Attaining New Heights in Instructional Coaching and Teacher Induction

19th National Symposium
Pre-Conference, 1P
February 12, 2017

Mimi Appel, Regional Program Director, East
Laura Baker, Regional Program Director, South
Rhonda Dubin, Regional Program Director, Midwest
Laura Hernandez Flores, Regional Program Director, West
WHEN WE FOCUS ON TEACHERS, EVERYONE SUCCEEDS
SECTION ONE

Establishing our Community
Connecting for Impact

INDIVIDUALLY …

• Reflect on the current state of your induction or instructional coaching program.
  
  What are one or two things that are going well?
  What are a few areas of challenge?

• On the Program Collaborative Assessment Log, jot down two areas of strength in the “What’s Working” box, and two challenges in the “Focus, Challenges, Concerns” box.
Instructional Coaching Program Collaborative Assessment Log

Team Member(s): ___________________________ Program Coach: ___________________________ Date: ___________________________
201__ Program Goal(s): ___________________________

<table>
<thead>
<tr>
<th>What's Working:</th>
<th>Current Focus—Challenges—Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next Steps—Program Member: (What, Who, & When) | Next Steps—NTC/Other: |
|                                                |                      |

Next Meeting Date | FOCUS: |
|------------------|-------|

<table>
<thead>
<tr>
<th>Foundational Standards</th>
<th>Structural Standards</th>
<th>Instructional Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program Vision, Goals, and Institutional Commitment</td>
<td>Instructional Coach Roles and Responsibilities, Selection, Assignment, and Assessment</td>
</tr>
<tr>
<td></td>
<td>Program Administration and Communication</td>
<td>Instructional Coach Professional Learning and Learning Communities</td>
</tr>
<tr>
<td></td>
<td>Administrator Engagement</td>
<td>Formatively Assessing Teaching Practice</td>
</tr>
</tbody>
</table>

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Connecting for Impact

WITH A TABLE PARTNER:

Introduce yourselves and take turns sharing a bit about the program strengths and challenges you recorded on your Program Collaborative Assessment Log.
Outcomes

• Explain the key components of the NTC induction and instructional coaching models, which include NTC’s standards-aligned formative assessment process and tools that support ongoing teaching/coaching inquiry cycles and foster meaningful teacher development.

• Act upon next steps determined through a process of program assessment to support continuous improvement.
Agenda

• Welcome & Connector
• Overview
• Effective Induction & Instructional Coaching Programs
• Program Standards For Induction & Instructional Coaching
• Building a System of High-Quality Induction & Instructional Coaching
• Instructional Mentoring/Coaching & Formative Assessment
• Leveraging Data to Inform Program Quality and Guide Program Implementation
• Program Assessment & Next Steps
• Closure
Collaborative Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Electronics
San Francisco Partners

Golden Gate Bridge

Lombard Street
Program-alike


Chris Parker, 2013, via Flickr
SECTION THREE

Effective Induction & Instructional Coaching Programs (Pt 1)
Trends in Teaching
STUDENT PREPARATION

COLLEGE AND CAREER READINESS

FIGURE 1: Comparing Rates of Proficiency in 2014 and Meeting Expectations in 2015, Grades 3–8, Math and ELA

The “Greening” of the Teaching Force

Teacher Attrition Still High and Costly

1 in 5 American teachers quit within their first 5 years

More than 50% of teachers in high-need districts leave within five years

States spend between $1-2.2B a year on teacher turnover

Source: National Center for Education Statistics, 2015
Source: Carnegie Foundation for the Advancement of Teaching, 2014
Source: Alliance for Excellent Education, 2014
Founded by teachers in 1998, New Teacher Center has made it our mission to improve student learning by accelerating the effectiveness of new teachers, experienced teachers and school leaders.
Induction & Instructional Coaching for What?

