Developing and Implementing School-wide Instructional Coaching Systems

Evaluation Systems, Professional Learning Department

OCPS | Orange County Public Schools

Overview

Audience: Advanced assistant principals enrolled in our district's principal preparation program (Preparing Future Principals Academy)

Purpose: Provide school leaders with a structure to develop and implement a school-wide Instructional Coaching System Model that promotes our district's vision of instruction and evaluation model, the OCPS Streamlined Instructional Framework
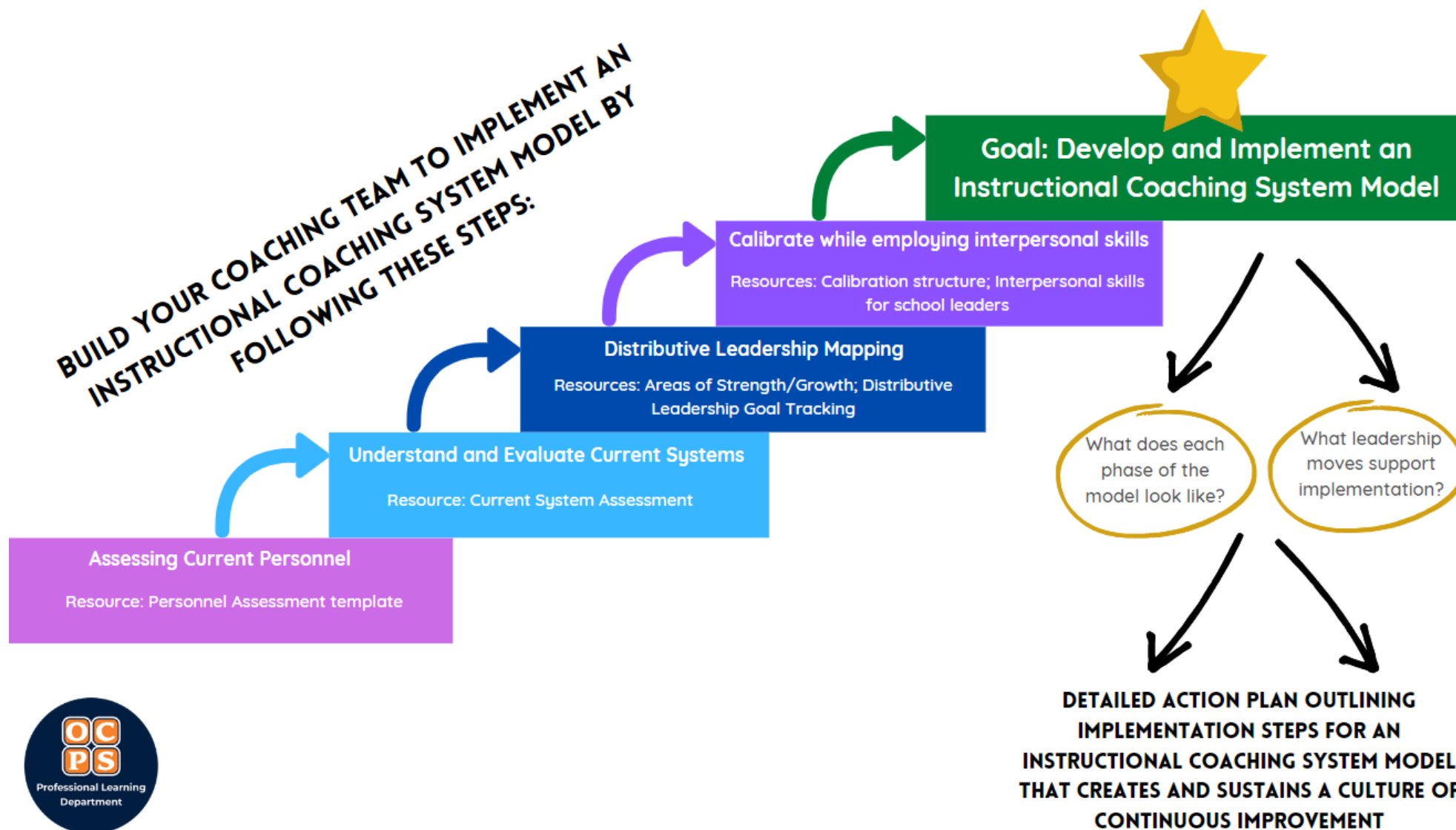
Process / Outcome:
- Our team designed a systems-based approach for a school-wide Instructional Coaching System Model utilizing structures with explicit processes that promote distributive leadership, with an emphasis on collective responsibility and shared ownership
  - The approach includes: research-based resources, data analysis protocols, leadership implementation moves, outlining of expected outcomes, and criteria for success development
  - The system centers around school leaders utilizing a Distributive Leadership approach to cultivate instructional coaches' capacity to enact micro-systems of support and feedback that contribute to the macro school-wide instructional coaching system model
- We facilitate the learning and provide the resources to the assistant principals (train the trainer model)
- They are able to implement part or all of the system within their current school and assistant principal role
- Ultimately, their goal is to implement what components are feasible, so they are prepared to establish a system of their own once they are a principal

