Instructional Leadership and Coaching Models that Support and Sustain Continuous Quality Improvement

March 29, 2018

Listening Session 2

Welcome

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Supporting Instructional Leadership
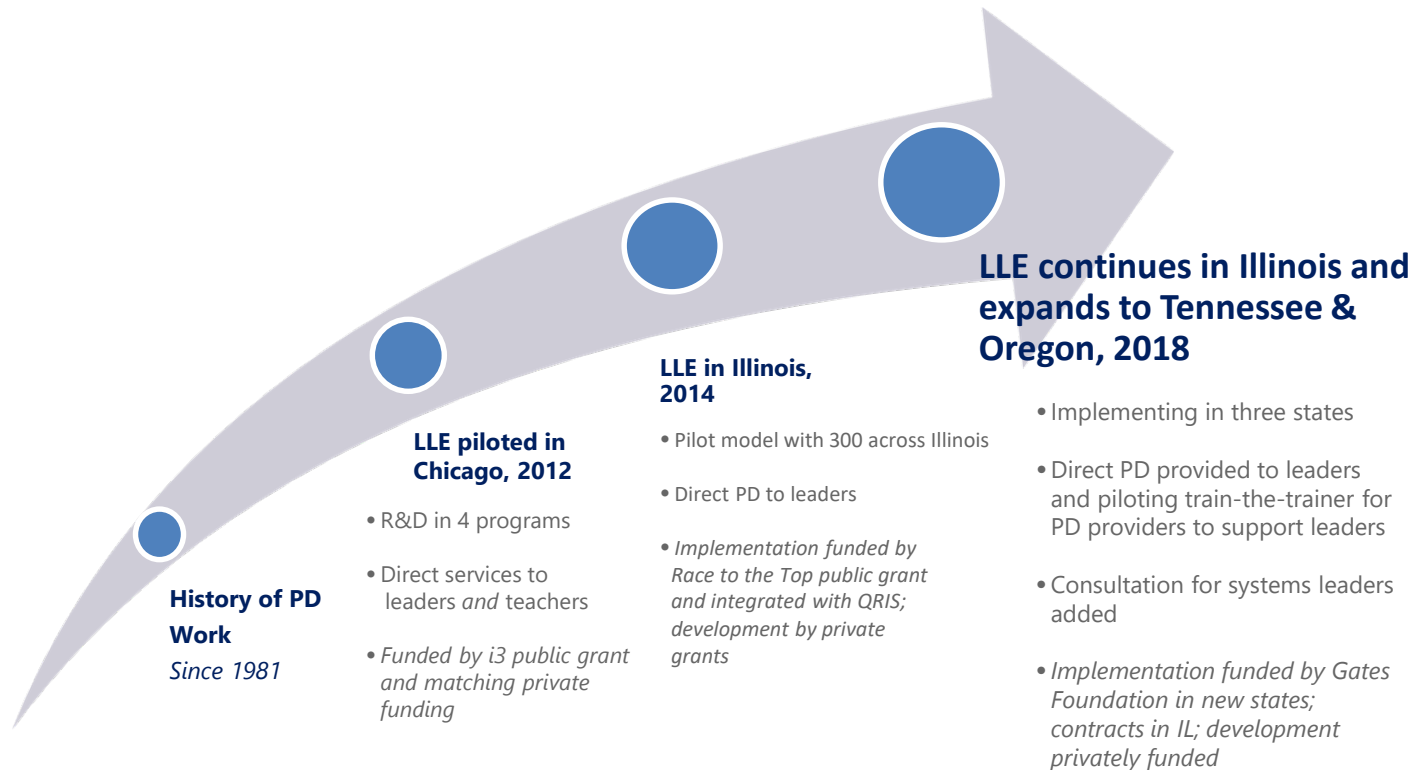

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What is Lead Learn Excel?

- Professional learning program for early childhood leaders

- Helps leaders better support teaching and learning

- On-the-job learning approach

Lead Learn Excel Accomplishments To Date

History of PD Work
Since 1981

LLE piloted in Chicago, 2012

- R&D in 4 programs

- Direct services to leaders *and* teachers

- *Funded by i3 public grant and matching private funding*

LLE in Illinois, 2014

- Pilot model with 300 across Illinois

- Direct PD to leaders

- *Implementation funded by Race to the Top public grant and integrated with QRIS; development by private grants*

LLE continues in Illinois and expands to Tennessee & Oregon, 2018

- Implementing in three states

- Direct PD provided to leaders and piloting train-the-trainer for PD providers to support leaders

- Consultation for systems leaders added

- *Implementation funded by Gates Foundation in new states; contracts in IL; development privately funded*

The Lead Learn Excel Model

We work with early childhood leaders to develop the skills and systems they need to support everyday teacher learning & improvement.