• Increase student learning
• Accelerate teacher effectiveness
• Improve teacher retention
• Strengthen teacher leadership
• Foster new professional norms of collaboration and ongoing learning
NTC Induction & Instructional Coach Theory of Action

**Conditions for Success**
- Carefully selected, released mentors and coaches
- Systemic approach
- Strong site leaders
- Engaged stakeholders
- Supportive context for teaching and learning

**Program Impact**
- Accelerate Teacher Effectiveness
- Improve High-Quality Teacher Retention
- Strengthen Teacher Leadership

**Increase Student Learning**

**Program Evaluation: Impact & Implementation**

- **Mentor and Coach Development, Ongoing Assessment, and Communities of Practice**
- **Principal and Site Leader Capacity Building**
- **New and Veteran Teacher Development, Ongoing Assessment, and Communities of Practice**
- **Program Leadership and Induction Systems Development**
Turn and Talk

What is a component in your context that stands out as a strength or a challenge?
Impact Data Set
Impact-Teacher Practice

The Classroom Environment

Percent Proficient
Control Group = Green
NTC Treatment Group = Blue

Managing Classroom Procedures
- Control Group: 11%
- NTC Treatment Group: 70%

Creating an Environment of Respect & Rapport
- Control Group: 60%
- NTC Treatment Group: 88%

Data source: SRI International evaluation, 2015
Based on classroom observation scores using the Danielson framework.
Comparison study
Evidence suggests NTC-trained mentors provide more support focused on students than control teachers received.

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2016
PRELIMINARY RESULTS, COMPARISON STUDY
TREATMENT N=234; CONTROL N=192
A higher percentage of NTC-supported new teachers demonstrate proficiency in engaging students in learning.

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2015
PRELIMINARY RESULTS BASED ON CLASSROOM OBSERVATION SCORES USING THE DANIELSON FRAMEWORK COMPARISON STUDY
TREATMENT N= 25; CONTROL N=25
A higher percentage of NTC-supported new teachers demonstrate proficiency in using assessment in instruction.
After 2 years of NTC support, new teacher retention in a district increased 31%, from 72 percentage points to 94 percentage points.

*Pre-NTC* 2009-10 72%

*Post-NTC* 2012-2013 94%

**DATA SOURCE:** BELLWETHER CONSULTING, 2013

**COMPARISON STUDY**

N= 1410 NEW TEACHERS IN 2012
90% of NTC-trained mentors/coaches remain in the district after 5 years

*DATA SOURCE: NTC ANALYSES, 2015
COMPARISON STUDY
N=46 MENTORS/OACHES IN 2011*
IMPACT ON STUDENT ACHIEVEMENT

Results consistently show students taught by NTC-supported new teachers learned more compared to students whose new teachers received traditional new teacher support.

Turn and Talk

Identify 2–3 data points that are especially relevant to you and your program at this current time.

What might be data points that align with the strengths and challenges you noted in the CAL?
SECTION FOUR

Effective Induction & Instructional Coaching Programs (Pt 2)
Effective Induction & IC: NTC Moving From/Moving Towards Scale

### District Self Assessment

<table>
<thead>
<tr>
<th>Moving Toward High Quality Mentoring and Induction Practices</th>
<th>Much Like Our District</th>
<th>Somewhat Like Our District</th>
<th>Neutral</th>
<th>Somewhat Like Our District</th>
<th>Much Like Our District</th>
<th>Moving Away From High Quality Mentoring and Induction Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous mentor selection based on qualities of an effective mentor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Choosing mentors without criteria or an explicit process</td>
</tr>
<tr>
<td>Ongoing professional development and support for mentors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Insufficient professional development and support for mentors</td>
</tr>
<tr>
<td>Sanctioned time for mentor-teacher interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Meetings happen occasionally or “whenever the mentor and teacher are available”</td>
</tr>
<tr>
<td>Multi-year mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mentoring for first year teachers only</td>
</tr>
<tr>
<td>Intensive and specific guidance moving teaching practice forward</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Non-specific, emotional or logistical support alone</td>
</tr>
<tr>
<td>Professional teaching standards and data-driven conversations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Informal and non-evidenced based feedback</td>
</tr>
<tr>
<td>Ongoing beginning teacher professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional development NOT specifically tailored to the needs of beginning teachers</td>
</tr>
<tr>
<td>Clear roles and responsibilities for administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lack of training and communication with administrators</td>
</tr>
<tr>
<td>Collaboration with all stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Isolated programming and lack of alignment</td>
</tr>
</tbody>
</table>
Effective Induction & Instructional Coaching
NTC Moving From/Moving Towards Scale

