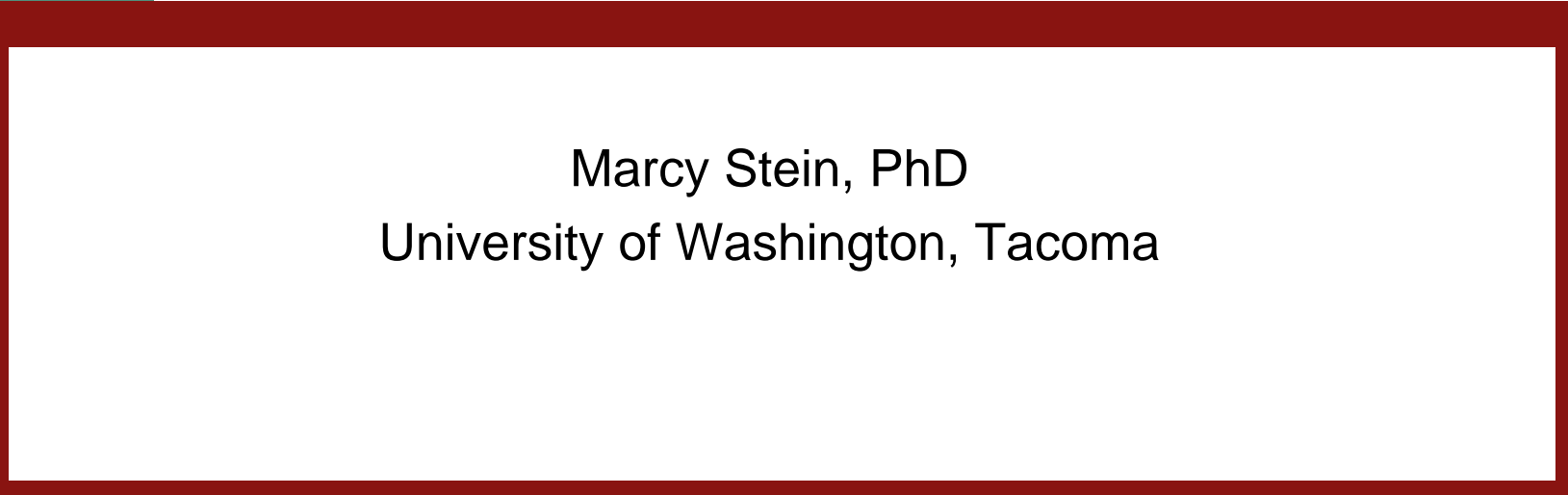




Beyond the Labels: Leadership Institute



Marcy Stein, PhD
University of Washington, Tacoma

Contributions

- Western Region Reading First Technical Assistance Center, Eugene, OR
- Ronni Ephraim, PhD
 - Chief Instructional Officer, LAUSD
- University of Kansas Center for Learning
 - Instructional Coaching: Progress through Partnership

Agenda

- Assumptions
- Collaboration
- Problem Solving Framework
 - Gathering Information
 - Action Planning
- Effective Principals, Coaches, Grade Level Teams
- Conclusions

Effective Principals

The most successful schools are those that have a principal who provides leadership in *learning*.

Research

Successful Models

Expectations/Priorities

Resources

Effective Principals

- Principals must visit classrooms every day they are on site.
 - Walk-Throughs
 - Individual teacher coaching
 - Evaluation (teachers and students)

Instructional Coaching

What is an instructional coach?

“an on-site professional who **collaborates** with educators to identify and assist with implementation of proven teaching methods.”

Knight, 2006

Problem Solving Framework

Solving instructional problems requires educators to:

- I. Gather information
- II. Design action plans
- III. Implement action plans
- IV. Evaluate student progress

Effective Coaches

- Do not engage in “drop in demos”
- Do not engage in “drop in observations”
- Use data to drive decisions
- Set priorities for in-depth work with teachers

Implementing the Framework

- The Reading Coach assists in **information gathering**:
 - Coordinates assessment
 - Uses data to organize instruction
 - Uses data for progress monitoring

Implementing the Framework

- The Reading Coach coordinates **professional development** activities in the following areas:
 - Assessment (including RTI)
 - Content (aligning content with state standards)
 - Behavior (discouraged learners)
 - Instruction (curriculum evaluation, error analysis)

Implementing the Framework

- The Reading Coach
 - assists in the **design** of instructional action plans;
 - assists teachers in the **implementation** of instructional and behavioral interventions.