Instructional Leadership

Job-Embedded Learning

Excellent Classroom Instruction
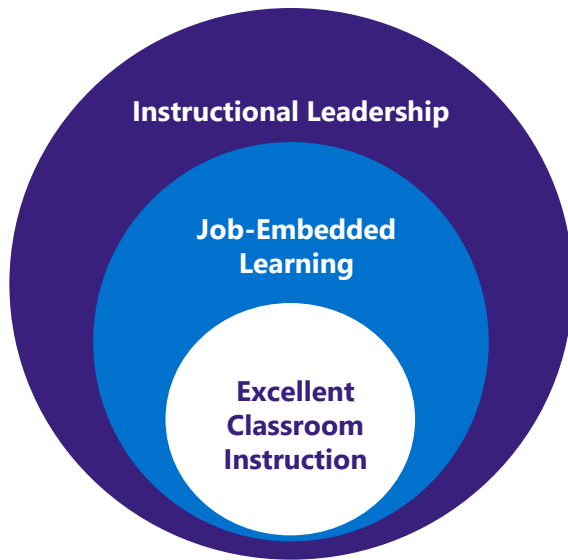
➢ **Build instructional leadership knowledge, mindset and skills**

➢ **Support leaders to install and sustain job-embedded teacher learning routines for early childhood teachers**

How Lead Learn Excel Works

Organization leaders support…

→

Professional development providers, who train and coach…

→

Instructional leaders, who train and coach…
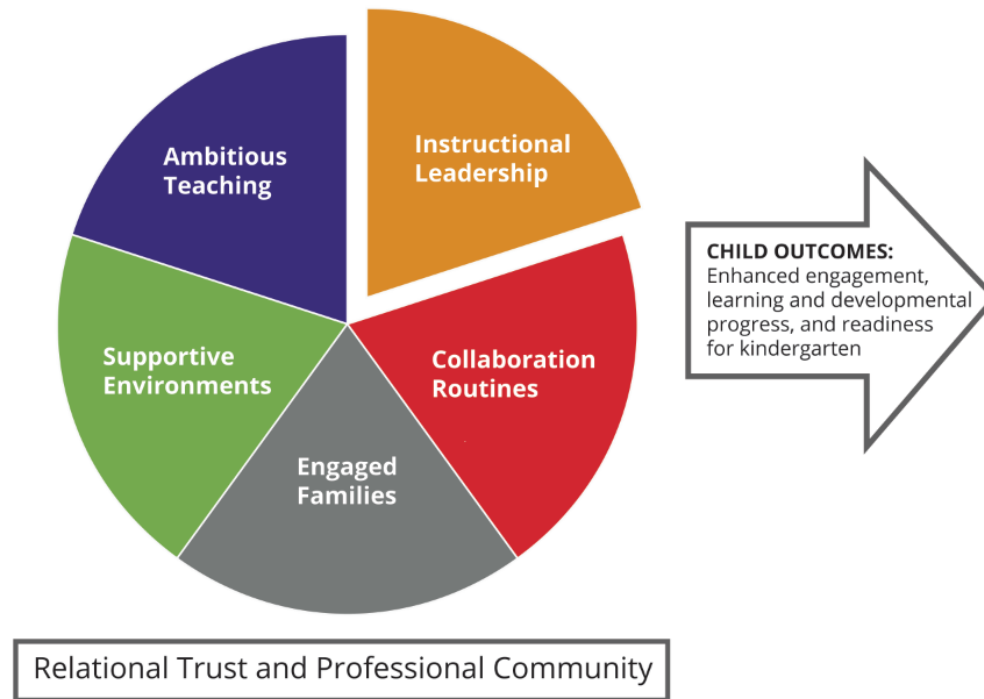
→

Teachers, who provide excellent classroom instruction that leads to…

→

Kindergarten readiness for children

The Five Essential Supports

Definitions adapted with permission and collaboration from authors: Bryk, A., Sebring, P., Allensworth, E., Luppescu, S., and Easton, J. (2010). *Organizing Schools for Improvement: Lessons From Chicago*. Chicago: University of Chicago Press.