INDIVIDUALLY:

• Assess your district’s or a district’s induction or instructional coaching program on the *NTC Moving From-Moving Towards Scale* in your supplemental packet.
Effective Induction & IC
NTC Moving From/Moving Towards Scale

With your Lombard Partner:
Together use the following questions to reflect on your assessment:

- **What might be reasons why your program is either moving towards or away from high-quality practices?**
- **What was illuminated for you by doing this assessment?**
- **What questions do you now have?**

8 minutes
Break
Program Standards for Induction & Instructional Coaching
TI Program Standards

**Foundational:**
- Program Vision, Goals, and Institutional Commitment
- Program Administration and Communication
- Principal Engagement
- Program Assessment, Evaluation, and Accountability

**Structural:**
- Mentor Roles & Responsibilities, Selection, Assignment, and Mentor Assessment
- Mentor Professional Development and Learning Communities
- Assessing Beginning Teacher Practice
- Beginning Teacher Professional Development and Learning Communities

**Instructional:**
- Focus on Instructional Practice
- Focus on Equity and Universal Access
IC Standards

**Foundational:**
- Program Vision, Goals, and Institutional Commitment
- Program Administration and Communication
- Administrator Engagement

**Structural:**
- Instructional Coach Roles & Responsibilities, Selection, Assignment, and Assessment
- Instructional Coach Professional Development and Learning Communities
- Formative Assessment of Teaching Practice

**Instructional:**
- Focus on Instructional Practice
- Focus on Equity and Universal Access
Continuous Improvement
Program Assessment, Evaluation, and Accountability

Instructional Standards
- Focus on Instructional Practice
- Focus on Equity and Universal Access

Structural Standards
- Mentor Roles and Responsibilities, Selection, Assignment, and Assessment
- Mentor Professional Development and Learning Communities
- Teacher Assessment System
- Beginning Teacher Professional Development and Learning Communities

Foundational Standards
- Program Vision, Goals, and Institutional Commitment
- Program Administration and Communication
- Principal and Site Leadership Engagement
Program Standards: Paired Reading

1. “A” chooses a Program Standard and reads aloud one of the Key Elements and the associated Reflective Questions.

2. “B” gives two 2–3 examples of what the Key Element might look like in practice/your context.

3. “B” then chooses another Key Element and reads aloud the Reflective Questions.

4. “A” provides examples of a program’s practice related to that Key Element.

5. Continue alternating until at least 3–4 Key Elements in both Program Standards have been covered.
Bring the Program Standards Home

With your Lombard partner

• Return to your Collaborative Assessment Log, and align your program’s strengths and challenges to the NTC Program Standards. Code your program data accordingly.

• Example:

  MRR* + Creating rigorous criteria for selecting mentors district-wide.

