



Introduce ourselves to the committee.
Abby then Jeanette
Jeanette: We will go through our slides as we share with you what our work has looked like this year. If you would like to add questions in the chat box, we will have time to address those and any other questions you may have at the end.



Jeanette: When we first began the year, we took time to outline common goals. We knew that we wanted to align as much of the work we were doing as possible and so we began by exploring coaching models and refining our district's vision of coaching. This included creating a coaching menu to help highlight and inform the staff about the services we offer; we each went on a listening tour, talking to principals and visiting classrooms as a way to learn more about the needs of the district k-12; and finally we created a time sheet that helped us keep track of who we were working with and the work we took part in, you'll hear more about that later.



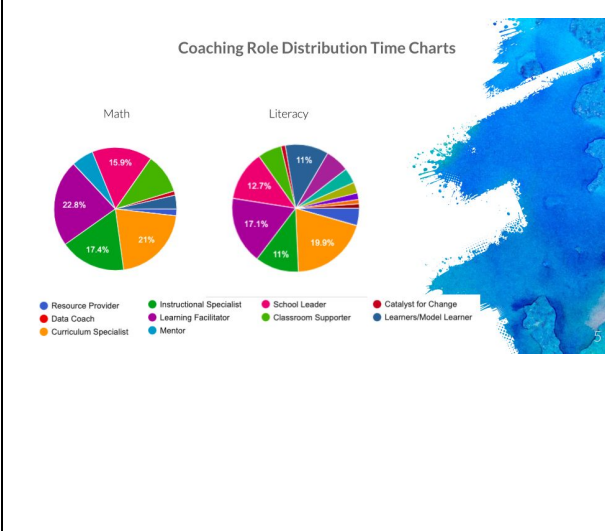
Abby: We worked as a coaching team to develop a vision for coaching in our district early on in the year, and we shared this vision with the ATeam as we worked together to establish structures and expectations around coaching. This is ongoing work, but was an important place to start. These beliefs have anchored our work across all areas of coaching, including Math, Literacy, and Technology. Building the capacity of our teacher leaders and interventionists extends our ability support all teachers through coaching experiences.

Student-Centered Coaching is:

- Not about 'fixing' teachers
- An asset-based approach
- Not for certain teachers
- A partnership that focuses on student learning
- Designed within an ecosystem of professional learning

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Jeanette: As a coaching team we have spent a good deal of time learning about the Student Centered Coaching Model outlined by Diane Sweeney. These bullets outline the principles of that coaching model. We have spent time in our coaching meetings and with the A Team working to shape our understanding of these principles as they apply to what our district's vision of coaching is in RSU #38.

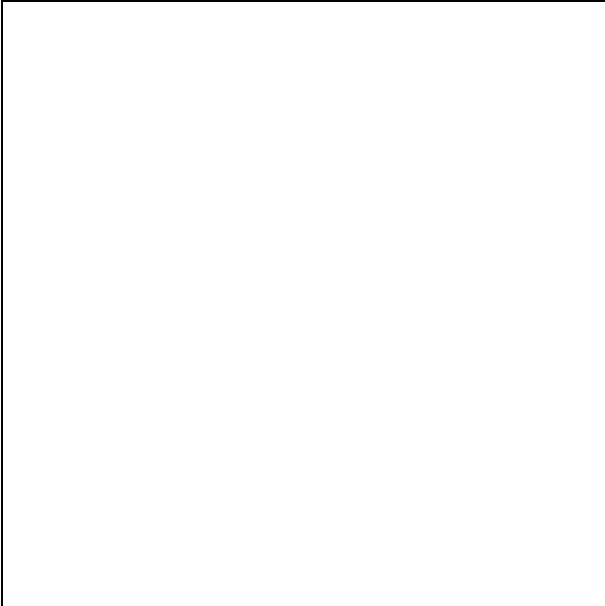


Abby: Throughout the year, we have found it important to keep track of where and how we spend our time to ensure it is aligned with district goals and priorities. These graphs are from our respective time sheets. Using Google Forms we created a tool that we could use to keep track of how we spent our time across the year. These categories capture the many hats we wear as coaches. This data helps us to reflect on where our time has been spent, and to where we may need to turn our focus. It will also help us to set goals for next year. We have learned a lot about this tool, including how we will change it to work better for us!



