

Getting Results from Student-Centered Coaching—Denver, Colorado

Presented by Diane Sweeney, author of *Student-Centered Coaching* (Corwin Press, 2010)

AGENDA

Thursday, May 19, 2011—8:30-4:00

8:30-12:00—Whole group session on the following topics:

- Discuss the **philosophy** and **core practices** for grounding *teacher* learning in *student* learning
- Explore the overlapping roles and expectations for district leaders, principals, coaches, and teachers to make the greatest impact in a coaching effort

12:00-12:45—Lunch

1:00-2:00—Guest speaker Debbie Hearty from the Denver Public Schools presents the district's teacher evaluation project and how it aligns with professional development.

2:00-2:30—Learn the structures and practices for student-centered collaboration including; learning labs, data teams, professional study, and the use of assessment walls

2:30-3:30—Participants are divided into smaller learning cohorts based on common needs and experiences. Cohort groups engage in small group learning focused on:

- Learning Labs
- Goal Setting at the District Level
- Getting Student-Centered Coaching Up and Running

3:30-4:00—End of the Day Wrap Up

- Prepare for the Observations
- End of the Day Reflections

Friday, May 20, 2011—8:30-3:00

8:00-11:00—Participants engage in school visits in the Greater Denver area. Visitations will include an opportunity to meet with the principal and observe a coach and teachers as they engage in student-centered professional development. Visitation sites will include:

- Coaching in a Secondary School—Arrupe Jesuit HS and the Denver School of Science and Technology
- Learning Labs in an Elementary School—Lowry Elementary School
- Coaching in an Elementary School—Goldrick Elementary School

11:30-12:15—Lunch at the Doubletree Hotel

12:15-1:30—Relationships, School Culture, and Coaching

1:30-2:30—Closing Keynote Session by Samantha Bennett, author of *That Workshop Book* (Heinemann)

2:30-3:00—Final Evaluations

What is Student-Centered Coaching?

Student-Centered Coaching...

Does not stand alone

It is one component of a carefully designed professional development plan that includes a well-defined vision, clear expectations for teachers and students, careful supervision by the school leader, collaboration that includes large group, small group, and individualized support, the use of data to measure growth, and the willingness to adjust and refine along the way.

Depends on support from the school leader

Coaches and principals work as a collaborative team. Together they define school-wide expectations, craft a plan of support, and monitor growth. Intrinsic to this process are a clearly defined set of roles for how the principal and coach will collaborate with one another and with teachers.

Thrives in a learning-oriented school culture

No coaching model will be effective in a toxic, competitive, or unprofessional school culture. Developing a healthy and learning-oriented school culture is the work of the school leader and may take some time to establish.

Requires the use of formative assessment data

Student data is intrinsic to student-centered coaching. Without student data, coaching slips to being more about 'fixing' the teaching than impacting student learning. By using data, coaching stays focused on what's most important—the students.

Is based on collaborative conversations among teachers, the coach, and the principal

Student-centered coaching is based on conversations. Time must be carved out to create the space for data-driven conversations to take place on a continual basis.

Respects teachers by providing choice and ownership

Teachers initiate the goals or student learning that ground the individual and small group coaching cycles. Therefore, student-centered coaching becomes less judgmental and more driven by student learning.


Views resources, such as programs and curricula, as essential tools for supporting teachers

Student-centered coaching does not view using a particular set of materials as the goal. Rather, materials are viewed as essential tools for increasing student learning. Therefore, using these materials is encouraged and supported by the coach and principal.

Depends on (but is not driven by) trust and relationships

Nobody will participate in coaching if they feel attacked or vulnerable. Student-centered coaching will make an impact if the teacher feels safe enough to take risks while still being challenged. Finding that middle ground is accomplished through effective relationship building and a knowledge of coaching practice.

Having 'seen' the instruction, what would you do next with the teacher?	Having analyzed the student work, what would you do next with the teacher?

Coaching Continuum		
More Impact on Students-----Less Impact on Students 		
Student-Centered Coaching	Teacher-Centered Coaching	Relationship-Driven Coaching
Focus is on using data and student work to analyze student learning and collaborate to make informed decisions about instruction.	Focus is on what the teacher is or is not doing and addressing it through the coaching.	Focus is on providing support to teachers in a way that doesn't challenge or threaten them.
District curricula or programs are viewed as tools for reaching student learning objectives.	Implementing a specific curriculum or program is viewed as the primary objective of coaching.	District curricula or programs are a part of the conversation and are shared as possible resources for teachers.
Trusting, respectful, and collegial relationships are a necessary component for this type of coaching.	Trusting, respectful, and collegial relationships are a necessary component for this type of coaching.	Congenial relationships are the goal for this type of coaching.
Coach is viewed as a partner that supports the teacher to meet his or her goals for students.	Coach is viewed as a person who is there to hold teachers accountable.	Coach is viewed as a friendly source of support.