(*Mentor Roles & Responsibilities—(MRR))
SECTION SIX

Building a System of High-Quality Induction & Instructional Coaching
NTC’s Theory of Action

**CONDITIONS FOR SUCCESS**
- Carefully selected, released mentors and coaches
- Systemic approach
- Strong site leaders
- Engaged stakeholders
- Supportive context for teaching and learning

**MENTORS AND COACHES**
- Mentor and Coach Development, Ongoing Assessment, and Communities of Practice

**TEACHERS**
- New and Veteran Teacher Development, Ongoing Assessment, and Communities of Practice

**STUDENTS**
- Program Leadership and Induction Systems Development

**PRINCIPAL AND SITE LEADER CAPACITY BUILDING**
- Principal and Site Leader Capacity Building

**PROGRAM EVALUATION: IMPACT & IMPLEMENTATION**

**PROGRAM IMPACT**
- Accelerate Teacher Effectiveness
- Improve High-Quality Teacher Retention
- Strengthen Teacher Leadership

**INCREASE STUDENT LEARNING**

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Carousel Process

Reflect on the current state of your program as it relates to these three components:
- Mentor/Coach development
- Principal and site leader capacity-building
- Program Leadership and Induction/IC development

At each carousel, take notes and indicate the following (5 min):
- 3 key ideas that highlight the essence of this component
- 2 applications to your context
- 1 question you have for peers

Discuss questions with group (5 min)
Individually

Reflect on the current state of your program as it relates to these three components:

➢ Mentor/ Coach development
➢ Principal and site leader capacity-building
➢ Program leadership and Induction/IC systems development

Return to your Program CAL and note possible next steps and supports needed
SECTION SEVEN

Instructional Mentoring/Coaching & Formative Assessment
NTC’s Theory of Action

**Program Evaluation: Impact & Implementation**

**Mentor and Coach Development, Ongoing Assessment, and Communities of Practice**

**Principal and Site Leader Capacity Building**

**New and Veteran Teacher Development, Ongoing Assessment, and Communities of Practice**

**Program Leadership and Induction Systems Development**

**Conditions for Success**
- Carefully selected, released mentors and coaches
- Systemic approach
- Strong site leaders
- Engaged stakeholders
- Supportive context for teaching and learning

**Program Impact**
- Accelerate Teacher Effectiveness
- Improve High-Quality Teacher Retention
- Strengthen Teacher Leadership

**Increase Student Learning**
Instructional Mentors/Coaches

- Hold a vision of outstanding teaching
- Can articulate their knowledge of best practice (both content and pedagogy)
- Help teachers balance immediate concerns with long-term development
- Approach teaching as inquiry
- Are committed to collaborative partnerships
Teaching and Coaching Formative Assessment Cycle
Why Formative Assessment?

• Focuses the teacher’s growth

• Guides the work of the mentor/coach

• Establishes professional norms of inquiry into and reflection upon practice

• Parallels the key role of assessment in effective instructional practices
Tools vs. Form

Definition of a Tool

Noun: a device or implement, esp. one held, used to carry out a particular function.


A tool supports a particular function/purpose and implies the tool is value added to those using it.

Use vs. Completion

A form is something often completed, filed and not necessarily of value or use to the person filling it out.
In what ways is the focus of *People ~ Process ~ Tools* supporting the development of teaching practice and student learning?

<table>
<thead>
<tr>
<th>Focus on:</th>
<th>Evidence in Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td></td>
</tr>
<tr>
<td>Process</td>
<td></td>
</tr>
<tr>
<td>Tool</td>
<td></td>
</tr>
</tbody>
</table>
Teaching and Coaching Formative Assessment Cycle
## Standards-Based Content

### Content Objective:
- **What knowledge and skill are the focus of the targeted standard(s)?**

### How will I address the knowledge and skills in this lesson?

### For mathematics: which aspects of rigor described in the standard(s) are addressed in this lesson?
- **Conceptual**—Words that signal conceptual understanding include "understand," "interpret," "recognize," "describe," and "explain."
- **Procedural skills and fluency**—Words that signal procedural skill and fluency include "fluently," "compute," "convert," and "solve."
- **Application**—Phrases that signal application include "real world" and "word problems."

### For literacy: Is the complexity of the text(s) appropriate for this standard, lesson, and grade level?

### What precise language or academic vocabulary will students need to use and comprehend related to the standard(s) targeted in this lesson?