Jeanette: As practitioners, educators often lack the time and access to current research. Here, coaches provide an essential link in connecting school staff to the latest research and resources on evidence based best practices and the science of learning.

- Literacy Examples:
- Short Coaching Cycles to support daily lesson plans
 - Working towards CAGS (getting certified as a reading specialist) and using that to share evidence based best practices for ELA and disciplinary literacy
 - Maintaining a professional library in order to recommend and share literature on teaching and learning
 - Supporting all grade levels in understanding and learning about best practices for remote learning and designing instruction to support SEL



Math Examples:

- Retrieval Practices work with the Math Interventionists
- Connection to updated IM materials for K5, new and relevant tasks and resources for 6-12 to support building out their curriculum maps and assessments, sharing of recent publications with teachers as appropriate including books, articles, and blog posts.
- Working to connect teachers and administrators to resources provided during school closure, including DreamBox, K-5 math projects, and Desmos webinars and resources.

Data Coach

Abby: Data informed instruction is an essential part of effective teaching and learning. In this role, coaches support administrators, interventionists, and teachers in how to access, analyze and use data, to set goals, monitor student progress and ultimately improve instruction.

Literacy Examples:

- Short coaching Cycle - analyze student data with teachers to inform instructional design
- Consult with principals and interventionists as they analyze student data to make school based decisions
- Analyzed data with principals and interventionists at the secondary level to help inform decisions in how we can continue to refine the current RTI structure

Math Examples:

- This year I lead PD for Math interventionists as to how to access and use various NWEA reports available to us in order to analyze student data. This work supports interventionists in being able to have data based conversations at the school level with teachers and administrators about intervention services and programming.



- Consult with principals as they analyze student data to make school based decisions. Looking at trends across years and grade levels can help administrators to make informed decisions about programming and professional development needs for teachers.
- Work with teachers to analyze student work to make decisions around instruction. This work can happen as part of the coaching cycle as we consider what areas we will be focusing on and how we will measure growth, or it has been as part of a consultation to support teachers in understanding how they can use data to inform their instruction in a more general sense. Example: benchmark assessments w/ K-5 teachers



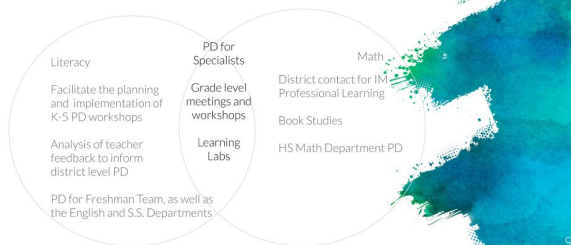
Jeanette:
Coaches support principals, administrators, and teacher leaders to implement curriculum and school structures that support student learning. Having a district lens, we are able to act as a conduit between different schools and administrative groups.

Literacy Examples:

- Coaching team member that looks at district initiative work, curriculum, and professional development
- A-team member
- Analysis of teacher feedback after grade level meetings and other forms of PD
- Facilitate literacy team meetings
- Facilitation and support of building out RTI structures k-12
- K-12 Reading Committee visioning work

Math Examples:
 Visioning work for the K-12 math committee
 K-5 math curriculum review committee

Learning Facilitator



Abby

Coaches help build the foundational knowledge of *HOW* learning happens. We do this by planning, organizing, and facilitating, learning opportunities for teachers and administrators.

