One School, One Goal: A Shared Vision to Engage in Deeper Professional Learning

“The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives” – Robert John Meehan

Who We Are

Central High School, a 2015 National Blue Ribbon School
Woodstock, VA

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  Special Education Teacher and Instructional Collaborator
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The Path to Our Shared Vision

1) One School, One Goal 2014-15
2) Videotaping
3) One School, One Goal 2015-16
4) IC Program Planning 2014-15
5) Bluetooth Coaching
6) IC Program Implementation 2015-16
One School, One Goal

Teaching should be a reflective endeavor that promotes continued growth in the abilities of the teacher.

(Finn, 2002)

The Journey Begins:

- Instructional Coaching Conference at UVA
- Systems Theory and Fishbone Chart
- Let's try it out at CHS!

Background:

One School, One Goal

Systems Theory

- A system is “a set of interacting parts in which the interaction between all the parts creates a whole that is greater than the sum of the parts.”
- Problems in a system are in the interactions between the parts NOT about individuals being to blame.

(Edwards, 2014)
One School, One Goal

Systems Theory

Every school is a system.
Within it are many subsystems.

(Edwards, 2014)

Create a common school goal that we worked on collectively.

One School, One Goal: Making Change Happen

What do we need to do in order to improve student learning?
What is holding us back from being the most effective teachers?

The Brainstorming Process

1) Fishbone chart activity
2) Identify top targets
3) Set goal(s)
4) Create action plan with checkpoints
Focus Question:
- What is holding us back from being the most effective teachers?

Gallery Walks

One School, One Goal

Results:
Target ● positive and measurable restatement of selected areas of concern (Edwards, 2014)

Background: One School, One Goal (2014-2015)

● All teachers will visit one peer per semester and have a post-visit discussion with that other teacher.

○ Now, how do we meet our goal?

“Alone we are smart. Together we are BRILLIANT.”
- Steven Anderson

Background: Brainstorming Strategy:

Videotape lessons and share.

○ accommodate teachers without a planning block

○ widen the opportunity for observation

Need:

Technology and accessories available to all teachers whenever they desire

Solution:

Moore Grant
1. Presented at a faculty meeting regarding the benefits of videotaping
2. Provided a one-page “benefits” handout
3. Showed teachers how to use the cameras

Follow effective action with quiet reflection. From quiet reflection will come even more effective action.
- Peter Drucker

- Google doc record, sharing of best practices, specific guidelines, blog

- Follow Up Meetings:
  - February - videotaping testimonies, cross-curricular brainstorming, cross curricular unit example by music and science teachers

One School, One Goal
2015-16

Teachers will create and implement at least one PBL opportunity this year.

★ To support this:
  - PBL Work Session during opening work days
  - November, January, March, May faculty meetings - time to work toward the goal: creation, feedback before implementation, & reporting back after
  - Built in Professional Development Days may also be used
Instructional Collaborator Program

What does an instructional coach do?

“An instructional coach is, above all, a teacher who supports other teachers in meeting their professional goals.”

(“Instructional Coaching”)

- professional development
- best instructional practices
- classroom support

Instructional Coaches

- “No matter how well prepared people are in their formative years, few can achieve and maintain their best performance on their own.” (Gawande)
- “By connecting with a teacher within the context of his or her classroom, an instructional coach can be the link between knowing and doing: the partner that promotes the transfer of a teacher’s ideas into practice.” (Instructional Coaching)
What the Research Shows

IC has a greater impact on instructional practices than one-time events. ("Instructional Coaching")

- Teachers who attend a workshop have only a 10% chance of using the new information in their classroom (Gawande).
- If “a practice session with demonstrations and personal feedback [is] added”, still, less than 20% of teachers implement the change in their classroom (Gawande).
- Teachers who work with a coach in their classroom have over a 90% chance of using the new strategies within their teaching (Gawande).

Book Study

BlueTooth Coaching

"Virtual coaching uses advanced online and mobile technology (termed bug-in-ear technology) to allow an instructional leader located remotely (down the hall or across the country) to observe a teacher's lesson while offering discreet feedback heard only by the teacher, through an earpiece the teacher wears.” (Rock, 2011)
Pre-Bug in the Ear

Bug In the Ear Coaching

Construction happening in environment

Coach Feedback in a 30 minute period

Sessions

Frequency of Feedback

Pre-Bust in the ear

Coach Feedback
Feedback From Teachers in 2014-15

- “Thanks. I’m really trying to figure out how to make those lessons more student centered.”
- “I’ve redesigned my activity for tomorrow. I think they’ll be more involved. What do you think?”
- “I would love if you can have someone come into my 3rd block. That is where I’m struggling most with classroom management.”
- “Thank you. This has given me so much to think about and consider. Can you come back next week after I’ve had time to re-work my lessons?”
- “Please come back. This was so helpful. I love getting feedback that isn’t evaluating me. This is what I want.”

IC Program Implementation
Opening Days 2015

- Core Curriculum Framework
  - Set flow of lesson plan
  - Targeted instructional strategies to use in the classroom
8 Instructional Collaborators at CHS:
Tara Mason, Kate Hollenberg, Kristina Zaccaria, Rich Shockey, Jen Burner, Ken Mason, Katherine Mann, Heather Miller

Who Is Being Coached
● 6 teachers (volunteers)

IC Action Plan Fall 2015
● IC meeting once every two weeks
● 10-15 minute drop in visits for three weeks (data collection)
  ● 5 visits to a variety of teachers’ classrooms
● Pair partners after initial visits completed
  ● 1 planning block a week given up for observation and coaching purposes

Common Vocabulary
★ Instructional Collaborator - coach
★ Visits - observation
★ Reflection Opportunity - post-observation (visit) conference
★ Core Curriculum Framework - what is being coached - components of a lesson
IC Handbook

Includes:
- Checklists
- Observation forms
- Training powerpoint
- Questioning Cheat Sheets
- Conversation Forms
- Other IC reference material

IC Responsibilities

1. Providing and Managing Resources
2. Supporting Teacher Learning (enrolling, planning, modeling, observing, conferencing)
3. Mentoring
4. Meetings
5. Giving Presentations
6. Assessment (analysis, reporting, and other tasks)
7. Personal Knowledge Building
8. Facebook Page
9. Maintaining Confidentiality

Coaching/Improvement Cycle

P - Powerful
E - Easy
E - Emotionally Compelling
R - Reachable
S - Student-focused

(Knight, 2015)
Partnership principles

- Equality
- Choice
- Voice
- Dialogue
- Reflection
- Praxis
- Reciprocity

(Knight, 2015)

Results

TBD

Much of your success as an educator has to do with your attitude towards teaching and towards kids. The rest of your success is based on your willingness to relentlessly search for what engages students in the classroom and then having the guts to do it.

Dave Burgess
References

Cross, N. (2011, Oct.) Seven Reasons to “Go to the Tape.” ASCD Express, 7(1).


Knight, J. (2015, August). Instructional Coaching Institute [Conference]. Instructional Coaching Group. Lawrence, KS.