Effective Instructional Leaders

- Set the vision
- Maintain strategic focus on learning
- Enlist teachers in improvement
- Build trust and collective responsibility
- Use data to inform decision making
- Facilitate job-embedded teacher learning
- Provide coherent instructional guidance
- Act ethically, ensure equity
- Manage the "business"

Multiple Contexts for Professional Learning

- Knowledge Development
  - Training, courses, conferences
- Supports for Transfer to Practice
  - Coaching, mentoring
- Collaboration Routines
  - Data dialogues
  - Team lesson planning
  - Professional learning communities
    - Examining student work, critical friends group, lesson study
- Reflective Supervision

Support at Every Level

- **Consultation** with system leaders (i.e. state leaders)

- **Suite of professional learning services** for instructional leaders (e.g. principals, directors, pre-k or education coordinators, coaches, teacher leaders, etc.)

- **Corresponding set of supports** for professional development providers (e.g. trainers, technical assistance providers, quality specialists)

Consultation

We partner with system leaders to:

- **Determine** professional learning needs using data

- **Assess** existing systems of support for teachers, instructional leaders, and professional development providers

- **Co-plan** implementation of Lead Learn Excel

- **Examine and shape** policies and allocation of resources to support and sustain continuous improvement

Professional Learning Services for Instructional Leaders over 9-16 months

the Ounce — LEAD LEARN EXCEL

Training
- **Up to 6 Days** - Lead Learn Excel Foundational and Core trainings cultivate understanding of instructional leadership, job-embedded professional learning, and other organizational conditions necessary for improvement of teaching and learning in early childhood.

TA and Coaching
- **Monthly** - Individualized technical assistance and coaching support leaders to apply knowledge, create systems and develop the skills to provide job-embedded professional learning opportunities and continuous improvement in Pre-K.

Peer Learning
- **Monthly** - Peer learning groups engage leaders to examine practice, reflect on what works, and collaborate on improvements.

Tools & Resources
- **Throughout** - Protocols, templates, and resources—designed or adapted for early childhood—scaffold effective leadership practice and support both leaders and teachers in establishing effective job-embedded professional learning routines.

What Will We Learn Together?

- Enhance **leadership and coaching** skills

- Use **data** to inform instruction and continuous improvement

- Support teachers in creating **lesson plans** to improve child outcomes

- Facilitate **professional learning communities** effectively to support quality improvement efforts

Supports for Local PD Providers

- Build capacity of local PD providers through train-the-trainer, coach-the-coach, and peer learning experiences

- So local PD providers can deliver LLE technical assistance, coaching, and peer learning services and provide sustaining supports for leaders

Co-Planning

Through co-planning, we ensure Lead Learn Excel will:

- **Fit** into state and local contexts and needs

- **Align** to state standards (e.g. program, leadership, etc.)

- **Engage** leaders

- **Integrate** with other improvement efforts

- **Complement**, strengthen other professional learning supports

- **Be sustainable and continuously improved** over time

Timeline

Informed by implementation and improvement science...

Year 1

- Start small, with instructional leaders in 1-2 cohorts/regions (opt in)

- Collect data and learn from implementation about what works

- The Ounce is side-by-side with local PD providers, building capacity and cheering on

- Fully-funded by the Partnership for Pre-K improvement; identify resources for expansion next year

Year 2

- Expand to more cohorts/regions

- Use lessons from the first year to make improvements; keep collecting data for CQI

