

ACSIP District Process & Support for Coaching

	Agenda
9:00am	Welcome & Housekeeping
	Overview (including)
	<ul style="list-style-type: none"> • What is your role? [activity] • Core Functions-Effective Practices – Indicators
	Getting Better Together - teamwork
	<ul style="list-style-type: none"> • How Leadership Teams work • Impacting Student Achievement [activity] • Team Responsibilities • Success Story activity
	Continuous Improvement Overview
	Research and Resources
	<ul style="list-style-type: none"> • Wise Ways® • Indicators in Action • Indicators <i>Now!</i> • Training Modules
	Continuous Improvement Process
	<ul style="list-style-type: none"> • Assessing...where you are • Creating ...a plan for where you need to be • Tasks...to get you there • Monitor...Implementation • Indicator Breakdown [activity].....OR Relation to Indistar/Toy [activity]
~ noon	LUNCH [1 ½ hour]
	Supporting the Work
	<ul style="list-style-type: none"> • Revisit Roles/Responsibilities • How a Support System works • Review the work of schools • Set Expectations • What districts can see • Provide Support • Glow-Grow-Question-Next Steps [activity]
	What's the difference? Old process vs. New process
3:30pm	Wrap-up

Indistar Success Markers

School Success Markers

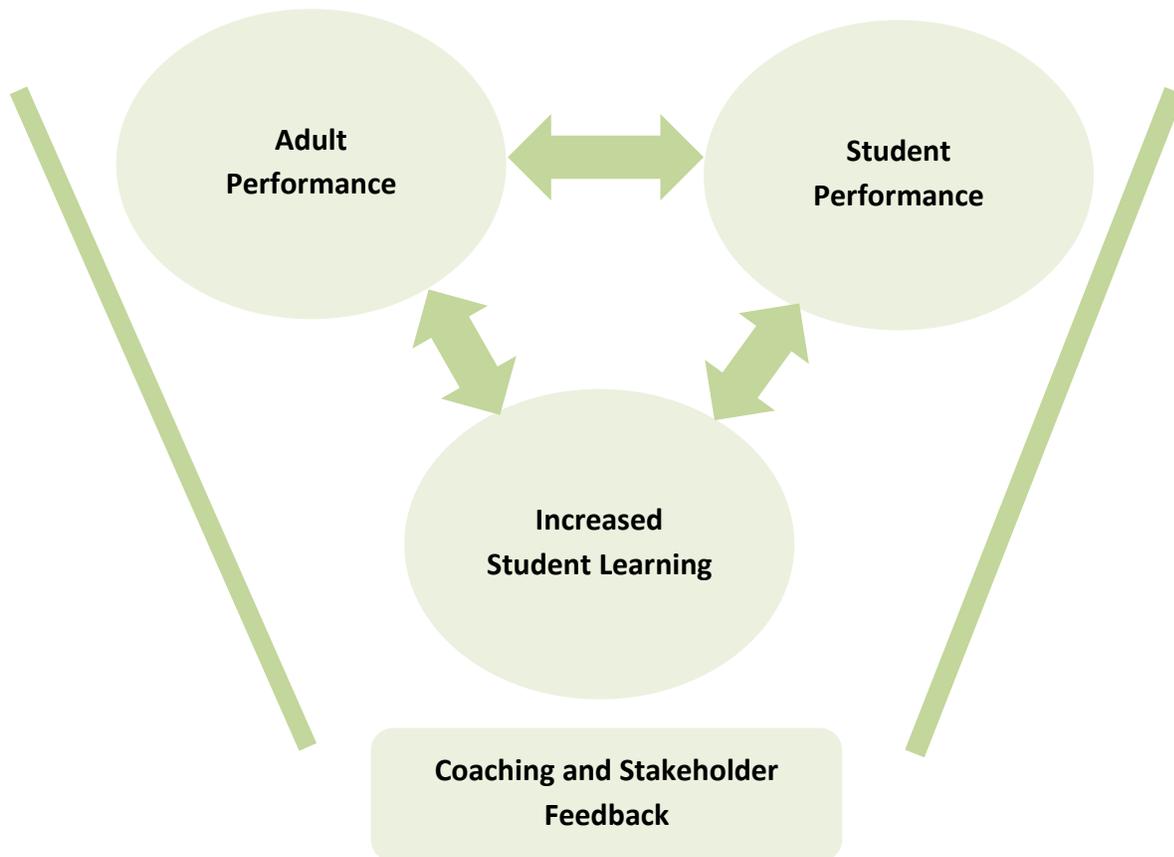
1. The **School Leadership Team** meets regularly (typically twice a month) to review multiple data sources and assess and improve professional practice based on indicators.
2. The **School Leadership Team** members regularly review information on the Leadership Team site.
3. The **School Leadership Team** dialogues regularly with the coach and district liaison via coaching comments and reviews.
4. The **School Leadership Team** engages Instructional Teams with implementation and monitoring of indicators related to instructional planning.
5. **Instructional Teams** meet regularly (including large blocks of time) to review student performance data and develop and refine differentiated instructional plans and formative assessments.
6. **Principal** provides direction for the teams, focuses on instruction, builds leadership capacity of others.
7. **Teachers** implement effective instructional practice, guided by indicators.
8. **Coaches** (including district liaisons) regularly review the work of the Leadership Team and provide guidance, reflection, pressure, and support.
9. **Teachers, parents, school board members, and district personnel** review reports through the Guest site to stay abreast of the evolving plan.

