License to Coach

Using Instructional Partnerships in your School

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- 1770 Students
  - 300 plus attend through school choice
  - 200 attend the GCS Virtual Academy
- 47%--Pupils In Poverty (PIP);
- 12%--special education services
- 15% attend classes at 3/4 district career centers.
- Student demographics are:
  - Caucasian/White (58%)
  - African American/Black (20%)
  - Hispanic/Latino (15%)
  - Two or More Races (4%)
  - Asian (3%)
- 50% of our graduates attend a 4 year college
- 38% of our graduates attend a 2 year technical college
- 10% of our graduates enter military service, and about 10% will enter the workforce directly following high school graduation.

BEST HIGH SCHOOLS
U.S. News & WORLD REPORT
RANKINGS

2022

Rank #1
SC Upstate

Rank #1
Greenville County

Rank #10
SC High Schools

Instructional Partnerships

- ✪ Support in all things classroom

- ✪ Working with PLC/teacher groups

- ✪ Here for student growth

- ✪ Not critiquing

- ✪ Giving student centered feedback

- ✪ Removed from evaluation

- ✪ Time commitment
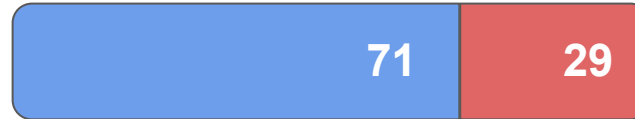
LICENSE TO COACH

Beginner's Permit

After Year 1

Administrators at my school let me know when I'm doing a great work.

71 | 29

+9.2

Administrators at my school notice when I am working hard.

71 | 29

+13.5

The evaluation feedback I receive helps me improve my instruction.

68 | 32

+15.7

Administrators at my school view teachers as experts.

85 | 15

+17.5

Next exit: Defining the Instructional partnerships

Upcoming Professional Learning stop 9 miles

In 2 miles Classroom Time

Student Driver

Purpose of IPs

Instructional Partners	Department Administrators	PAS-T/ADEPT Administrators
School Leadership Team members as Instructional Leaders	Administrators as Supervisors	Administrators as Evaluators
Attends PLC meetings	Assists with organizational issues within the department	Conduct a pre-conference, mid-conference, and post conference for your SLO
Observes instruction and gives feedback for the purpose of coaching	Addresses issues which are related to human resources or personnel	Conduct observations for PAS-T formal and informal evaluations
Provides regular intervals of encouragement and praise	Ensures that PLCs are conducted as scheduled as with Departmental meetings	Reviews results of formal evaluation and recommendations with teacher and principal
Helps teachers to focus on personal goals both professional and instructional	Assists with administrative decisions with principal review regarding student/parent questions or complaints	Completes district requirements for PAS-T evaluations
Encourages student achievement at high levels of rigor		

Environment

Observed Behavior (E) Evident (S) Somewhat Evident (N) Not Evident (N/O) Not Observed		Specific, objective evidence of the indicator observed.
Learners collaborate, discuss and interact in a safe physical environment/arrangement that supports learning.	SE	**Highlights:** **1. Going over the expectations of the grading for AP and students were able to see if their answers would have counted** **2. All students were paying attention**
Learners understand the learning, behavioral and procedural expectations as evidenced by the student and teacher interactions.	E	
Learner interactions with peers and the teacher support social, emotional and intellectual well-being of all students.	SE	
Learners take academic risks in a respectful, inclusive classroom culture where teachers and learners support each other in their learning.	SE	
SCHOOL CHOSEN OBSERVABLE BEHAVIOR		

Other Actionable Feedback:

Items Observed:

1. Teacher (T) spoke about the expectations for AP Enviro

2. T had students grade their sheet- also explained about the AP exam and what they will be looking for-scoring guideline

3. Key words would get you the point

4. Student asked about Characteristics given

5. Teacher talked about the Food Web- 1 point if you have three arrows going the right way

6. Student asked what sort of snails eat what sort of fish, T- Yeah, I was thinking that too, probably fish eggs

LT: Posted, it was difficult to read because of the color in the back.