- Local partners take the reigns, with ongoing support from the Ounce

- Partially-funded by the Partnership for Pre-K; partially with local resources
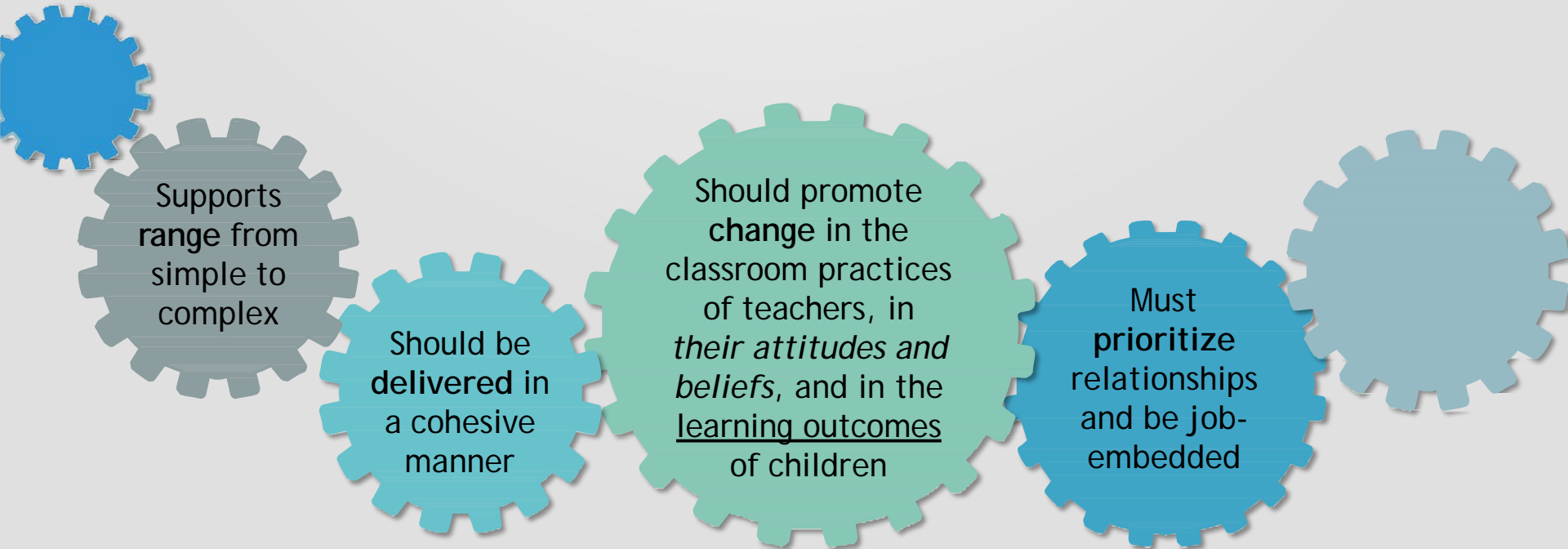
✓ Thoughts

✓ Questions

✓ Feedback

The UF Lastinger Coaching Model
Our journey towards a systematic way to develop and evaluate coaching performance across Florida.

Our Assumptions about Quality Improvement Efforts

Supports **range** from simple to complex

Should be **delivered** in a cohesive manner

Should promote **change** in the classroom practices of teachers, in *their attitudes and beliefs*, and in the <u>learning outcomes</u> of children

Must **prioritize** relationships and be job-embedded

Our Beliefs About Coaching

Coaching is the strongest lever for sustainable change

Coaching is a natural extension of Technical Assistance but not TA

Coaching is a vehicle for creating a culture of reflective practice in early learning programs

