

Student-Centered Coaching

East Lyme Public Schools

Performance Matters Presentation

October 12, 2023

Presented by:

Annaliese Spaziano, Assistant Superintendent

Kristen Amaral, Middle School Math Coach

Kara Arnold, Tracy Burns & Sue Muir, Elementary Math Coaches



About ELPS

5 Schools

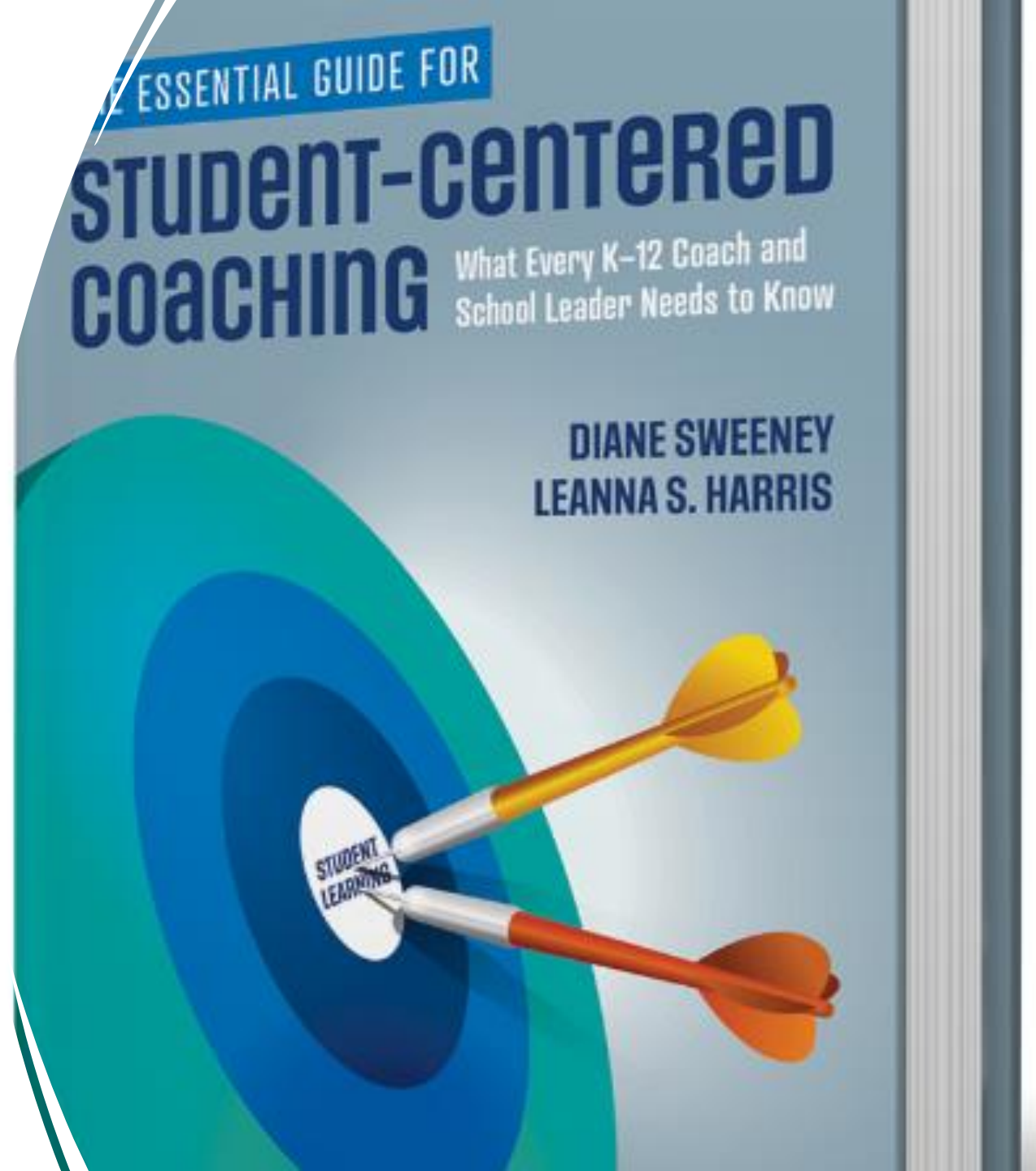
- 3 Elementary Schools
- 1 Middle School
- 1 High School