Core Practices for Student-Centered Coaching



- ✓ Setting a Goal for Student Learning
- ✓ Identifying Students' Needs in Relationship to the Goal
- ✓ Using Student Evidence to Drive the Decision-Making
 - ✓ Planning Instruction
 - ✓ Monitoring and Adjusting
- ✓ Ongoing Support through Coaching Cycles
- ✓ Regular Communication between the District, Principals, Coaches, and Teachers

What is a Coaching Cycle?

Organizing coaching into cycles helps coaches create a structure for their time in a way that drills down to impact student learning. Coaching cycles have the following characteristics:

One-On-One Coaching Cycles

- One-on-one coaching cycles involve in-depth work with a teacher or pair of teachers, lasting approximately 6-9 weeks
- One-on-one coaching cycles include a weekly planning session (30-50 minutes) and 1-3 times per week in the classroom for co-teaching, modeling, or observation
- One-on-one coaching cycles focus on a goal for student learning that comes from formal or informal student data

Small Group Coaching Cycles

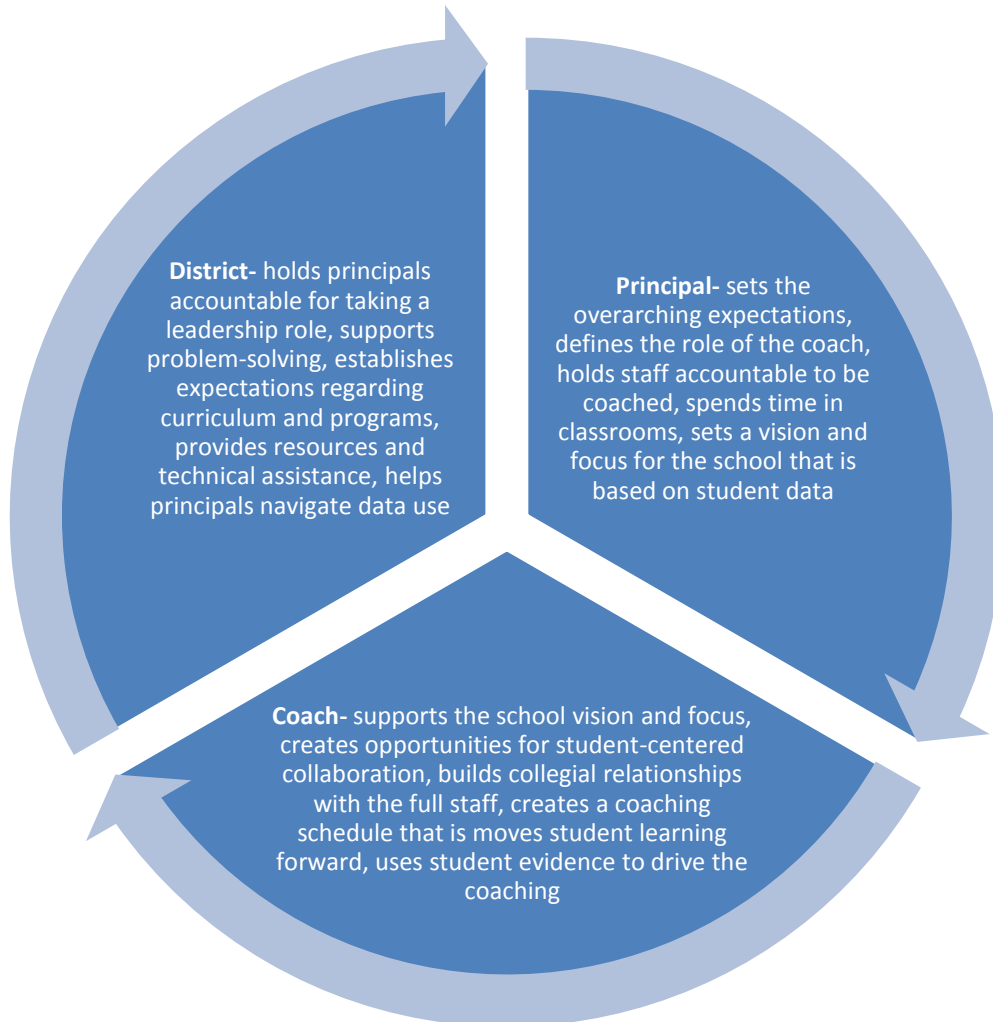
- Small group coaching cycles involve a small group of teachers who are focused on a shared goal for student learning
- Small group coaching cycles consist of ongoing conversations on a specific area of focus for approximately 3-6 weeks
- Small group coaching cycles focus on a goal for student learning that comes from formal or informal student data
- Small group coaching cycles are led by a coach and involve a variety of professional development activities such as; analysis of student work, professional study, collaborative lesson design, problem-solving protocols, etc.