### Evidence of Learning

<table>
<thead>
<tr>
<th>What is the task (student work, product, or performance) through which students will demonstrate progress or proficiency of the knowledge and skills in the targeted standard(s)?</th>
<th>Is this task:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fully aligned</strong>—The task directly addresses all of the knowledge and skills in the targeted grade-level standard.</td>
<td></td>
</tr>
<tr>
<td><strong>Mostly aligned</strong>—The task directly addresses most of the knowledge and skills in the targeted grade-level standard.</td>
<td></td>
</tr>
<tr>
<td><strong>Partially aligned</strong>—The task addresses some of the knowledge and skills in the targeted grade-level standard.</td>
<td></td>
</tr>
<tr>
<td><strong>Not aligned</strong>—The task addresses none of the knowledge and skills in the targeted grade-level standard(s), or the targeted standard is not on grade-level.</td>
<td></td>
</tr>
</tbody>
</table>

### If not fully aligned, in what ways will the task be adapted to fully align with the targeted standard(s)?
## Analyzing Evidence of Student Learning

### Name: ____________________________________________ Date: ______________________

### Class: ____________________________________________ Mentor/Coach: ________________

### Task: ____________________________________________ Analysis of: □ Whole class □ Other: ____________

### Standard(s) addressed: ____________________________________________ Standard at grade level?: □ Yes □ No

### I. Analyze Alignment and Rigor of the Task

**What knowledge and/or skills does the targeted aspect of the standard(s) require?**

**How are the knowledge and skills from the targeted standard(s) addressed in this task?**

**For mathematics:** Which aspects of rigor described in the standard(s) will be the target for this lesson?

- □ Conceptual understanding—Words that signal conceptual understanding include "understand," "interpret," "recognize," "describe," and "explain."
- □ Procedural skills and fluency—Words that signal procedural skill and fluency include "fluently," "compute," "convert," and "solve."
- □ Application—Phrases that signal application include "real world" and "word problems."

**For literacy:** Is the complexity of the text(s) appropriate for this standard, lesson, and grade level? Are questions and tasks text dependent?

- □ Title:
- □ Lexile level (or other quantitative measure)
- □ Is the text, overall, appropriate for the grade level?

**Rate the alignment of this task with the targeted aspects of the standard(s):**

- □ Fully Aligned—The task directly addresses all of the knowledge and skills in the targeted aspect of the grade-level standard(s).
- □ Mostly Aligned—The task directly addresses most of the knowledge and skills in the targeted aspect of the grade-level standard(s).
- □ Partially Aligned—The task addresses few of the knowledge and skills in the targeted aspect of the grade-level standard(s).
- □ Not Aligned—The task addresses none of the knowledge and skills in the targeted aspect of the grade-level standard(s), or the targeted standard(s) are not on grade level.

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Formative Assessment Tool Jigsaw

1. Number off 1–3 at your table
2. Analyze the formative assessment tool that is assigned to your number
   - 1’s = PAEI
   - 2’s = AEL
   - 3’s = Coaching Observation Cycle
3. Use the following prompts to guide your reading:
   - What do you notice about this tool?
   - How might it contribute to effective teaching and learning?
4. Take turns sharing your insights to the prompts with your tablemates
Debrief

Reflecting on the Theory of Action:

1. **What needs to be in place for this kind of quality mentoring and coaching to be consistent and of high quality?**

2. **How could these instructional mentoring/coaching processes and tools align with and accelerate teacher development and other strategic priorities in your context?**
SECTION EIGHT

Leveraging Data to Inform Program Quality and Guide Program Implementation
Significant time spent with teachers + Intensive instructionally focused support = Changes of teacher practices & positive impact on student learning
## Time Spent with Teachers

### Time Matters

- Frequency and duration are important
- 60 minutes per week (a minimum of 3 meetings per month for a minimum of 180 minutes per month)
Instructionally Focused Support

1:1 Support

- Utilize tool-based processes during meetings 85% of the time.