District Enrollment Details

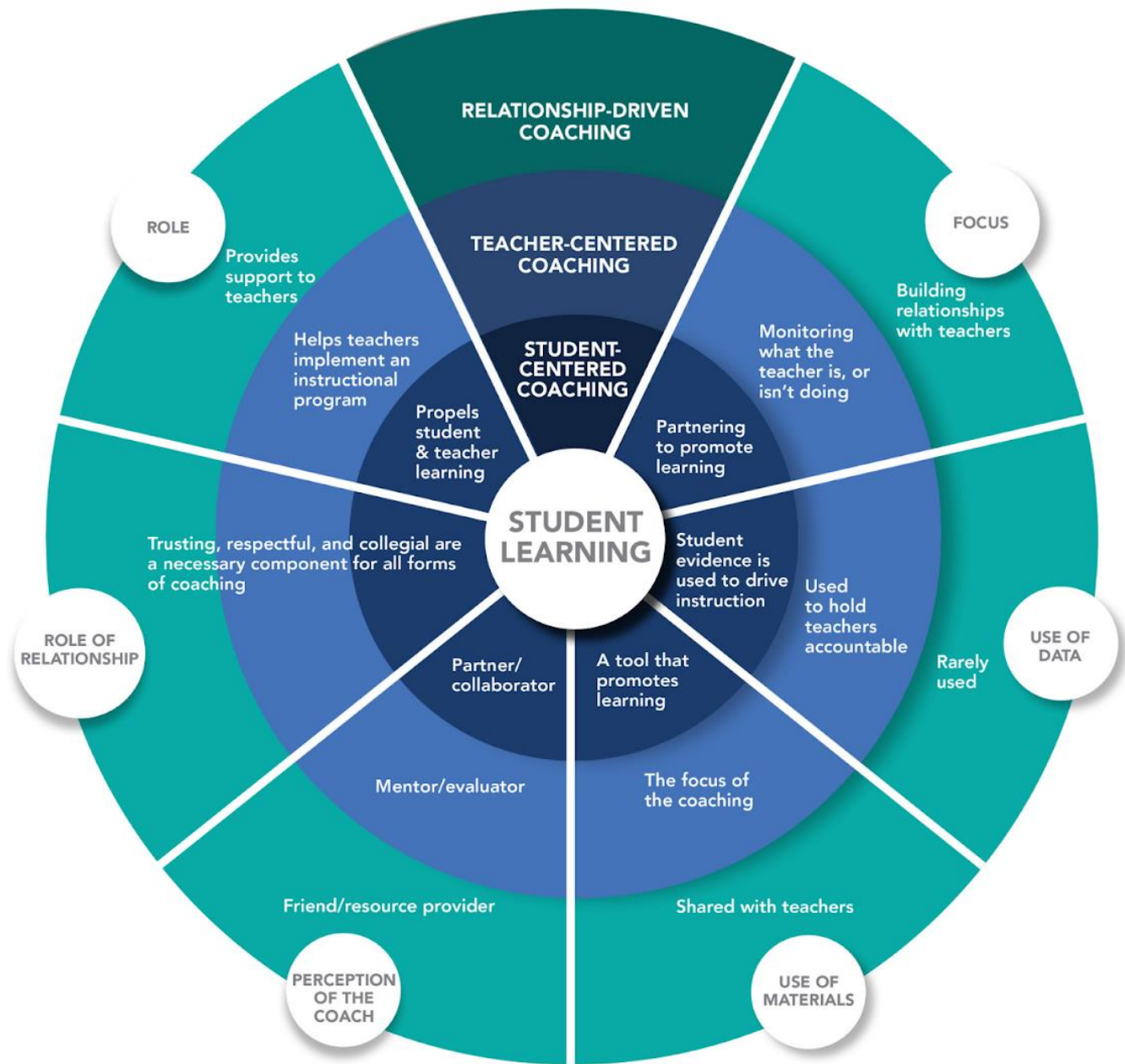
- 2430
- 10 % Hispanic/Latino
- 10 % Asian
- 2 % African American
- 5 % Two or more races
- 72 % Caucasian/White
- 4.4 % ELL (# has tripled in past three years)
- 22 % F&R
- 19.2 % SPED (up from 15% in 2018-2019)

ELPS Student-Centered Coaching Journey

- Literacy for All Conference 2019
- ESSER Funds & Staffing
- Student Centered Coaching Model Adopted 2021-2022 SY
- 70/30 Model
- Year 3 of Implementation



Student-Centered Coaching is About Student Learning



Student-Centered Coaching Professional Development



Getting Started

INITIAL TRAINING

On-site professional learning with Diane Sweeney Consultant Joy Casey

2021

June



MONTHLY COACHING MEETINGS

On-site and virtual coaching meetings each month with Joy Casey and assistant superintendent

2021

Sept - June



YEAR 1

Launching Coaching Cycles and partnering with principals
Building relationships

2021

Sept - June



YEAR 2

Focus on High Impact Teaching Strategies: Explicit Instruction

2022

Sept - June



YEAR 3

Focus on High Impact Teaching Strategies: Explicit Instruction, Intentional Planning and Feedback

2023

Sept - June



7 Core Practices

for Student-Centered Coaching



Student-Centered Coaching Example: Kindergarten

Beginning of the Cycle: Goal Setting Meeting



1. What is the goal for student learning for this coaching cycle? What do we hope the students will learn as a result of our partnership?