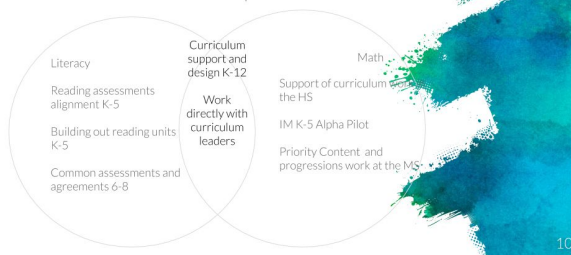
Literacy Examples:

- Provide PD for specialists on peer coaching and how to create quality staff development sessions
- Grade level meetings and workshops for K-5
- Providing professional development on the science of learning to the freshman team
- Supporting instructional rounds and learning labs (canceled due to school closure) with HS SS
- Supporting the HS English department in moving toward more heterogeneous groupings
- K-12 Reading Committee work on speaking and listening standards

Math Examples:

- Grade level meetings and workshops for K-5
- Learning Labs
- IM PL contact for the elementary professional learning
- Provide ongoing PD for Math interventionists
- Support of HS Math department through CPT
- Book Studies (Onward RES K-5 and Necessary Conditions 6-12)

Curriculum Specialist



Jeanette: This is where we focus on the *WHAT* of education; “what will students know and be able to do”? In this role, coaches provide a myriad of supports to teachers and administrators as they work to implement and develop a high quality curriculum K-12.

Literacy Examples:

- Curriculum support and design across k-12
- Coordinating and supporting reading assessment alignment at the K-5
- Facilitating grade level meetings to build out

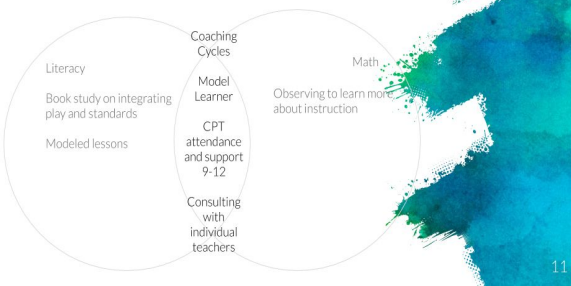


- curriculum maps for reading units at K-5
- Common agreements with regards to literacy expectation at the middle school
- Facilitation and support refining common assessment rubrics at the middle school

Math Examples:

- Supported curriculum work and alignment at the HS - consulted with Dwayne and Robyn as they worked to ensure curriculum documents were created and aligned for math courses at the HS this year.
- Acted as the district contact for the IM K-5 Alpha pilot, including organizing deliveries of materials to teachers, created and disseminated rubrics for each of the benchmark assessments used this year, worked to develop look fors and to build on previous walkthrough structures to support administrators in understanding the new program.
- Worked with MS teachers to identify priority content in their courses, and supported learning around the progressions of math learning 6-8

Classroom Supporter




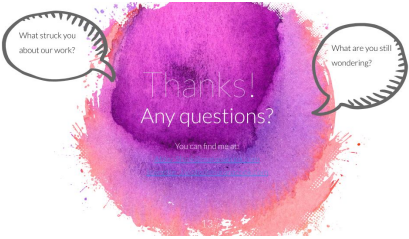
Abby: This work happens mainly inside the classroom (e.g. planning or reflecting on lessons and formative assessments) but it is also impacted by other organizational structures that directly influence daily teaching practices and lesson design.

Literacy Examples:

- Long and short coaching cycles at the elementary and middle school levels
- Observing and learning more about instruction (particularly Pre-K-5)
- HS English department CPT participation
- Supported and participated in book study for integrating standards and play at the early elementary level

Math Examples:

- Coaching cycles at the elementary and middle school
- Consulting with individual teachers K-12 as

	<p>they work on improving their practice</p> <ul style="list-style-type: none"> - Observing and learning more about instruction (particularly 6-12)
	<p>Jeanette: So now what? With the landscape of our school and learning changing rapidly, we are working hard to adapt to the needs of our school community. We aren't sure what next year will bring but we know that students and teachers will continue to need high levels of support. We look forward to leveraging the structures we have worked to build up this year to meet those needs. Questions?</p>
	<p>Questions?</p>