Data Collection / Monitoring:
- Participants engage in calibration walks using the Streamlined Instructional Framework three times a year
- Our team collects data during these walks to identify trends that inform our supports and resources for the participants
- The Instructional Coaching System Model hinges on the Streamlined Instructional Framework. Our team ensures that school leaders have an effective understanding of the model through these calibration walks for their current and future implementation and leadership efforts
- Our team also collects data using our district-wide evaluation tool, iObservation, where we have access to participants' conducted observations and feedback for teachers throughout the year. We pull this data and compare it to what is noted during calibration walks to determine if trends and data align.

Step 1: Build a strong coaching team

BUILD YOUR COACHING TEAM TO IMPLEMENT AN INSTRUCTIONAL COACHING SYSTEM MODEL BY FOLLOWING THESE STEPS:

Assessing Current Personnel

Resource: Personnel Assessment template

Understand and Evaluate Current Systems

Resource: Current System Assessment

Distributive Leadership Mapping

Resources: Areas of Strength/Growth; Distributive Leadership Goal Tracking

Calibrate while employing interpersonal skills

Resources: Calibration structure; Interpersonal skills for school leaders

Goal: Develop and Implement an Instructional Coaching System Model

What does each phase of the model look like?

What leadership moves support implementation?

DETAILED ACTION PLAN OUTLINING IMPLEMENTATION STEPS FOR AN INSTRUCTIONAL COACHING SYSTEM MODEL THAT CREATES AND SUSTAINS A CULTURE OF CONTINUOUS IMPROVEMENT