“The single biggest problem in communication is the illusion that it has taken place.”

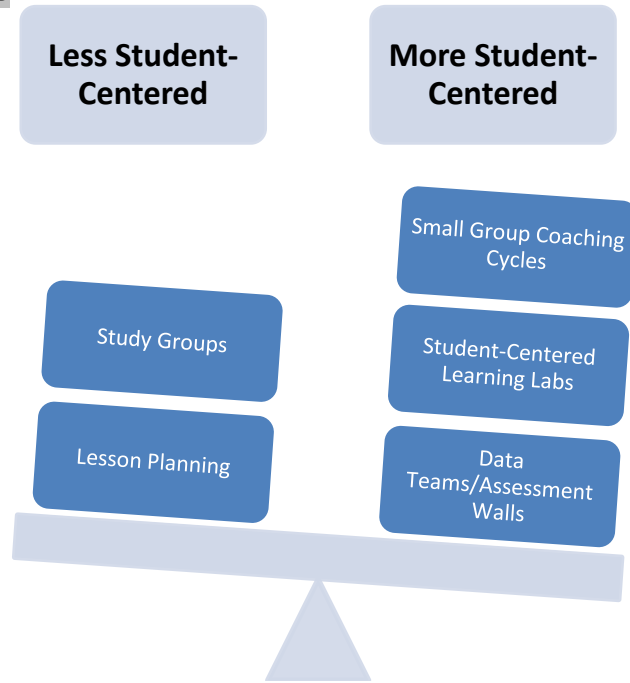
- George Bernard Shaw

“The more that pressure and support become seamless, the more effective the change process will be at getting things to happen.”

- Michael Fullan



Collaborative Structures



Definitions:

Small Group Coaching Cycles

- involve a small group of teachers who are focused on a shared goal for student learning
- student learning is measured at the beginning and end of the coaching cycle
- consist of ongoing conversations that are based on student work
- teachers collaboratively design instruction
- facilitated by a coach to ensure that the outcome impacts student learning

Text-Based Collaboration

- text is used to build background knowledge and a shared language among a small or large group of teachers
- protocols can be used such as; Socratic Seminar, Last Word, and Final Word
- discussion of the text promotes reflection and builds schema among a group of teachers

Learning Labs

- classroom-based observations that are either student-centered, peer-based, or demonstrations of instruction
- the purpose for a learning lab dictates the process and facilitator
- observations are carefully facilitated and are managed through norms and a protocol

Problem-Based Collaboration

- conversations among teachers are based on ongoing dilemmas around teaching and learning
- protocols such as; Consultancy or Peeling the Onion are used to frame the conversation

Data Teams/Assessment Walls

- teams of teachers analyze student to track growth
- the students' specific needs are discussed and then addressed (ELL, Special Education, etc.)

Demonstration Labs

- Observe in a demonstration classroom in order to apply the observed practices to one's own instruction.
- The focus is on the teaching practices that match the district's goals for curriculum and instruction.

Student-Centered Learning Labs

- Observe student learning as it relates to instruction.
- The focus is on collecting student evidence in order to consider how it impacts both student learning and instructional practice.