District Success Markers

1. **District Leadership Team** meets regularly (typically twice a month) to review multiple data sources, assess and improve effective district practice based on indicators, and guide the continuous improvement of district support for school improvement.
2. **District Leadership Team** members regularly review information on the Leadership Team site.
3. **District Leadership Team** reviews work of school Leadership Teams to determine where district supports and resources might be best applied.
4. **District Leadership Team** dialogues with the coach via coaching comments and reviews.
5. **Superintendent** provides direction for the District Leadership Team, focuses on district support for school improvement, builds leadership capacity of others.
6. **District Liaisons** regularly review the work of the School Leadership Teams and provide guidance, reflection, pressure, and support.
7. **Superintendent** generates monthly progress reports (Summary Report and/or Where Are We Now?) for the district and for each school and summarizes the reports for the board.
8. **School board members, district personnel, school personnel, and district stakeholders** (civic leaders, community organizations, parent groups) review reports on the Guest site to stay abreast of the evolving district plan and offer feedback.

Indistar: Seeing the Big Picture

Figure 1: The Improvement Process

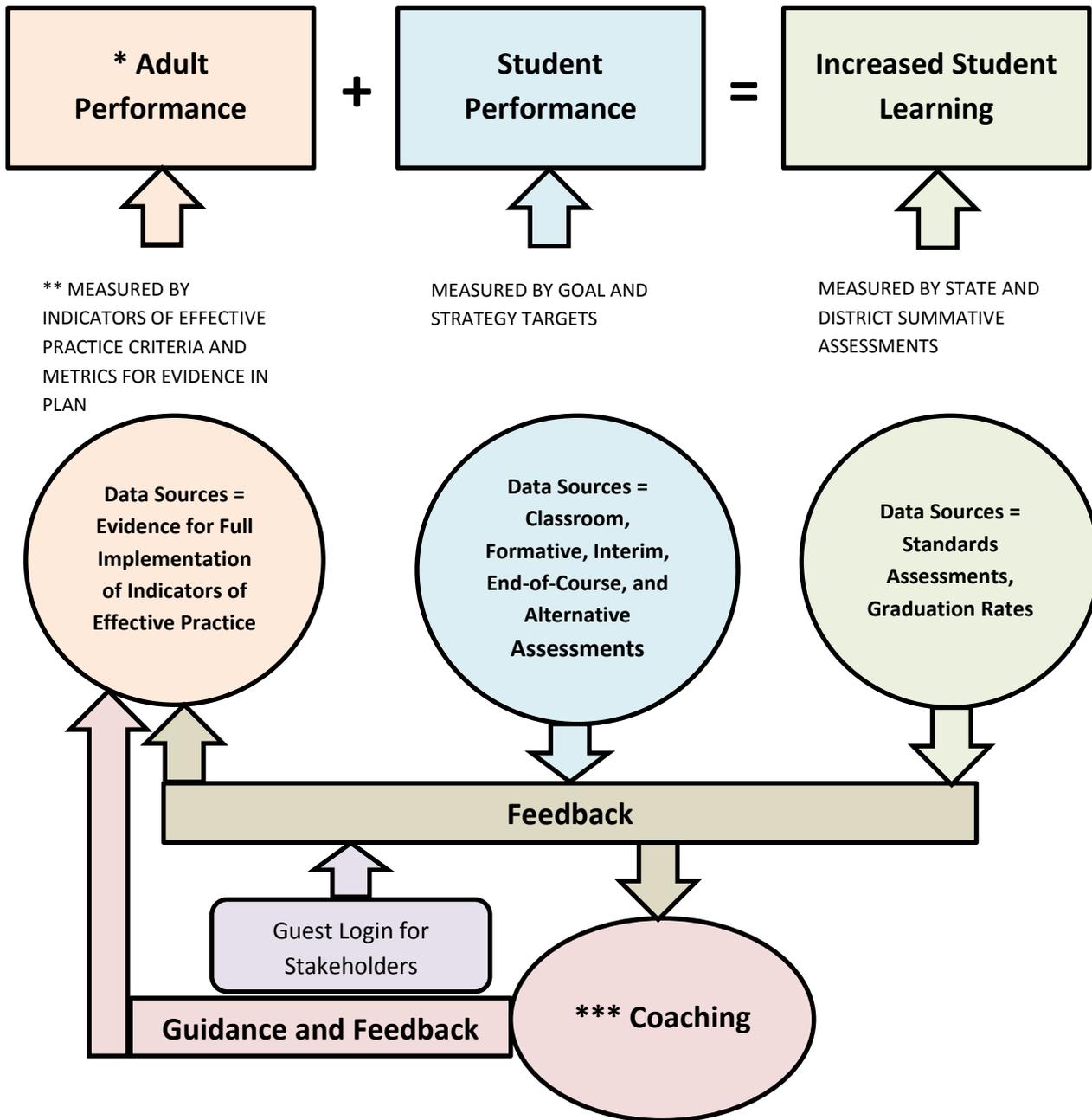


Putting Faces on the Process

Figure 1 is a simple graphic that illustrates the interactions among the people that influence student learning and the information that flows among these people. In the Indistar design, the **Leadership Team** assumes primary responsibility for assessing and planning the improvement of professional practice (adult performance), looking at both evidence of current implementation of these practices and information about student learning outcomes at the school level. **Instructional Teams** mirror this process by applying effective practice in their analysis of student performance data (formative assessment; classwork) and student learning outcomes (summative assessment) in developing and implementing their differentiated instructional plans. **Principals** implement effective leadership practices, guided by indicators. **Teachers** implement effective instructional practices, guided by the indicators. **Coaches** (typically assigned by the state