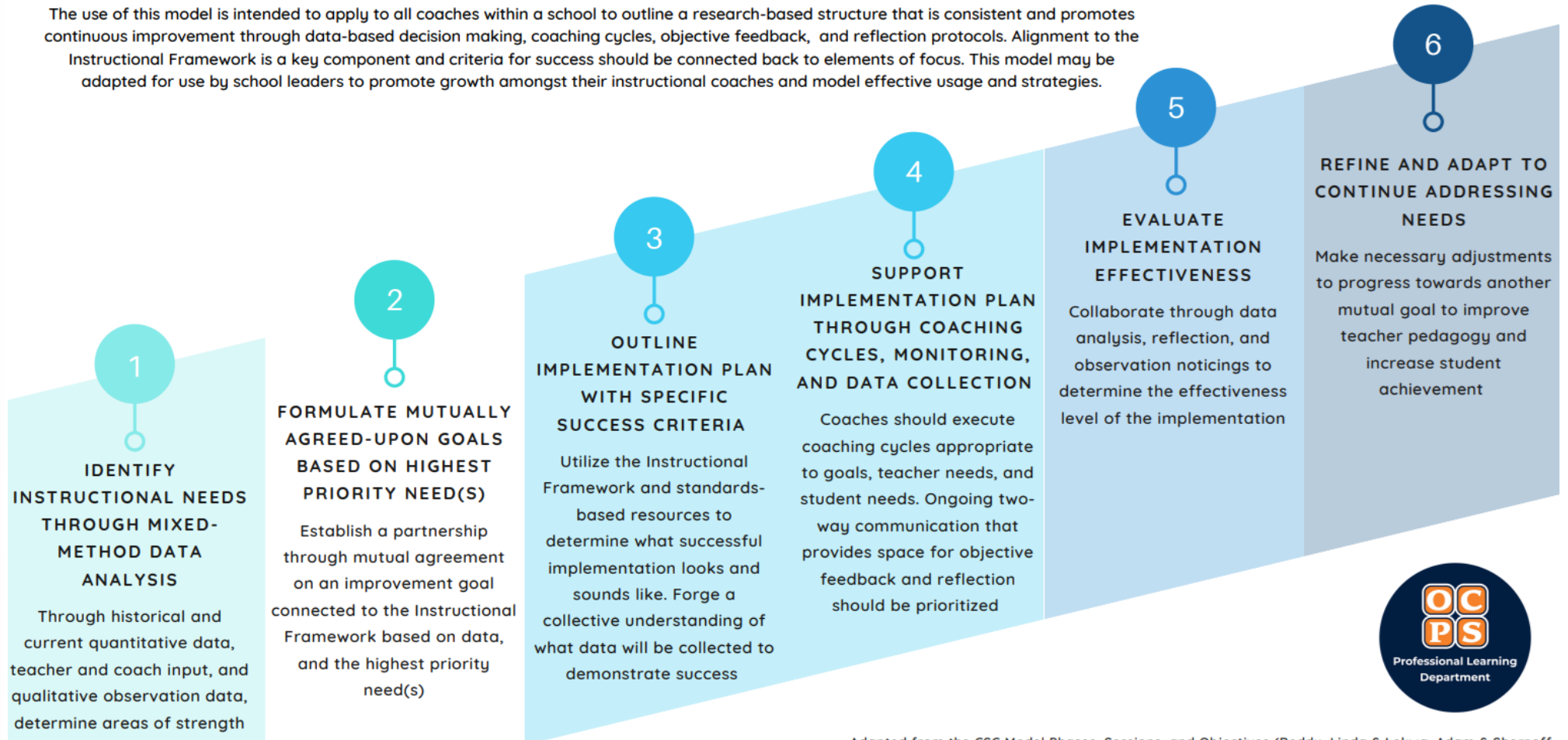OCPS
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Step 2: Leverage your team to implement an