2. Is there any data that will inform us as we set a goal?



3. What standard(s) does this goal address? Is there a specific unit in the curriculum that the goal addresses?

Kindergarten Example

Coach Name: Kara Arnold	Teacher Name(s):
Dates of Coaching Cycle:	Coaching Focus (Grade/Subject/Content): Math

<u>Standards-Based Goal</u> What is the goal for student learning? Common Core State Standards Achieve the Core: Mathematics	<u>Current Instructional Practices</u> What current instructional practices are you implementing to help students reach the goal? High Impact Teaching Strategies (pages 8-9)	<u>Instructional Coaching</u> What coaching moves were implemented during this coaching cycle? Coaching Moves	<u>Teacher Learning</u> As a result of the coaching, what additional instructional practices/tools were used to help students reach the goal?	<u>Student Learning</u> How did student learning increase as a result of the coaching cycle?
Standard(s): Learning Targets (Students will be able to...) Pre-Assessment Data: ___ Emerging ___ Approaching ___ Meeting	Teacher will... Teacher and coach will... <ul style="list-style-type: none"> Analyze pre-assessment data Plan and co-teach explicit instruction of strategies for subtraction Use flexible groupings when working in pairs or small group settings to allow for differentiation Progress monitor through cool downs and exit tickets 	Coach and teacher did... (Check all that apply) <ul style="list-style-type: none"> Goal setting Creating learning targets Analysis of student work Co-teaching Collecting student evidence during the class period Collaborative planning 	Teacher is... What will you sustain after the coaching cycle ends?	Students are able to... Follow-up for students who didn't reach the goal: Post-Assessment Data: ___ Emerging ___ Approaching ___ Meeting <u>End of cycle survey</u>

Co-Plan with Student Evidence and Co-Teach

- 6-week cycle
- One co-planning meeting per week
- Plan two math blocks per week (one hour each) in each classroom

Lesson Dates:	What Will It Look Like?	Who Will Take the Lead? What Will the Other "Teacher" Do?
Week 1: Classroom 1: 1/24, 1/26 Classroom 2: 1/23, 1/25	Day 1: •warm up: introduce pinch card and new routine (Picture it!) •Model counting a collection with a partner (teacher and Kara) -focus on taking turns with count; choosing collection •Partner students up to count a collection to 20 •Share out (5 minutes) Day 2: •warm up: (Picture it!) •Model counting and recording a collection with a partner (teacher and Kara) -focus on what recording count could look like •Partner students up to count a collection to 20 and record count •Share out (5 minutes)	-warm up: Kara will take the lead; teacher will observe students for accuracy/reasonableness on pinch cards -model collection: both teacher and Kara -during work time: Kara and teacher will circulate together to observe and confer with students (use observation checklist)
Week 2: Meeting minutes: -picture talk: liked pinch cards for student engagement; continue with this routine for one more week then introduce next routine -sorted student work to determine collection size for next lessons Classroom 1: 20s: 5 students Teen: 9 students; Under 10: 2 students Classroom 2: 20s: 3 students Teen: 9 students Under 10: 2 students		

Student Centered Coaching Impact:

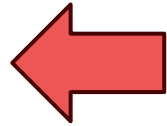
Classroom 1		
	Pre-Assessment Data	Post Assessment Data
Writing numbers:		
Emerging	4/16 (25%)	1/16 (6%)
Approaching	6/16 (38%)	6/16 (38%)
Meeting	6/16 (38%)	9/16 (56%)
Counting:		
Emerging	1/16 (6%)	1/16 (6%)
Approaching	7/16 (44%)	1/16 (6%)
Meeting	8/16 (50%)	14/16 (88%)

Classroom 2		
	Pre Assessment Data	Post Assessment Data
Writing numbers:		
Emerging	4/14 (29%)	3/14 (21%)
Approaching	10/14 (71%)	3/14 (21%)
Meeting	0/14 (0%)	8/14 (68%)
Counting:		
Emerging	5/14 (36%)	2/14 (14%)
Approaching	9/14 (64%)	3/14 (21%)
Meeting	0/14 (0%)	9/14 (64%)

Next steps: planned for students not meeting goal: review centers, targeted small group and 1:1 instruction, collaborated on a Wakelet with songs and chants, OT consult on 4 students still in emerging on number writing

Analyzing Data to Identify Specific Learning Targets for Small Group Instruction

Winter Geometry iReady Score	
439	A
458	B
459	C
459	D
418	E
452	F
433	G
438	H



During a Teaching and Learning meeting, Grade 4 teachers and the math coach, analyzed winter iReady data.