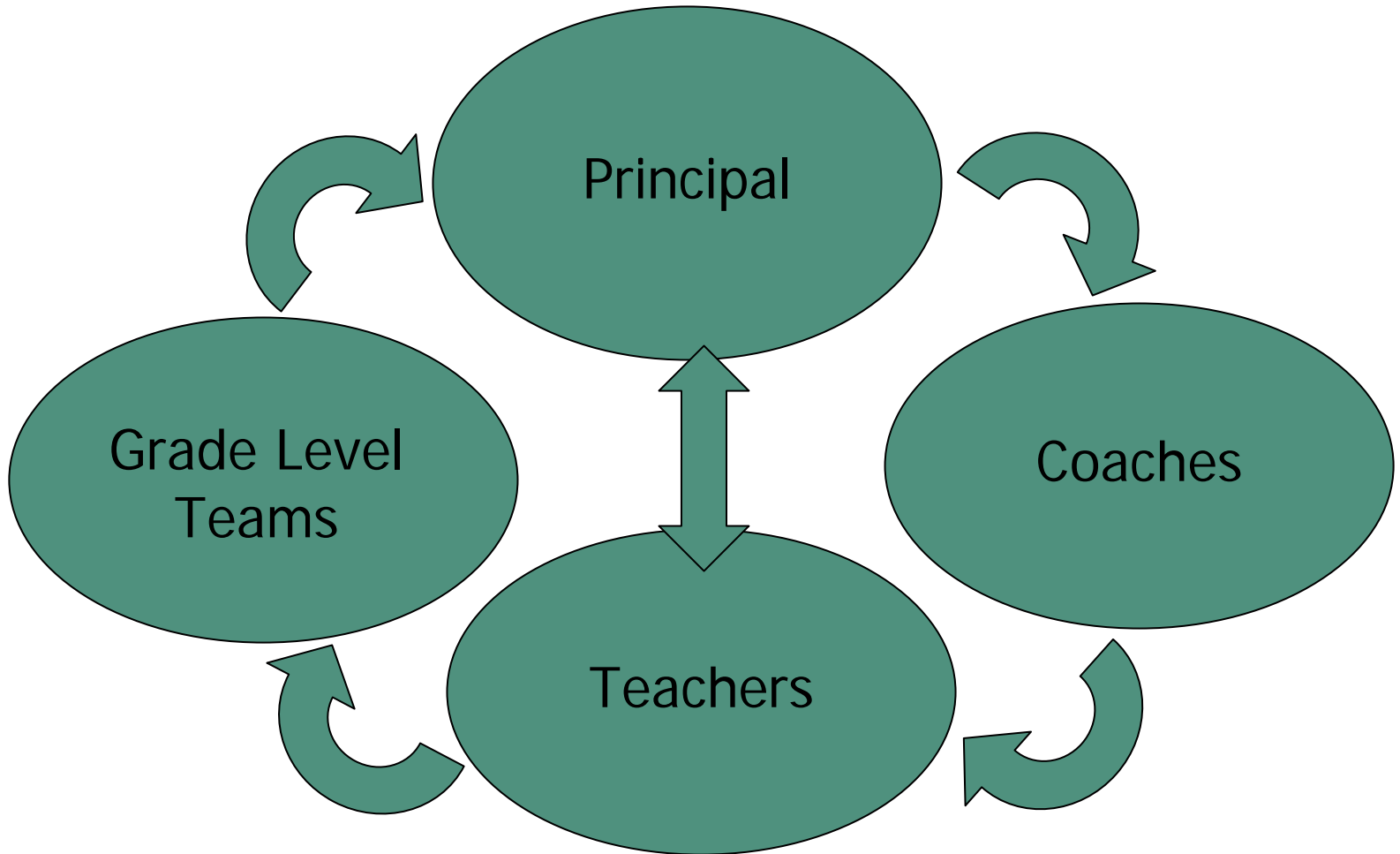
Assumptions

- What we do has a significant impact on students.
- Developing the leadership and learning capacity of principals, coaches, and teachers is the best strategy for *sustained instructional improvement*.

Collaboration

Schools that have a **culture of collaboration** are showing the strongest gains in student achievement.

Collaboration **with** Accountability



I. Gather Information

Questions that guide the use of the framework are organized in the following categories:

- A. Materials and Instruction
- B. Instructional Time and Grouping
- C. Professional Development
- D. Goals and Assessment
- E. Data Utilization

I. Gather Information

- A. Materials and Instruction
 - Is the instruction provided to students systematic and explicit?

I. Gather Information

■ B. Instructional Time and Grouping

- Is sufficient time being devoted to teacher directed instruction?
- Is the number of students in classes appropriate for students' skill level?

I. Gather Information

■ C. Professional Development

- Are teachers receiving sufficient, high-quality inservice training in using their core program materials?
- Are teachers and assistants receiving sufficient, high-quality inservice training in using supplemental and intervention materials?

I. Gather Information

■ C. Professional Development

- Are teachers and assistants receiving sufficient high-quality in-class coaching?
- Are there sufficient provisions to support teachers needing extra help (e.g., with positive behavioral management)?