I'M NOT SAYING IT WAS USER ERROR

BUT IT WAS USER ERROR

Observation note taking

Teacher: Castello

Block: 4   2:10 - 2:30

Date: 2-23-21

Lesson topic:

LT - I can intergrate evidence seemlesly into any essay. Both for & aganist my argument with analysis.

Instructional Practices:

Whole group ☑
Independent ☐
Small group ☑
Modeling ☐
_____ ☐
_____ ☐
_____ ☐
_____ ☐
_____ ☐

Agenda
BR
SSR
Essay step 9 revised
- essay step 13

Student Evidence/What are students doing? What are students saying?:

- BR: respond to following prompt "What is used to back up a claim in an argumentative essay?"

- student very interested in test grades

- Pair up students, 2mins, come up w/ keywords
    - students talked to each othe
    S - "Evidence & what's it called? - S Thesis statement"

- Random students called on to share w/ groop their disussion. S "Evidence w/ citation"

- Can you answer "Where do reasons go?" If can't answer pass to another student."
  " can you think of 3rd thing?"

Great moments:

- Let's talk about test from yesterday. See me after class to see what you missed.
- "I enjoyed reading your answers."

- Transisiton to SSR
- note card w/ "READ"

Areas of growth/ questions I still have:

- seating chart issue - "I need you to leave ~~those~~ sticky nots where they are. I ereate the seating chart @ end of 3rd block for a reason." class queit.

Notes on teacher look for:

Great relationships w/ students

"Quick informal observations are almost worse than no observation at all. Observers get focused on checking boxes or may only see one terrible thing or one great thing." -WHHS teacher
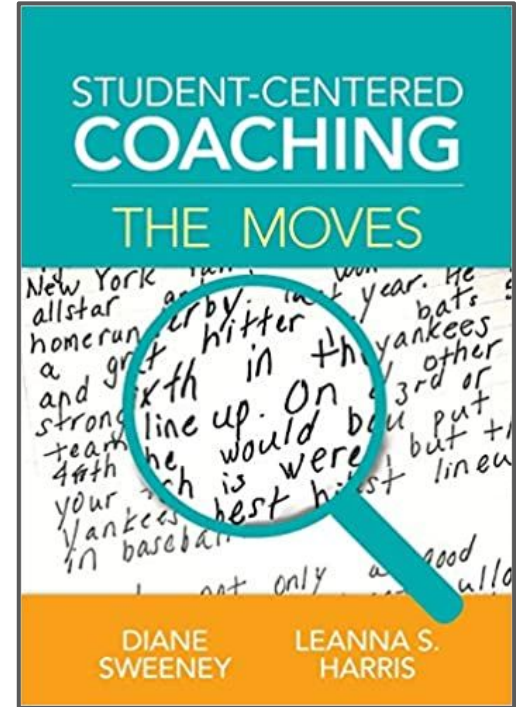
Actionable Feedback
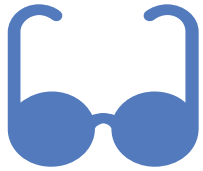
Clarifying

Value

Uncover
Possibilities

LANGUAGE STEMS

CLARIFY

✪ I noticed students doing...Can you tell me more about that?
✪ How did you plan for?
✪ What data did you use to make that decision?
✪ What steps did you take to get there?
✪ Do you think...was because of…?

VALUE

✪ The students really responded to…
✪ Look at how the students engaged in…
✪ … was really effective.
✪ You really thought about…
✪ I know you've been working on...It's starting to take shape.

UNCOVER POSSIBILITIES

✪ How can we transfer what we saw to other situations?
✪ What are some possibilities for…?
✪ What are some ways we could…?
✪ We can try...or...What do you think?
✪ What would it look like if we tried…?