or district and including **district liaisons** who are assigned to schools) review the work of the Leadership Team and available data about student performance and student outcomes to provide guidance and support for the Leadership Team. The Leadership Team dialogues with the coach in response to the coach's comments and reviews. The state may also provide State Feedback to the Leadership Team. **Teachers, parents, school board members, and district personnel** use a Guest Login to stay abreast of the evolving plan and offer feedback. Behind each of these roles in the process are the faces of people working continuously to improve adult performance so that student learning is enhanced.

A Little More Detail

Figure 2: Data Sources, Criteria, and Metrics in the Indistar Improvement Process



* Adult performance includes the professional practice of school personnel as well as the family supports provided students, especially as they are encouraged and informed by school and teacher actions.

** In assessing and planning each indicator of effective practice, the Leadership Team describes methods for determining full implementation and includes results in its evidence. These methods include appropriate instruments, metrics, and data sources, including classroom observations, team minutes and work products, self-reflections, activity logs, and surveys.

*** Coaches' comments and reviews and the Leadership Team's responses and dialogue document the coaching process. Coaching includes targeted supports and pressures, guidance, and reflective feedback.

Self-assessment Rubric

The “Keys to Success for Indistar Schools” provides broad statements that help point schools in the direction of effective Indistar implementation and continuous school improvement. They range from keys to success from the principal and Leadership Team (LT) to teachers, Instructional Teams (IT), coaches, and a broad range of stakeholders. Schools that implement these keys with fidelity see results that significantly improve adult practices and resulting student achievement.

Keys to Success for Indistar Schools

School Leadership Team meets regularly (typically twice a month) to review multiple data sources, including evidence of indicator implementation, monitor progress, and guide continuous improvement of professional practice.

School Leadership Team dialogues with the coach and district liaison via coaching comments and reviews.