I. Gather Information

■ D. Goals and Assessment

- Are beginning-of-year assessments administered within the first days of the school year to identify students performing below grade level and to determine their starting points in the curriculum materials?

I. Gather Information

■ D. Goals and Assessment

- What general progress monitoring assessments are administered during the school year?
- Are these assessments administered frequently enough to discover when students are not making satisfactory progress?

I. Gather Information

■ D. Goals and Assessment

- What program-specific assessments are used to determine if students are learning content taught in core, supplementary, and intervention programs?

I. Gather Information

■ D. Goals and Assessment

- Have mid-year and end-of-year performance goals been established on critical reading indicators?
- Have content coverage goals (pacing guides) been established for the core program?

I. Gather Information

■ D. Goals and Assessment

- Have content-coverage goals (e.g., lessons, units, pages to be completed) for groups in supplemental and intervention programs been established?

I. Gather Information

■ D. Goals and Assessment

- Are teachers receiving sufficient support to reliably administer assessments and use data from assessments to adjust instruction?

I. Gather Information

■ E. Data Utilization

- Are grade-level team meetings held to analyze progress monitoring assessments and data on content coverage, and to generate plans to solve problems?

I. Gather Information

■ E. Data Utilization

- What procedures exist to assist teams in designing action plans to solve problems of inadequate student performance or progress?

I. Gather Information

■ E. Data Utilization

- What follow-up procedures are in place to determine if the action plans are producing desired results?

II. Design Action Plans

- A. Materials and Instruction
- B. Instructional Time and Grouping
- C. Professional Development
- D. Goals and Assessment
- E. Data Utilization

II. Design Action Plans

- A. Materials and Instruction
 - Supplemental Reading Programs
 - Purpose: to provide additional instruction in one or more areas of reading

II. Design Action Plans

- A. Materials and Instruction
 - Intervention Programs
 - Purpose: to provide additional/alternative instruction to students performing below grade level

II. Design Action Plans

■ Strategic

- Use supplemental *programs* – e.g. reading fluency programs
- Provide supplemental instruction – e.g., institute workchecks

■ Intensive

- Use a replacement core program (intervention program)
- Provide a “double dose”
- Provide supplemental *instruction* – e.g. preteach lessons; institute workchecks

II. Design Action Plans

■ Strategic

- Add minutes of peer tutoring or peer practice
- Implement a homework incentive program

■ Intensive

- Group students homogenously
- Add minutes of teacher- directed instruction
 - Preteaching
 - Workchecks
 - Supplemental programs

III. Implement Action Plans

- A. Materials and Instruction
- B. Instructional Time and Grouping
- C. Professional Development
- D. Goals and Assessment
- E. Data Utilization

Grade Level Meetings

In successful schools:

- meetings have a clear focus
- explicit agendas are distributed ahead of time
- the coach and principal are active participants
- meetings focus on program content, instructional strategies, and effective teaching practices

Grade Level Meetings

In successful schools:

- student assessment results are public
- student assessment results are regularly used to identify professional development needs
- decisions are driven by data!

Effective Grade Level Teams

- Collaboration is embedded in routine practices.
- Time for collaboration is built into the school day.
- Teams focus on important questions.
- Teams have access to relevant information.
- Teams pursue specific and measurable performance goals.
- Products of collaboration are shared.

III. Implement Action Plan

- C. Professional Development is primarily provided by Reading Coaches who:
 - provide **inservice training** for teachers and assistants
 - provide **in-class coaching** for teachers and assistance
 - present **model** lessons
 - guide teachers in **error analysis and curriculum modification**
 - facilitate team meetings to **analyze data**

IV.. Evaluate Student Performance

■ E. Data Utilization

- Are there frequent and *useful* reports available to teachers addressing:
 - student performance on assessments
 - content coverage in core, supplementary and intervention programs?

IV. Evaluate Student Progress

- A. Materials and Instruction
- B. Instructional Time and Grouping
- C. Professional Development
- D. Goals and Assessment
- E. Data Utilization

IV. Evaluate Student Progress

- Set up **system** for evaluating student performance e.g. team meetings
- Use **data** to analyze progress:
 - progress monitoring data
 - program specific assessments
 - error analysis procedures

References

- Daniels, D. C. (2002). Becoming a reflective practitioner. *Middle School Journal*, 33, 52-56.
- Gersten, R., Morvant, M., & Brengelman, S. (1995). Close to the classroom is close to the bone: Coaching a means to translate research into classroom practice. *Exceptional Children*, 62, 414-429.
- Knight, J. (2005). A primer on instructional coaches. *Principal Leadership*, 5 (9), 16-21.
- Knight, J. (2006). Instructional coaching: Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning. *The School Administrator*, 63(4), 36-40.
- Showers, B., Joyce, B., & Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and state-of-the-art analysis. *Educational Leadership*, 45(3), 77-87.