver High Quality Instruction

Ultimately:

- Student outcomes will improve (Milford Measures in service of VOL)

Where in the world are Instructional Coaches?!?!

- Working with Specialists to increase student discourse while decreasing teacher talk
- Working with Special Education teachers around High Quality Instruction with our Special Education students
- Working with students on letter ID & Letter Sound in Intentional Play
- Working on compiling data when teachers have questions around student performance
- Working with students and teachers on creating building thinking classrooms in grade 5
- Working with World Language teachers about HQI within language immersion classrooms
- Working with grade 3-5 teachers and students on Morphology in the STEM Lab
- Working with leaders on how to move buildings forward with High Quality Instruction
- Facilitating Lab-sites to improve feedback to students

A World Without Instructional Coaches

- Professional Learning costs would increase, as coaches are a critical source for developing adult capacity
- Teachers would have limited support unpacking new curriculum which would require us to extend the current 7 year curriculum cycle
- There would be limited HQI Support in buildings
- Teachers would get no support with changes to incorporate Science of Reading....therefore reading support could remain stagnant and decline
- There would be significant impact on Mastery Based Diploma Experiences
- There would be no additional support for students

Routines that Support Improvement