Sweeney, D., & Harris, L. S. (2016). *Student-centered coaching: The moves*. Corwin Press. Page 130

Andy,

The students seemed to really respond well today. I was looking at how they were engaging. On the surface, one might think they were not engaged based on their silence. However, when you look closer, it was clear to me that they were engaged at the level they could follow you. Conceptually, it appeared they were starting to grasp the idea of of solute versus solvent and homogeneous versus heterogenous mixtures. Using your relevant examples seemed to make it make sense for some. They perked up when you provided examples (electrolytes, chocolate milk, etc). What do you think?

I notice that you are working on asking more questions to get them to engage. I wonder what would happen if you took the approach of "Ask me a question" rather than "Do you have any questions?" In essence, we could flip the concept by saying something like:

"Jayce, I am going to come to you in a little bit. Have a question ready for me."
You continue to demonstrate how to solve some portion of the learning target. You then come back to him and say..."Jayce, what is your question?"

What do you think?

LANGUAGE STEMS

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What do you think?

Virginia,

Thanks for letting me hang out in class today during 4th block.

Students were solving equations from a problem list. Students were using their Chromebooks to access the problems. They appeared to all be engaged in the activity. The answer key was posted on the promethean board.

There were several who asked for assistance by which you would provide independent assistance. What was amazing is that students appeared to be interested in the process versus just "getting the answer right." There were some students that were assisting each other. Again, I observed them asking each other about the process versus confirming the correct answer.

I'm curious about what you are doing to intentionally build this type of classroom culture. How do you encourage peer to peer collaboration that appear to naturally occur in this setting?

Dr. Carlos C. Grant
Principal
Wade Hampton High School

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Changes made for Year 2

- ✪ Restructure Cohorts

- ✪ Intentional focus on Rigor

    - ○ Focus on Higher Level Questions
    - ○ Professional learning LED by Instructional Partners on Rigor
        - ■ Goal submitted by teacher to Instructional Partner
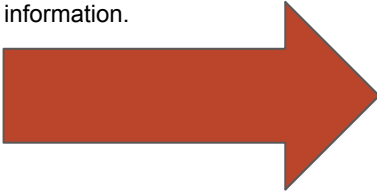
RIGOR GOAL
2021-2022

By May 2022, **100% of WHHS Teachers** plan for instruction at the **DEVELOPED** or **WELL DEVELOPED** level for **High Level Questioning** on the ICLE Rigor Rubric.
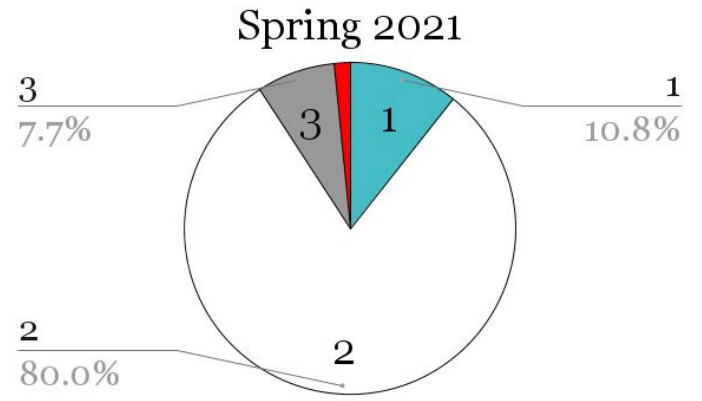
International Center for Leadership in Education