Instructional Teams meet regularly (including large blocks of time) to review student performance data and develop and refine differentiated instructional plans and formative assessments.

Principal provides direction for the teams, focuses on instruction, builds leadership capacity of others.

Teachers implement effective instructional practice, guided by indicators.

Coaches (including district liaisons) regularly review the work of the Leadership Team and provide guidance, reflection, pressure, and support.

Teachers, parents, school board members, and district personnel review reports through the Guest Login to stay abreast of the evolving plan and offer feedback.

The purpose for this rubric is to provide SEAs a tool to help schools self-assess their progress toward implementing the first key – School Leadership Team - with fidelity and with the expectation that it will greatly enhance the adult practices and student success in the building. In addition, SEAs can participate in this self-assessment, gain valuable insights, and can then provide targeted professional development and technical assistance to districts and schools.

Not included in each rubric, but essential to effective implementation, is the work of the Process Manager, who has several key roles including:

- Establish and distribute agendas and relevant Wise Ways to all LT members in advance of meetings
- Take notes at meetings, either directly into the tool or entered immediately after the meetings
- Distribute minutes of the meetings prior to the next meeting

Note: In order to obtain a score of "III," the school must have met the conditions for getting a score of "II." Similarly, in order to obtain a score of "IV," the school must have met the conditions for getting scores of "II" and "III."

Leadership Team

Component: Leadership Team	I. No Development or Implementation	II. Limited Development or Implementation	III. Full Development or Implementation	IV. Exemplary Development or Implementation
<i>Leadership Team (LT) Composition (Applies to Assess, Create, and Monitor)</i>	<ul style="list-style-type: none"> • No LT exists 	<ul style="list-style-type: none"> • The LT includes limited representation: <ul style="list-style-type: none"> ○ Principal ○ Assistant Principal ○ Instructional Coach ○ Process Manager 	<ul style="list-style-type: none"> • The LT includes representation from the school staff, including: <ul style="list-style-type: none"> ○ Special Education ○ ELL ○ Reading ○ Math 	<ul style="list-style-type: none"> • The LT includes representation from parent and community groups
<i>Frequency of LT Meetings</i>	<ul style="list-style-type: none"> • No meetings held 	<ul style="list-style-type: none"> • LT meetings held occasionally, but less than twice a month 	<ul style="list-style-type: none"> • LT meetings held twice a month 	<ul style="list-style-type: none"> • LT meetings held more frequently, as needed
<i>LT Attendance and Participation</i>	<ul style="list-style-type: none"> • No LT exists 	<ul style="list-style-type: none"> • Some (not all) LT members attend meetings • Some (not all) LT members participate in meetings 	<ul style="list-style-type: none"> • All LT members attend regularly and participate 	<ul style="list-style-type: none"> • Additional staff and stakeholders are invited to attend some LT meetings to add perspective and provide feedback • All members engage in dialogue, questioning, and debate



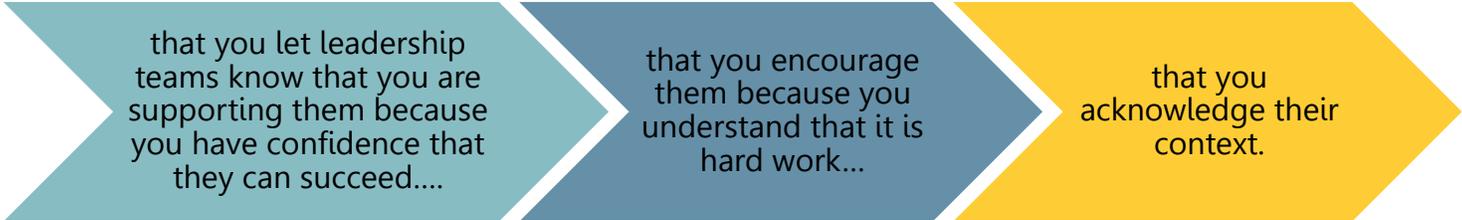
Identifying Success Stories in Districts & Schools

The State Indistar Team has the privilege and the responsibility to identify success. District and school Leadership Teams are engaged in the nitty-gritty work in their schools but the State Team has a wider view. This perspective provides the opportunity to point to exemplary application of Indistar, encourage teams' courage and effort, and provide credible models of what's working within the state. Those leadership teams that are succeeding have credibility in the field but the state team is in the position to discover those who are succeeding and to get the word out.