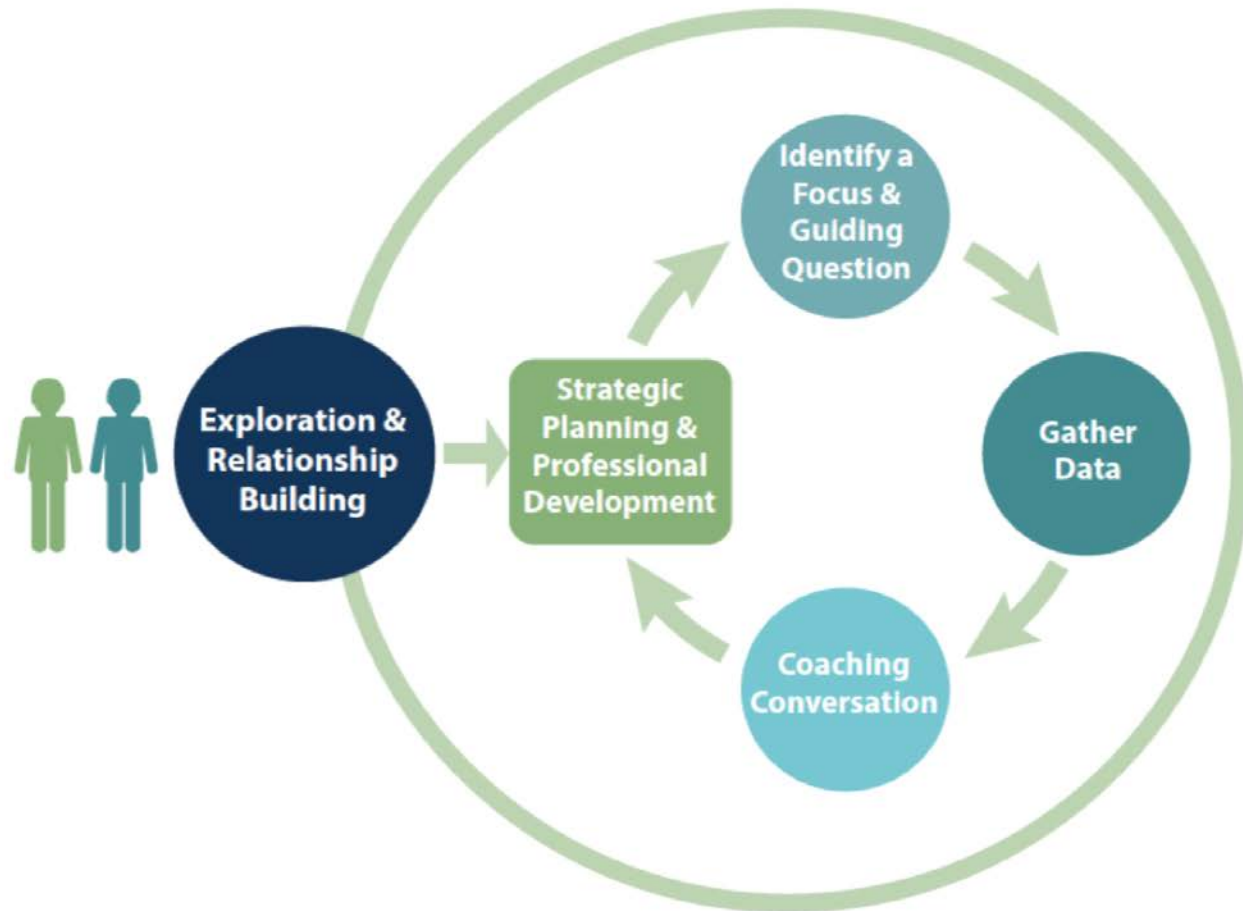Coaching is most effective when preceded by a targeted action that
- *develops or strengthens a process,*
- *increases knowledge of practice,*
- *supports skills development or implementation.*