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

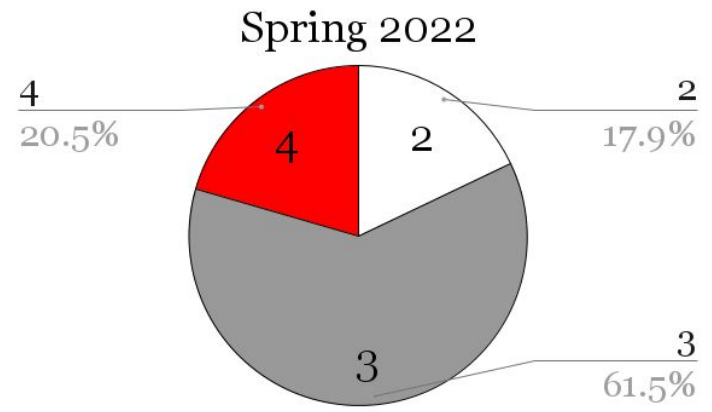| High-Level Questioning	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Students respond to questions that mainly focus on basic recall and retell. • Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students respond to questions that demonstrate a comprehension of content. • Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	• Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. • During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	Lesson includes questions at a range of levels, but not all students are required to respond to each question.	Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.

Where we began...

1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
• Students respond to questions that mainly focus on basic recall and retell. • Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students respond to questions that demonstrate a comprehension of content. • Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	• Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. • During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
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How far we have come...

Spring 2022

- 4 — 20.5%
- 2 — 17.9%
- 3 — 61.5%

1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
• Students respond to questions that mainly focus on basic recall and retell. • Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students respond to questions that demonstrate a comprehension of content. • Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	• Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. • During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
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What is rigor?

What is NOT rigor?

Why is rigor important?

Collaborative Effort

Instructional partnerships is a collaborative effort among instructional leaders.

Collaboratively we can…

- Share insights and struggles as we do the work
- Identify patterns and discover blindspots
- Troubleshoot challenging situations
- Learn from each other's experiences

Instructional Partner

Problem of Practice	
Instructional Partner's Next Step(s)	
Questions, Concerns, or Support Needed	

Our Focus for this PD:
How do I intentionally **plan** student learning experiences that integrate HLQ?

WHHS Goal: By May of 2022, all teachers will provide level 3 opportunities for HLQs every class, every day.
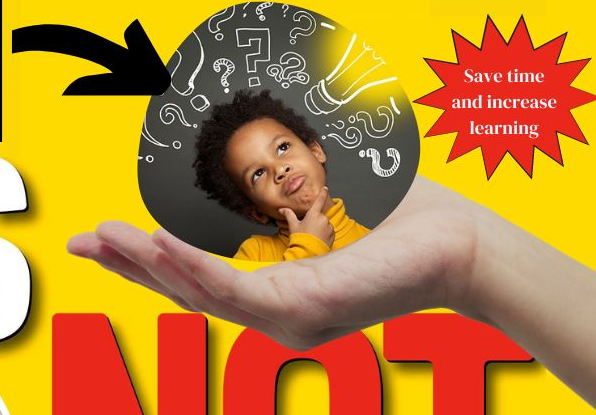
In the words of a teacher…

- "addressed our frustrations, gave us sample activities, and showed us what good teaching looks like…You taught in the way you want us to teach."
- "Thank you for being one of us."

To generate higher level questions…	Plan This….	Not That….
Swap #1	[Note Chunking coupled with either 1) Concise Summaries or 2) Concept Maps](#)	Fill in the blank notes
Swap #2	[Error Analysis in small, intentionally formed groups](#)	Going over all practice/quiz/test questions whole group Moving on without students seeing and learning from their mistakes
Swap #3	[Read, Annotate, and Discuss](#)	Lecture

Learning Outcome

Teachers will grow
in their understanding of
the 4 key components
of increasing rigor through
HIGHER LEVEL QUESTIONS
and use that increased understanding
of the rubric to reflect on their own
professional growth.

Uncommon Opportunity

Instructional partnerships offer an...

- Uncommon opportunity for teachers
- Uncommon opportunity for school leaders
- Uncommon experience where students reap the ultimate benefit

Spring 2022

| Statement	Positive	Negative	Change
Administrators at my school let me know when I'm doing a great work.	81	19	+16.4
Administrators at my school notice when I am working hard.	61	39	+4
The evaluation feedback I receive helps me improve my instruction.	60	40	+7
Administrators at my school view teachers as experts.	81	19	+14
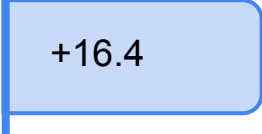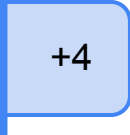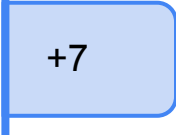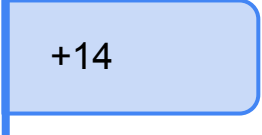
Thinking About the End In Mind...