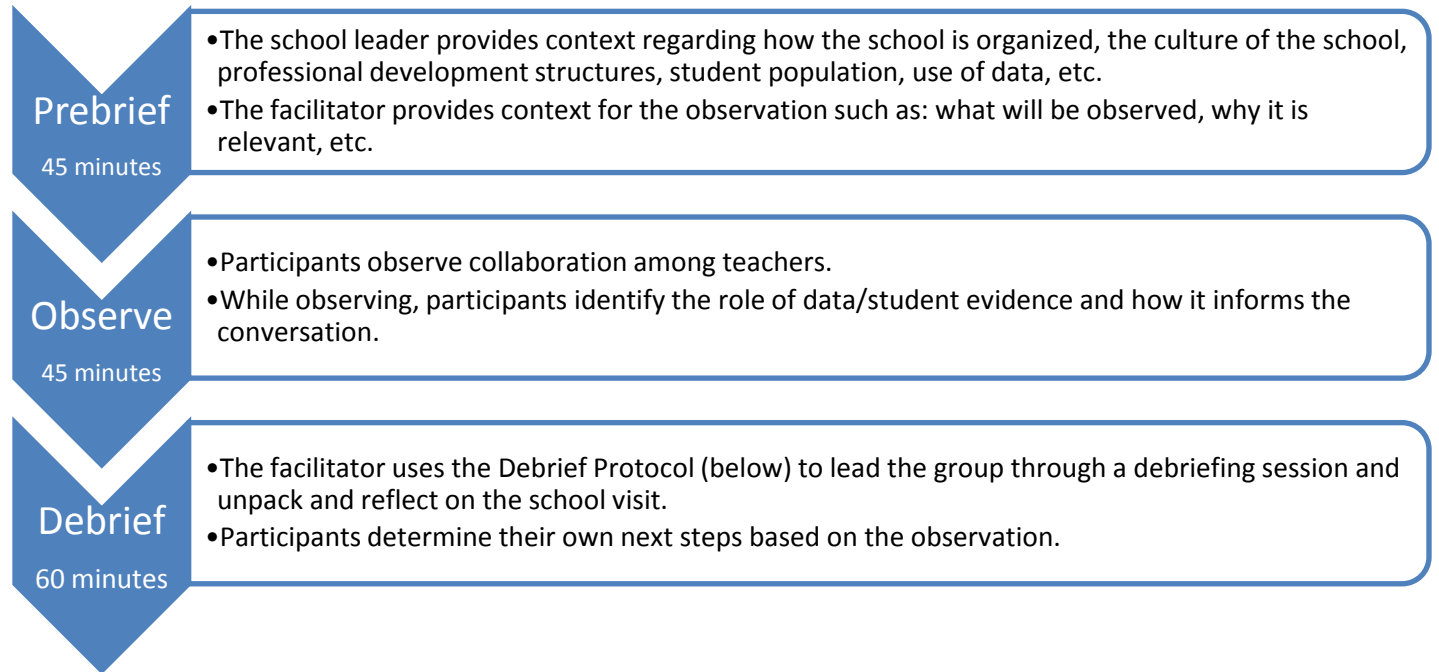
Peer Learning Labs

- Observe instruction as it takes place in a colleague's classroom.
- The focus is on building collaborative capacity among teams of teachers.

Observation Norms

- Silence is golden—side conversations can be distracting and may upset the carefully developed learning environment of the school.
- Please stay with your group when moving through the school—schools have requested that we limit disruptions.
- Come with a positive attitude and be a learner— we are not here to critique, but rather to learn and reflect on what we see.
- Be ready to think through the entire process – the prebrief, observation, and debrief.
- It's not our turn to teach –you are a visitor in the school. Please do not engage with students unless it has been a clearly established part of the process.
- Take notes – bringing your recorded observations back to the debriefing session raises the quality of the conversation.

Observation Schedule



Debrief Protocol

Round 1: What did you observe

Participants literally describe what they saw during the observation, giving evidence in the form of specific examples.

Round 2: Implications

Participants discuss the implications of what they observed. How does this type of learning impact student learning?

Round 3: Lingering Questions

Participants share and discuss questions that were raised by the observation.

Round 4: Next Steps

Participants share their own next steps or new thinking.

Homework

Select one of the following articles to read for tomorrow:

- *8 Forces for Leaders of Change* by Michael Fullan, Claudia Cuttress, and Ann Kilcher
http://www.michaelfullan.ca/Articles_06/8ForcesforLeaders.pdf
- *The Culture Builder* by Roland Barth
<http://www.createwisconsin.net/districtpractices/may/BarthCultureBuilder.pdf>
- *Transforming School Culture* by Anthony Muhammad
<http://www.solution-tree.com/public/Media.aspx?ShowDetail=true&ProductID=BKF281>

End of the Day Reflection

What would you like to think more about after today's session? What questions do you still have? What would you like to do as a result of our learning?