- Focus on core processes:
  - Lesson Planning
  - Analyzing Student Work
  - Observation Cycles
Tracking Data to Inform and Improve Practice: Program Quality Review Dashboard

Purpose

A self-assessment tool to gauge program progress and quality based on research-based, tested, and reliable metrics.

Mission

Accelerate teacher practice, increase student learning
Dashboard view provides a snapshot of program quality
Dashboard view provides a snapshot of program quality.
Leveraging Data to Inform Practice

With a partner, discuss:

• **What is this quantitative data telling you?**

• **If this were your program, what are things you might wonder about?**

• **What steps might you take to support mentors and coaches being successful?**

• **What might be ways you could leverage this data to engage stakeholders in your system?**
SECTION NINE

Program Assessment & Next Steps
Cycle of Continuous Improvement

- Reflection
- Self Assessment
- Continuous Improvement Cycle
- Goal Setting
- Action Steps
- Data Collection and Analysis
## 1. Program Vision, Goals, and Institutional Commitment

<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Establishing</th>
<th>Applying</th>
<th>Integrating</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Program, district, and site administrators develop a program vision focused on teacher effectiveness and equitable student learning that is part of a comprehensive professional learning system for all educators.</td>
<td>Program leader frames a primary vision of the Instructional Coaching program as an opportunity to improve teaching practice and advance learning for all students.</td>
<td>Program and site administrators articulate a shared vision of the Instructional Coaching program that promotes support for teacher development through a program of coaching and professional learning to advance teaching practice and learning for all students.</td>
<td>Program, district, and site administrators refine a shared vision of the Instructional Coaching program as an integral part of a comprehensive approach to teacher development that includes a range of stakeholders and a variety of structures and services to accelerate teaching practice and advance learning for all students.</td>
<td>Program, district, and site administrators' vision of the Instructional Coaching program guides the ongoing transformation of existing school or district-wide norms and practices in ways that advance instructional coaching, professional learning, teaching, and learning for all students.</td>
</tr>
</tbody>
</table>

| 1.2 Program, district, and site administrators develop specific program goals, informed by research, policy, program and teaching standards, and practice to guide the work of program leaders, site administrators, coaches, teachers, and other educational partners. | Program, district, and site administrators develop general program goals that are communicated within the program. | Program, district, and site administrators specify program goals for teacher development and student learning that are mutually agreed upon and communicated to district and site administrators, instructional coaches, and teachers. | Program, district, and site administrators collaborate to clarify and revise program goals over time based on research, program assessment, policy, and other identified needs related to teaching practice and student learning. | Program, district, and site administrators facilitate the ongoing systematic review, adjustment, and re-articulation of program goals based on research, policy, and multiple sources of program assessment and evaluation data. |
# Program Self-Assessment Summary

Use the Standard/Element Continuum to self-assess.

<table>
<thead>
<tr>
<th>Element Assessed:</th>
<th>Assessed Level of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence</td>
<td>Strengths</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next Steps</th>
<th>Support Needed</th>
</tr>
</thead>
</table>

Name: ___________________________ Date: ____________________
Program/Site: _____________________________________________

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Program Self-Assessment Summary

• Individually or with your team, consider several of your program’s strengths and areas for growth in relation to the Program Vision standard, and record them on the Program Self-Assessment Summary tool.

• You may want to focus on just 2–3 program elements.

• Be prepared to share with a partner.
Partner Conversation

• Meet with an elbow partner

• Take turns sharing your Program Self-Assessment Summary.

• Listen carefully and ask clarifying questions to encourage specificity.
Individually

Return to your Program CAL and prioritize next steps and supports needed.
SECTION TEN

Closure
Feedback

• Please complete the session evaluation via the Symposium 2017 Mobile site.

• Session evaluations are located under the Session and Conference Evaluation link and sorted by Track and then Session Number.

• Session evaluations can also be found under the Workshop and Session Information link.

• Click on the session number you attended and the evaluation link is below the session description.
Thank You!