Do what you can, with what you have, where you are.
---Theodore Roosevelt

With the authorization of ESSA, state teams have the opportunity to define success beyond AYP, graduation, and attendance rates. The many reports in Indistar provide information about Indistar progress that can assist in identifying success in the process.

It Matters...



Gracious words are a honeycomb, sweet to the soul and healing to the bones. [Proverbs 16:24]

Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great. Mark Twain



Identify - Challenges of Defining Success

- How do you find it?
- What is exemplary?
- Follows from Training?
- Indistar progress - can you see it?



Recognize - Personal and Public

- What recognition will spur teams further?
- How will recognition be shared?



Showcase

- How will you celebrate success?
- How will this be shared?
- How public and accessible?



Getting Better Together: *General overview of modules*

Indistar® was built on a simple, straightforward, yet significant premise...that the people closest to the students can make the best decisions about the improvement of their schools if they:

1. Have a highly functioning Leadership Team,
2. Focus on continuously elevating professional practice, and
3. Receive support (encouragement, good suggestions, occasional prodding) from a state or district coach.

Over the years, **Indistar®** has grown and morphed in response to suggestions, to provide the best, most efficient way to address these three points. Through support efforts with the Center on Innovations in Learning, resource training modules have been created as an additional resource. The modules explain not just the mechanics of the system, but more importantly, the processes of teaming, coaching, and improving by closing the gap between actual practice and effective practice.

...Process Modules...

 <p>Getting Better at What We Do</p> <ul style="list-style-type: none"> • Why did you decide to become an educator? • What is <i>it</i> that we need to do? 	 <p>The Process: Getting Better Together</p> <ul style="list-style-type: none"> • How can we focus on continuously elevating professional practice 	 <p>Getting Better In Teams</p> <ul style="list-style-type: none"> • What does it take to become a highly functioning Leadership Team 	 <p>Getting Better Together with Coaching</p> <ul style="list-style-type: none"> • What is the best way to provide encouragement, guidance, and support?
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...How-To Modules...

	Bringing It All Together
	Assessing Indicators
	Planning Objectives
	Implementing & Monitoring Plans
	Indistar: Detailed Navigation

Each training module:

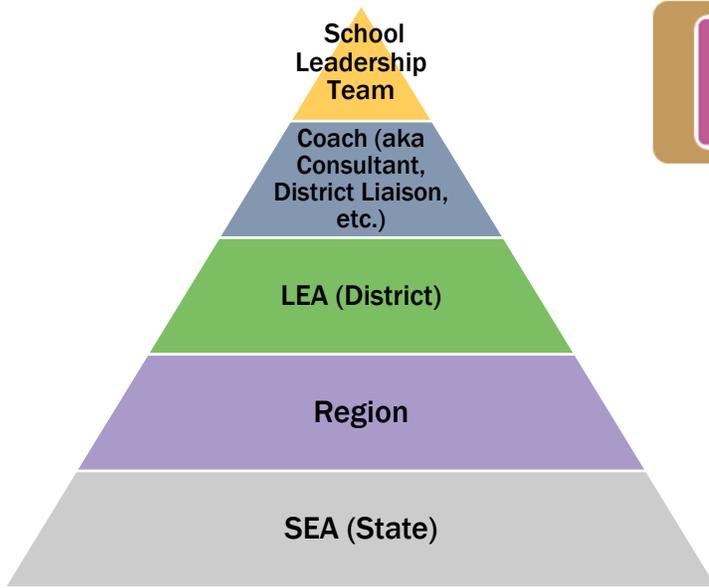
- is available in PPT and as a video presentation
- is pre-recorded (just click play ►)
- includes built-in activities
- includes an evaluation
- can be used as a whole group or individual professional development opportunity

www.indistar.org --> Training Modules



Building District Capacity

If building capacity is the "process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world", then according to **Dave Anderson** "leaders must become better communicators and enforcers of what they want done. Holding people accountable to high standards and results is nothing to apologize for. Failing to stretch them to their potential is."



Establishing accountability expectations helps build the capacity of those for whom the expectations are set. **Indistar®** can be an accountability mechanism for all the role holders in the pyramid. When the **Indistar®** continuous improvement process is used to routinize mutual accountability expectations, it also serves as a capacity builder that develops and strengthens the skills, instincts, abilities, processes and resources of all who engage in its assess, plan and monitor cycle.