The Florida Challenge:
Create a coaching model that is intentional, responsive, sustainable, rigorous and cost-efficient.
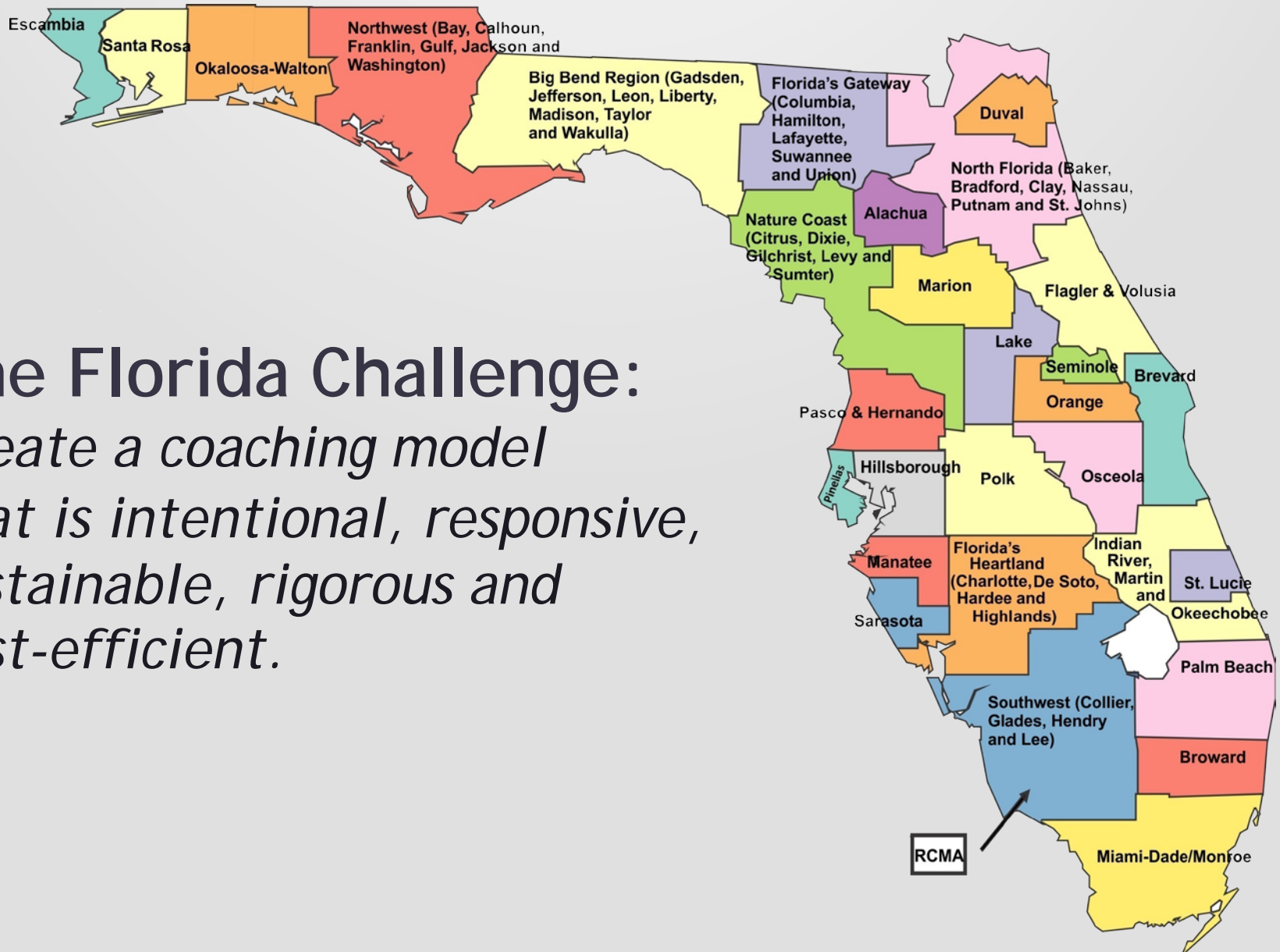
The Lastinger TA Coaching Framework

Profile of a Certification Candidate

- Each of our local partners have their own criteria for employing staff so UF does not require a specific education level or years of experience.

- We ask that certification candidates are reliable assessors or trainers in one area: CLASS, ERS, TSG or an approved ECE curriculum.

- It's also mandatory that candidates have a practitioner (teacher or director) to work with throughout the certification program.

A Parallel Process of CQI for Coaches

| Inquiry-Oriented Training Approach | → | Ongoing & Differentiated Feedback for Growth | → | Competency-Based Assessment |

Pathway to Certification: A Pipeline for Sustainability

LEVEL	WHEN	WHAT	JEPD BENCHMARK	TYPE OF FEEDBACK OFFERED
100	Month One	Coaching Immersion- 3 day experience	Enroll a provider	Individual reflection
	Month Two	Session 4	Record video one	Peer review
	Month Three	Session 5 - 6	Record video two	Facilitator feedback
	Month Four/Five	Session 7	Record video three	Evaluation by an assessor
	Month Six	Session 8	Provider survey	Reflections from the coachee
200	Month Nine	Calibration Session I	Share artifacts of implementation	Varies based on protocol selected by the participant
	Month Twelve	Calibration Session II	Share artifacts of implementation	Varies based on protocol selected by the participant
300	Year Two	Mentor Coaching and/or Assessor Training	Inquiry project / Reliability test	Individual coaching cycles