Nine Benchmark Areas for an Effective School Culture

<p>I. Members of the School Community Hold One Another Accountable Through Open, Honest, and Trusting Dialogue</p>	<ul style="list-style-type: none"> • Leadership understands the challenges of teaching but also encourages efforts at improvement • Experimentation is encouraged and shared • Mistakes are viewed as part of the learning process • Teachers are able to challenge the school leadership and vice versa • Dialogue is consistently at the collegial level 	<p>Highly Developed</p> <p>5 4 3 2 1</p> <p>Needs to be Developed</p> <p>Comments:</p>
<p>II. Professional Development is Aligned and Focused on One Area of Improvement at a Time</p>	<ul style="list-style-type: none"> • The Three Venues (large group, small group, one-on-one) are used to organize professional development • There is a clear and well-understood learning focus for teachers • The learning focus comes from student work and/or data • The learning focus is determined by the faculty to ensure that there is a sense of shared ownership for the work 	<p>Highly Developed</p> <p>5 4 3 2 1</p> <p>Needs to be Developed</p> <p>Comments:</p>
<p>III. Collaboration Among the Principal, Teachers, and Coach is Grounded in Student Work * Student Work Can Include: Written Work, Formal And Informal Assessment Data, Conference Notes, Running Records, and Observations of Students.</p>	<ul style="list-style-type: none"> • Conversations about teaching and learning are shaped by student work • Student work is a focus across the Three Venues of Professional Development (large group, small group, and one-on-one) 	<p>Highly Developed</p> <p>5 4 3 2 1</p> <p>Needs to be Developed</p> <p>Comments:</p>
<p>IV. Focused and Rigorous Collaboration Takes Place on a Consistent Basis</p>	<ul style="list-style-type: none"> • Skilled facilitator(s) manage the collaboration process • Teachers are skilled group members and understand how to collaborate effectively • There is a broad array of collaboration processes in use (i.e. protocols, norms, etc.) 	<p>Highly Developed</p> <p>5 4 3 2 1</p> <p>Needs to be Developed</p> <p>Comments:</p>

<p>V. Members of the School Community are Provided Time and Resources to Engage in New Learning. Learning is expected.</p>	<ul style="list-style-type: none"> • The school leadership and coach understands that teachers are not “fixed” but rather are encouraged to be active participants in the learning process • The school leadership and coach are skilled at supporting teachers as learners 	<p>Highly Developed</p> <p>5 4 3 2 1</p> <p>Needs to be Developed</p> <p>Comments:</p>
<p>VI. Members of the School Community Support and Encourage One Another Publicly and Privately</p>	<ul style="list-style-type: none"> • Members of the school community are not adversarial or competitive • Teachers, the principal, and coach look for opportunities to share the successes of every colleague • There is a platform for sharing successes such as in a faculty meeting, in a weekly bulletin, in grade level meetings, in department meetings, etc. • Certain teachers aren’t “favored” over others. Rather, the successes of all teachers are shared 	<p>Highly Developed</p> <p>5 4 3 2 1</p> <p>Needs to be Developed</p> <p>Comments:</p>
<p>VII. Members of the School Community Observe One Another with the Purpose of Sharing Practices, Asking Questions, and Considering Teaching Dilemmas</p>	<ul style="list-style-type: none"> • There is an established structure for peer-based learning labs • All teachers are provided with the opportunity to participate as hosts or observers in learning labs • A skilled facilitator manages the learning lab process 	<p>Highly Developed</p> <p>5 4 3 2 1</p> <p>Needs to be Developed</p> <p>Comments:</p>
<p>VIII. Members of the School Community Pursue and Share Key Learning from External Professional Development Opportunities</p>	<ul style="list-style-type: none"> • Resources are set aside for members of the school community to participate in outside professional development opportunities, such as: conferences, workshops, observations in other schools, etc. • Those who participate in outside professional development share their key learning with colleagues 	<p>Highly Developed</p> <p>5 4 3 2 1</p> <p>Needs to be Developed</p> <p>Comments:</p>
<p>IX. Members Of The School Community Are Supported Through Skillful Coaching</p>	<ul style="list-style-type: none"> • Coaching provides teachers with support along the Three Venues • Teachers determine the focus for the coaching • Coaching is driven by student work • Coaching is based on a 6-9 week cycle 	<p>Highly Developed</p> <p>5 4 3 2 1</p> <p>Needs to be Developed</p> <p>Comments:</p>