Know that the District, through **Indistar®**, will build the capacities of all district support staff, school leadership, and leadership teams when it:

Sets Expectations

- Indicator Benchmarks & KEYS (Set by state and/or district)
- Compliance Forms to be completed
- Plan & Form submission dates/check-ins

Reviews the Work

- Meetings & Agendas
- Indicator Assessments/Implementation
- Plan & Task Implementation
- Progress of form completion

Reviews Data & Progress

- Generate Reports
- Analyze Data
- Evaluate Data
- Make changes because of/Adjust district goals based on needs of schools

Communicates & Supports

- Provide support via Coaching Comments
- Utilize Bulletin Board for additional communications
- Offer targeted PD to district support staff, coaches, and schools (webinar, in person, etc.)

Monitors Capacity & Growth

- Fidelity to effective practices & expectations set by state & district



Additional Capacity Building Resources can be found in Search Engine & Documents at www.indistar.org



Coaching Support to Districts & Schools

"Nothing is born in this world without labor."
- Rob Liano

Why

...because the move from compliance to engagement is necessary for real improvement

- Change is hard
- Excuses are viral

The Coach's role in an indicator-based, continuous improvement process is always to:

- build the capacity of the district or school team to function within a culture of candor
- help teams accurately determine the level of implementation of effective practices and provide sound evidence
- strive toward universal and consistent practice
- when helping the Leadership Team understand the meaning of each indicator
- gathering information necessary for an accurate assessment of current practice relative to the indicator
- offering suggestions for good plans
- monitoring results until the team is assured that the practice is fully implemented across the district or school

What

A Coach interacts with the team using "metacognitive guidance"...thinking out loud...to model how to analyze and plan.

Basic Guidelines for a coach include:

- Ensure Effective Teaming; reinforce logistics—scheduling meetings and good team practices
- Reinforce the Indistar® Work
- Support the Leadership (superintendent, principal, process managers)
- Routinely Enter Coaching Comments and Periodic Reviews
- Help Team Integrate Programs
- Promote Inclusion and Transparency

How



www.indistar.org → Training Modules

Don't forget these important qualities of a coach...

- ✓ Self-responsible and self-challenging
- ✓ Good listener
- ✓ Comfortable with discomfort
- ✓ Willing to take risks and make mistakes
- ✓ Good model for respect and partnership
- ✓ Non-defensive
- ✓ Continual learner
- ✓ Ability to clarify vision and concepts
- ✓ Consistent
- ✓ Pioneering spirit and long-term perspective
- ✓ Dialogues with colleagues
- ✓ Encourages others
- ✓ Facilitates involvement of others

Progress

- Comprehensive Report
- Tasks Report
- Summary Report



Latest Activity

- Snapshot
- Tasks Report
- Meeting Agendas & Minutes
- Quick Score Report

Quality

- Comprehensive Report
- Coaching Comments/Responses
- Coaching Critiques

Coaching Comments *are meant to be specific comments and/or suggestions in relation to an indicator or area of leadership team planning (e.g. team meetings, forms, updates).*

Coaching Review *enables the coach to scan a variety of reports in order to create an overall review of the leadership team's progress*

Coaching Critique *enables the coach to address a specific set of questions, set by the state, relative to the leadership team's progress*

Coaching Comments and Reviews



Glow

Celebrate the successes



Grows

Talk about what needs work



Questions

Provide reflective questioning



Next
Steps

Guide the team to some next steps

Thoughtful, Reflective Questions Sentence Stems

What: The following list of question stems is designed to help capacity building coaches in their work with teams as one of the three skill sets required for communicating effectively.

Why: One of the most important jobs of a capacity building coach is to ask thoughtful questions for specific purposes. This document will provide guidance in developing thoughtful questions that will help a team move forward effectively.

How: As a capacity building coach, careful thinking about the type of question you want to ask is important. Considering the purpose of your question will help you choose effective questions. The question stems below are grouped by intended purpose.

PURPOSE: Asking Questions That Seek Reasons/Evidence

- What events could have happened that...?
- Can you compare ...?
- Do you know another instance where...?
- What was the turning point...?
- Can you share an example...?
- Is the evidence/data clearly linked to....?
- Does the evidence/data include qualitative and quantitative components...?
- What evidence supports.....?