Instructional Coaching System Model
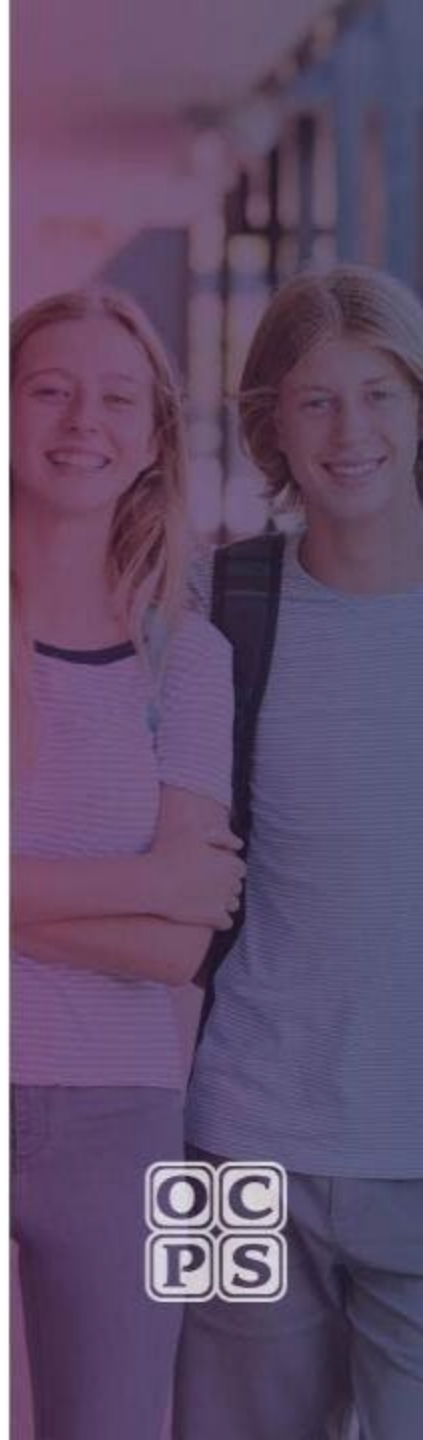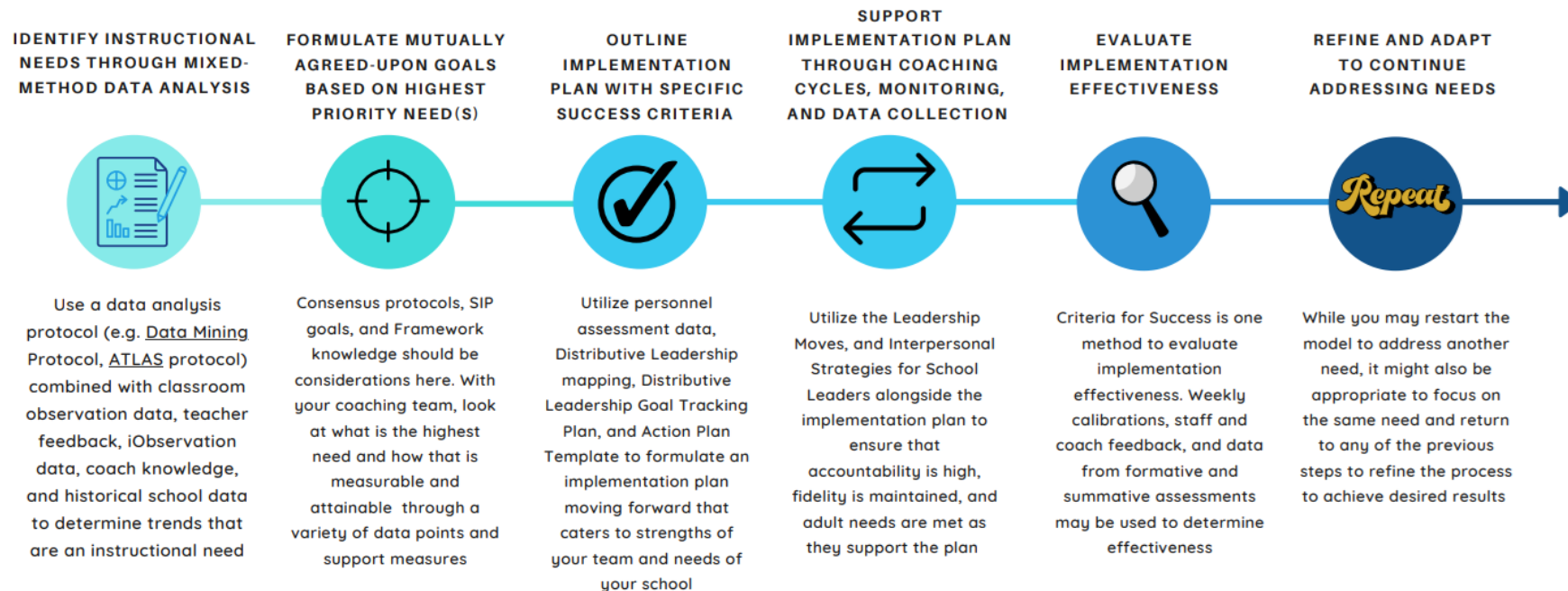
INSTRUCTIONAL COACHING SYSTEM MODEL