Rigorous Evaluation Rubric

		Needs Improvement/ No evidence	Emerging	Mastery
FOCUS	Coaching is focused on a mutually determined key practice. Relevant data is used to provide evidence of the focus area.	No clear focus is apparent OR coach moves through a checklist of desired practices. AND Data display misrepresents the observational events OR is not clearly connected to the teacher's guiding question.	The focus of the conversation shifts through 3 or more practices with no clear guiding question or focus. OR Supporting data contains relevant data but a different data display or strategy would be much stronger.	There is evidence of a shared focus that is linked to one or two key practices. Supporting data is clearly linked to teacher's guiding question and are organized in a way that is easily interpreted.
TONE	Creating a respectful tone that supports teacher's risk-taking for the conversation	Position of coach, tone of voice, responses to teacher convey a tone of evaluation OR disinterest OR distraction OR frustration.	At times the coach conveys interest and respect. At other times the coach seems distracted, disinterested, frustrated, or judgmental.	Setting of the conversation, body language and tone of voice communicate interest in what the teacher is saying, respect for teacher's perspective and builds mutual trust.
PARITY	Evidence that the teacher and the coach are thinking about the guiding question and data together.	Coach does almost all the talking. Coach focuses on communicating his/her interpretations of the data OR the strengths/ weaknesses of the key practices.	The conversation demonstrates thinking by both but the coach tends to dominate a little too much OR the coach says very little and allows the teacher to dominate the conversation.	There is a general sense of equity in thinking/ participation between coach and teacher. Neither teacher nor coach dominates the conversation.
DATA-DRIVEN	Conversation is based on non-judgmental data that documents teaching/caregiving or learning/child development.	Data display is not used OR seldom used to focus conversation about the teacher's question. Data provides a list of interpreted feedback (strengths and skills to work on).	Conversation focuses on explaining the data OR the conversation shifts between data based and the coach's agenda. OR Data display includes a mix of data and interpreted (evaluative) feedback.	Data leads to shared conversation about the teacher's guiding question. The coach and/ or teacher refer back to the data throughout the conversation. AND The data is presented in a descriptive, non-evaluative manner.

- Includes the measureable and observable coaching behaviors that are aligned with Jim Knight's Partnership Principles.

- Videos of coaching conversations (and supporting data display) are evaluated according to 7 criteria using 3 competency levels.

- Scoring is done by reliable video assessors who have completed the Mentor Coach (300 level) training
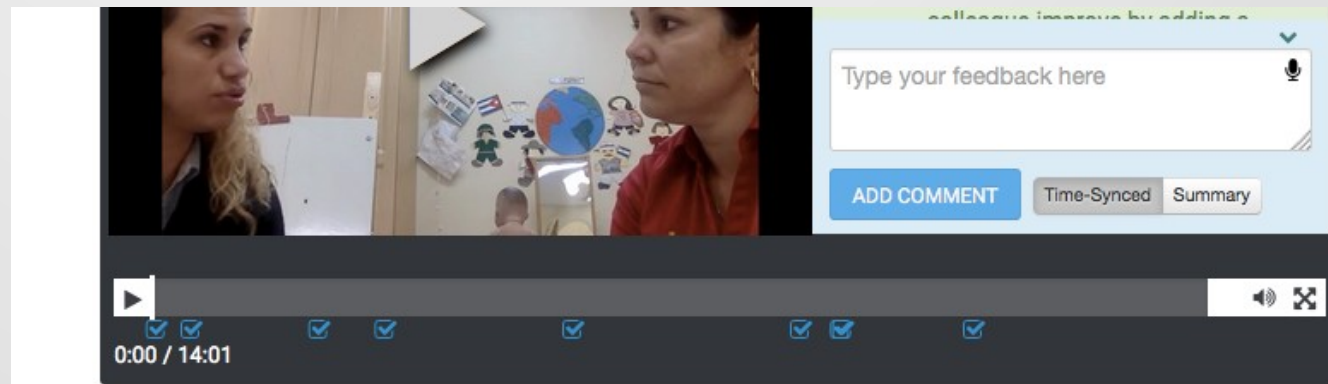
- Video assessment offers coaches individualized feedback on their practice.

- Evidence of ratings and recommendations for growth are time-stamped directly onto video.

Type your feedback here

ADD COMMENT   Time-Synced   Summary

0:00 / 14:01

QUESTIONING STRATEGIES

Coach capitalizes on teachable moments and encourages the teacher to think more reflectively about his/her practice and the impact it has on learning/child development.

Needs improvement/No evidence	Emerging	Mastery
Coach misses all key opportunities to provide additional insight to the teacher.	On at least one occasion the coach uses questioning strategies that enable the teacher to surface implicit assumptions OR develop new insights or new skills OR recognize the need for skill development.	Coach appropriately uses questioning strategies that enable the teacher to develop questions and/or insights about teaching/caregiving and learning/child development AND/OR shares tentative interpretations of data and suggestions for practice that push teacher thinking and practice WITHOUT dominating the conversation.