PURPOSE: Asking Questions That Help the Team Shift from Descriptive Conversations (e.g., facts, information, actions) to Interpretive Conversations (e.g., analysis, comparison, evaluation)

- What changes would you make to solve...?
- Can you elaborate on the reasons why...?
- How would you estimate the results for....?
- What conclusions can you draw...?
- Why was this project successful...?

PURPOSE: Asking Questions That Require More Than a Yes or No Response

- Why do the results show....?
- What can you tell me about...?
- What happened after...?
- What differences exists between...?
- Can you tell me more about...?
- Can you help me understand why...?

PURPOSE: Asking Questions That Help Identify Issues within the Context of the *Bigger Picture*

- What is the relationship between...?
- Has this ever happened before...?
- Why did these changes occur...?
- What do you think are some of the motives behind...?
- Why do you think this happening...?
- Can you elaborate on the reason...?
- Why was this project successful...?

PURPOSE: Asking Questions that help the Team Set goals and Determine Actions

- What changes could be made to solve...?
- What would happen if...?
- What can be done to minimize/maximize...?
- What would you recommend....?
- How would you prioritize...?
- How might this look different...?
- What other ways do you plan to...?
- Can you elaborate on the reason...?
- What would happen if...?
- Can you propose an alternative...?

PURPOSE: Asking Questions that Direct Focus Back to the Team

- Can you tell me more about...?
- What evidence supports...?
- What do others think about...?
- Has this question been asked before...

Coaches and Capacity Builders: Lessons from *The Talent Code*

Center on Innovation & Improvement

We will use the term “coach” to apply to the people external to the district who provide ongoing support for a District Leadership Team and the people external to the school who provide ongoing support for a School Leadership Team. In some cases, the person is called a “coach,” and in other cases the term may be “capacity builder” or “specialist.” In continuous improvement coaching®, your learners are primarily the principal and School Leadership Team. Or, if you are coaching a district team, then your learners are the superintendent and District Leadership Team. Of course, the work of the Leadership Team fans out to engage everyone in the district or school community, so the coach is always mindful of the ways the Leadership Team’s lessons learned are internalized by others, how the Leadership Team’s objectives are explained to everyone, and how the Leadership Team supports each person’s mastery and application of effective practice.

Working in a continuous improvement system, the coach supports the Leadership Team in its focused and candid engagement with:

1. The process of assessing, planning, implementing, monitoring, and celebrating the accomplishment of indicators of effective professional practice.
2. The indicators themselves, and the objectives that are derived from them: Explaining the objectives to everyone in the school community, determining the current level of implementation, providing the training and support for everyone to reach a high level of implementation throughout the school.

We thank the Illinois Rising Star coaches for putting us on to *The Talent Code* by Daniel Coyle (2009). The book offers great ideas for coaches of any kind, which are summarized here.

What is Coaching?

“Coaching is a long, intimate conversation, a series of signals and responses that move toward a shared goal. A coach’s true skill consists not in some universally applicable wisdom that he can communicate to all, but rather in the supple ability to locate the sweet spot on the edge of each individual [learner’s] ability, and to send the right signals to help the [learner] reach toward the right goal, over and over” (p. 178).

What is the Sweet Spot? What is Deep Practice?

For educators, the “sweet spot” is a readily understandable concept. Think of scaffolding. Think of knowing the learner’s current level of understanding and mastery and then stretching the learner just enough to keep the task both challenging and attainable, and then upping the ante. We learn best when engaged in the learning; engagement requires an appropriate level of challenge to sustain interest.

Coyle calls this “deep practice.” Deep practice is not based on an assumption that innate talent is the driver of success, but that success comes from the accumulation of small efforts, with scaffolding that moves the sweet spot as the learner gains mastery. “Small efforts produce big, lasting results” (p. 19). The sweet spot is that space between what the learner knows and what the learner is trying to do. In the sweet spot, we make mistakes, then self-correct, then move forward.

Coyle’s Three Rules of Deep Practice

1. Chunk It Up:

- First, the learner must see the big picture—like exploring a room in the dark. You grope around and get the dimensions of the room, bump into furniture and find the parts within the whole, see the patterns. Once you absorb the whole thing, you break it into manageable chunks, slow down, master the details.