The use of this model is intended to apply to all coaches within a school to outline a research-based structure that is consistent and promotes continuous improvement through data-based decision making, coaching cycles, objective feedback, and reflection protocols. Alignment to the Instructional Framework is a key component and criteria for success should be connected back to elements of focus. This model may be adapted for use by school leaders to promote growth amongst their instructional coaches and model effective usage and strategies.

1

IDENTIFY INSTRUCTIONAL NEEDS THROUGH MIXED-METHOD DATA ANALYSIS

Through historical and current quantitative data, teacher and coach input, and qualitative observation data, determine areas of strength and areas of instructional need

2

FORMULATE MUTUALLY AGREED-UPON GOALS BASED ON HIGHEST PRIORITY NEED(S)

Establish a partnership through mutual agreement on an improvement goal connected to the Instructional Framework based on data, and the highest priority need(s)

3

OUTLINE IMPLEMENTATION PLAN WITH SPECIFIC SUCCESS CRITERIA

Utilize the Instructional Framework and standards-based resources to determine what successful implementation looks and sounds like. Forge a collective understanding of what data will be collected to demonstrate success

4

SUPPORT IMPLEMENTATION PLAN THROUGH COACHING CYCLES, MONITORING, AND DATA COLLECTION

Coaches should execute coaching cycles appropriate to goals, teacher needs, and student needs. Ongoing two-way communication that provides space for objective feedback and reflection should be prioritized

5

EVALUATE IMPLEMENTATION EFFECTIVENESS

Collaborate through data analysis, reflection, and observation noticings to determine the effectiveness level of the implementation

6

REFINE AND ADAPT TO CONTINUE ADDRESSING NEEDS

Make necessary adjustments to progress towards another mutual goal to improve teacher pedagogy and increase student achievement

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4

Conceptualizing the Instructional Coaching System Model

WHAT DOES EACH PHASE OF THE INSTRUCTIONAL COACHING SYSTEM MODEL LOOK LIKE?

The examples below will assist school leaders in conceptualizing what each phase may entail. Keep in mind these examples may vary based on school leadership, student needs, goals, climate, and culture.

IDENTIFY INSTRUCTIONAL NEEDS THROUGH MIXED-METHOD DATA ANALYSIS

Use a data analysis protocol (e.g. Data Mining Protocol, ATLAS protocol) combined with classroom observation data, teacher feedback, iObservation data, coach knowledge, and historical school data to determine trends that are an instructional need

FORMULATE MUTUALLY AGREED-UPON GOALS BASED ON HIGHEST PRIORITY NEED(S)

Consensus protocols, SIP goals, and Framework knowledge should be considerations here. With your coaching team, look at what is the highest need and how that is measurable and attainable through a variety of data points and support measures

OUTLINE IMPLEMENTATION PLAN WITH SPECIFIC SUCCESS CRITERIA

Utilize personnel assessment data, Distributive Leadership mapping, Distributive Leadership Goal Tracking Plan, and Action Plan Template to formulate an implementation plan moving forward that caters to strengths of your team and needs of your school

SUPPORT IMPLEMENTATION PLAN THROUGH COACHING CYCLES, MONITORING, AND DATA COLLECTION

Utilize the Leadership Moves, and Interpersonal Strategies for School Leaders alongside the implementation plan to ensure that accountability is high, fidelity is maintained, and adult needs are met as they support the plan

EVALUATE IMPLEMENTATION EFFECTIVENESS

Criteria for Success is one method to evaluate implementation effectiveness. Weekly calibrations, staff and coach feedback, and data from formative and summative assessments may be used to determine effectiveness

REFINE AND ADAPT TO CONTINUE ADDRESSING NEEDS

While you may restart the model to address another need, it might also be appropriate to focus on the same need and return to any of the previous steps to refine the process to achieve desired results

Leadership moves to support implementation

LEADERSHIP MOVES TO SUPPORT SCHOOL-WIDE IMPLEMENTATION OF THE INSTRUCTIONAL COACHING SYSTEM MODEL

These leadership moves are non-exhaustive and provide a foundation that supports the effective implementation of a school-wide instructional coaching system model intended to measurably and positively shift instructional practices, improve student achievement, and promote a culture of continuous improvement.

SHARED COMMITMENTS	WEEKLY CALIBRATIONS	PROFESSIONAL LEARNING FOR COACHES	CRITERIA FOR SUCCESS	CLEAR TIMELINES, GOALS & EXPECTATIONS	HEARING ALL PERSPECTIVES
Take time to determine what your shared commitments as a leadership team are. Identify what those look and sound like, and how they connect to your goals and expectations. Shared commitments should encompass accountability measures for all parties	Engage in weekly calibrations where you and your team conduct classroom observations, keeping the Instructional Framework and high-quality instruction as your primary look-fors	Encourage your coaches to develop their strengths and capacity through relevant professional learning opportunities. Additionally, provide opportunities for them to apply their learning in job-embedded responsibilities	Articulate clear, specific, and measurable criteria for success for any goal or initiative. Ensure that exemplars and look-fors are outlined to ensure universal understanding	For components of your implementation model that are time-sensitive, ensure that timelines are established and accountability measures are in place. Specify clear expectations and goals within each timeline, but allow for flexibility based on needs that arise	Provide protected time to give and receive feedback, and to solicit the perspectives and observations of your coaches

Questions? Contact our team

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