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Evidence/Comments

☑ at 2:14 C asks teacher what questions yield longer responses ☑ at 9:11 This is the point in the conversation where I think the conversation is going downward. Why do you think that is? Is the teacher drawing new conclusions or repeating many of the same? How could you have pushed her to move towards an ACTION?
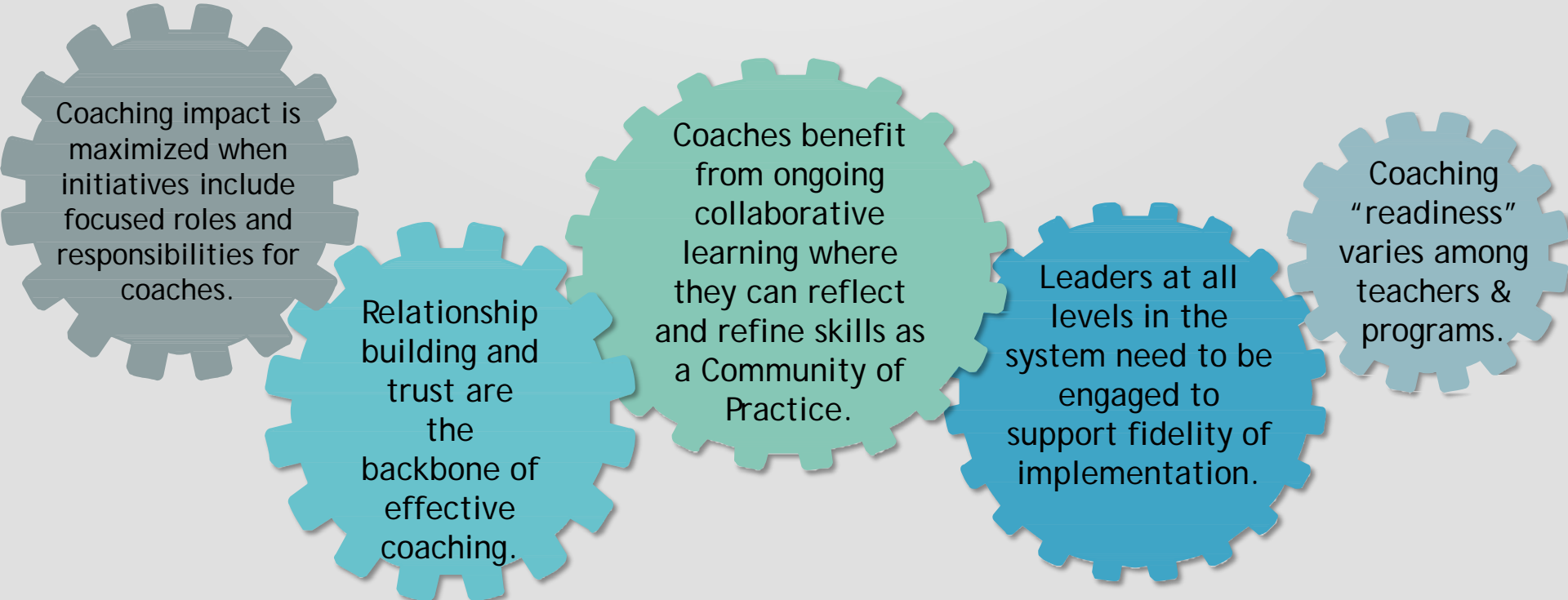
Next Steps

Looking back, what would you have done differently during this time frame ☑ at 9:12

Responsive to the Coaching Workforce

- Duty free time in childcare settings is scarce

- Most coaches have large caseloads

- Cycles focus on only 1-2 key teaching practices

- Our model develops and strengthens the dispositions of reflective practice

Lessons Learned

Coaching impact is maximized when initiatives include focused roles and responsibilities for coaches.

Relationship building and trust are the backbone of effective coaching.

Coaches benefit from ongoing collaborative learning where they can reflect and refine skills as a Community of Practice.

Leaders at all levels in the system need to be engaged to support fidelity of implementation.

Coaching "readiness" varies among teachers & programs.

National Expansion & Adaptions

- Statewide Coaching Certification for California

- Online Coaching Courses & Resources

- Certification Program for Directors

- Custom-built Technology Platform

KEEP IN TOUCH WITH US

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