2. Repeat It:

- “Practice is the best teacher” (p. 87). Each detail, each task, is repeated in practice to reach mastery. The work is daily, constantly perfecting the details. Little things matter—lots of little things done well.

3. Learn to Feel It:

- The learner, with deep practice, comes to “feel” when he or she has it right, to know when the note is off pitch, to self-correct. The learner picks a target, reaches, falls short, evaluates the gap, and reaches again.

Coyle's Concept of Ignition

Motivation. What propels the learner forward? While “deep practice is a cool, conscious act, ignition is a hot, mysterious burst, an awakening. Where deep practice is an incremental wrapping, ignition works through lightening flashes of image and emotion. . . . Where deep practice is all about staggering-baby steps, ignition is about the set of signals and subconscious forces that create our identity; the moments that lead us to say *that is who I want to be*” (p. 101). Coyle says that ignition does not come from within but from outside. In finding the sweet spot, applying appropriate challenge, the coach triggers the ignition. The coach shows what “could be,” sometimes by describing what other similar learners have done, always emphasizing the efficacy of practice.

Coyle's Four Virtues of Coaching

1. The Matrix:

• “The vast grid of task-specific knowledge that distinguishes the best [coaches] and allows them to creatively and effectively respond to a [learner’s] efforts” (p. 178; taken from Gallimore). This knowledge is acquired through the coach’s experience and practice, enabling the coach to find the sweet spot for each learner, to “see the learning the [learner] is capable of and to go there” (p. 178). The matrix is the coach’s “technical knowledge, strategy, experience, and practiced instinct ready to be put to instant use to locate and understand where the [learners] are and where they need to go” (p. 179).

2. Perceptiveness:

• “The eyes are the giveaway. They are usually sharp and warm and are deployed in long, unblinking gazes. . . . Though the gaze can be friendly, it’s not about friendship. It’s about information. It’s about figuring you out” (p. 184). Coyle explains that perceptiveness requires attention to the uniqueness of each learner, to understand the learner in detail, to constantly “check” to see how the learner is responding to coaching. Good coaches are good listeners.

3. The GPS Reflex:

• The coach gives directions, like a GPS, not in a dictatorial tone, but with clarity, with specifics, with sufficient urgency: “Turn left, turn right, go straight ahead.” These are “just-in-time directives” that guide the learner in the right direction. The coach probes, nudges, questions, applies “strategic impatience” to guide the learner in a productive direction toward the goal.

4. Theatrical Honesty:

• The coach uses “drama and character” to reach the learners with truth about their performance—candor, expressed with sincerity. Moral honesty. Connecting the learner with the learner’s own high standards and expectations. This often means pointing out errors, challenging in a supportive way, helping each learner bring out his or her best. Making the work seem as important as it truly is.

Gradual Release: Learner Independence Achieved Over Time

“A [coach] is one who makes himself progressively unnecessary”

(Thomas Carruthers, in Coyle, p. 196)

The coach builds the learner’s ability to find the sweet spot, to engage in deep practice, to self-correct, to apply the same criteria for analyzing his or her own performance that the coach has applied.

The coach ingrains in the learner this mantra of “criteria and process” through repetition and reinforcement.

The learner internalizes the coach’s lessons, assumes responsibility for engaging in the process with integrity and high expectation.

Reflections and Application

Group Discussion and Reporting Out →

After reading the summary of *The Talent Code* above, discuss the following questions. Jot down your group's conclusions to briefly and succinctly report out.

1. Based on your experience coaching a Leadership Team, what are two essential lessons that the team must learn to effectively engage in the process of assessing, planning, implementing, monitoring, and celebrating the accomplishment of indicators of effective professional practice?

A.

B.

2. Based on your experience coaching a Leadership Team, what are two essential lessons that the team must learn to effectively communicate expectations to everyone in the district or school community, determine the current level of implementation, and train and support everyone to reach a high level of implementation throughout the district or school?

A.

B.

3. What tools do you use/have to facilitate your coaching?

4. How is a continuous improvement process different from annual planning?

5. How does your coaching facilitate "deep practice"?

6. What three points from Coyle's *The Talent Code*, as summarized above, do you find most useful to you in coaching Leadership Teams?

A.

B.

C.

7. How will you apply each of these three points in your coaching this year?

A.

B.

C.