By May 2023, **100% of WHHS Teachers** plan for instruction at the **DEVELOPED** or **WELL DEVELOPED** level for **Academic Discussion** on the ICLE Rigor Rubric.
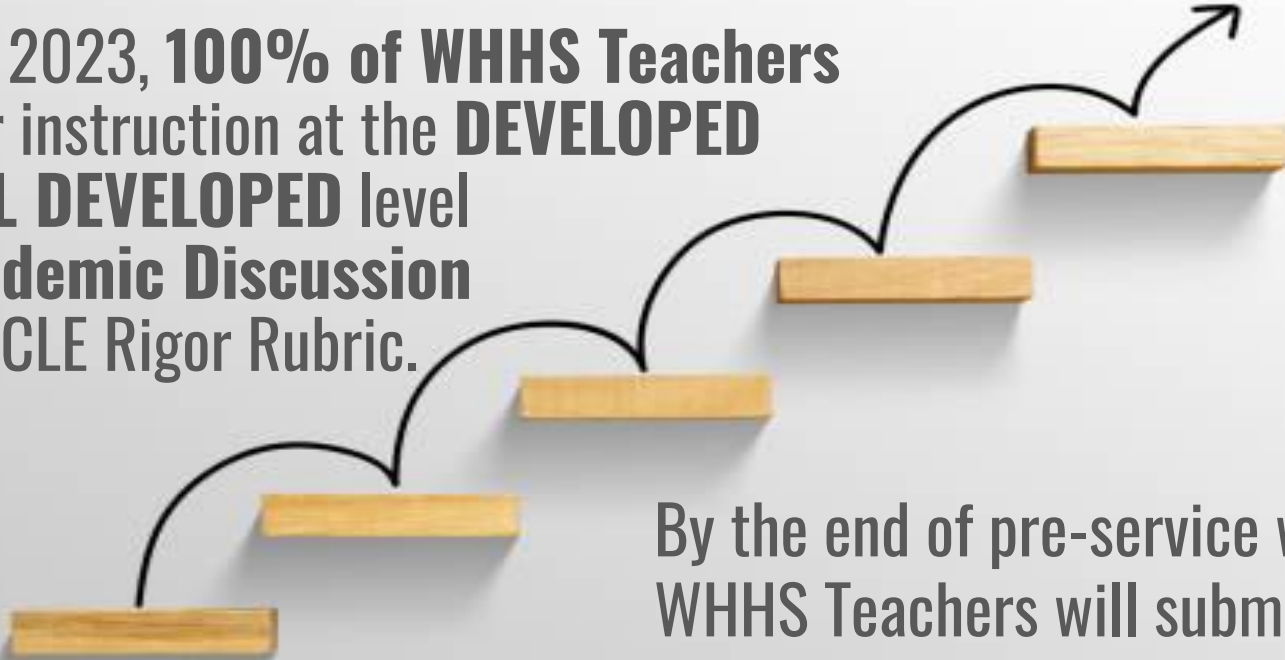
By the end of pre-service week, all WHHS Teachers will submit a self assessment using the ICLE Rigor Rubric for **Academic Discussion.**

Rigor Rubric - Academic Discussion

Support teachers in building effective instruction based on rigorous expectations.
The three indicators for rigor are: high-level questioning, academic discussion, and thoughtful work.

Academic Discussion	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.	• Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence. • Students provide explanations or evidence of their thinking and respond to their peers' comments.	• Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. • Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.	• Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. • Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	• Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.	• Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.	• Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.	• Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

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