An area of concern was the Geometry domain, showing many students working below the grade 4 proficiency score of 465. After looking at the pre-requisite skills needed to be successful in Grade 4 geometry, it was decided to review vocabulary and shared attributes of polygons (Math.3.G.A.1) in tier 1 small group settings.

****Cohort Demographics:**

Students A-H include IEP, 504, Tier 2 students and students with no math services.

Tier 1 Small Group Intervention Process

Next, the grade 4 team populated Tier 1 Boost Groups. The teacher and the coach developed a pre and post assessment based on the targeted need.

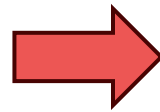
The pre-assessment data confirmed that the team had chosen the appropriate prerequisite skills as their focus.

A series of 5 linked geometry lessons were developed by the team.

After participating in the boost group lessons, ALL students scored mastery on the post-assessment.

Note:

**After the pre-assessment, it was clear that student B may not need to participate in the intervention after all. We gave him one "fix-up" lesson, and then a post-assessment the next week with a score of 100%



Geometry Tier 1 Boost Pre-Assessment	Geometry Tier 1 Boost Post Assessment	
45%	95%	A
85%	100%	B
55%	80%	C
55%	95%	D
60%	95%	E
75%	95%	F
65%	80%	G
30%	85%	H

Winter to Spring iReady Data

In May, all students participated in the iReady diagnostic.

All students who received Tier 1 small group instruction in Geometry demonstrated growth with all but two students reaching the proficiency score of 465.

Students B and E made significant gains while student C made only modest gains.

At our end-of-year data meeting, these results were analyzed and discussed.

	Winter Geometry iReady Score	Spring Geometry iReady Score	
	439	468	A
→	458	570	B
→	459	463	C
	459	470	D
→	418	496	E
	452	482	F
	433	450	G
	438	474	H

Student-Centered Coaching Example: Grade 6 Flex Class

Utilize
coaching
cycles

1

Coaching Cycle Setting

- Grade 6
- Flex Class
 - Daily additional support in math from classroom teacher
 - Decision-making rubric: benchmark assessments, SBA, unit assessments
 - Some students have IEPs, receive Tier 2 interventions
 - Target essential pre-requisite skills to support core instruction (ratios) - driven by “Readiness Check” data

Set
standards-
based goals

2

Learning Goals ("Students will...")

Direct

- Recognize and generate equivalent fractions
- Multiply a fraction or whole number by a fraction

Indirect

- Solve problems using equivalent ratios

Learning Targets ("Students will be able to...")

- ✓ Draw a visual model to represent a fractional amount; equivalent fractions
- ✓ Use multiplication or division to generate equivalent fractions
- ✓ Multiply a fraction by a whole number
- ✓ Use multiplication to scale up or down
- ✓ Scale down using multiplication of a unit fraction and division by a whole number

Unpack the
goal into
learning
targets

3

Co-plan with
student
evidence

4

Co-Plan

- Student Evidence: Weekly formative assessments
- Plan: Weekly co-planning; learning target of the week
- Teach: Explicit instruction, station rotation, small group instruction

Monday	Tuesday	Wednesday	Friday
Explicit Instruction <ul style="list-style-type: none">• I do• We do• You do (teacher)	Station #1 – small group (teacher) Station #2 – game (coach)	Station #3 – independent practice (coach) Station #4 – tech	Weekly Review Exit Ticket

Co-teach
using effective
instructional
practices

5

Student Learning

- 20% → 70% of Flex group demonstrated mastery on targeted standards (pre/post-test)
- Tier 2 Students' Grade 6 Ratio & Rates Unit Test Scores:
93, 85, 98, 93, 83
- 100% of Flex students responded “Yes” to the question: “Do you think the skills/topics you practiced in Flex, helped you in your math class?”

Teacher Learning

“Using Readiness Checks as opposed to benchmark data allowed my flex instruction to directly support my class instruction. In the past, I had just tried to fill gaps in learning without relating it to what grade-level skills the students were learning. I noticed a lack of buy-in [during Flex] because the students could not see how this was directly affecting their math class. Now students are excited to go to Flex and are thrilled when our Flex topics came up in math class.”

Measure the
impact on
student and
teacher
learning

6

Partner with
the school
leader

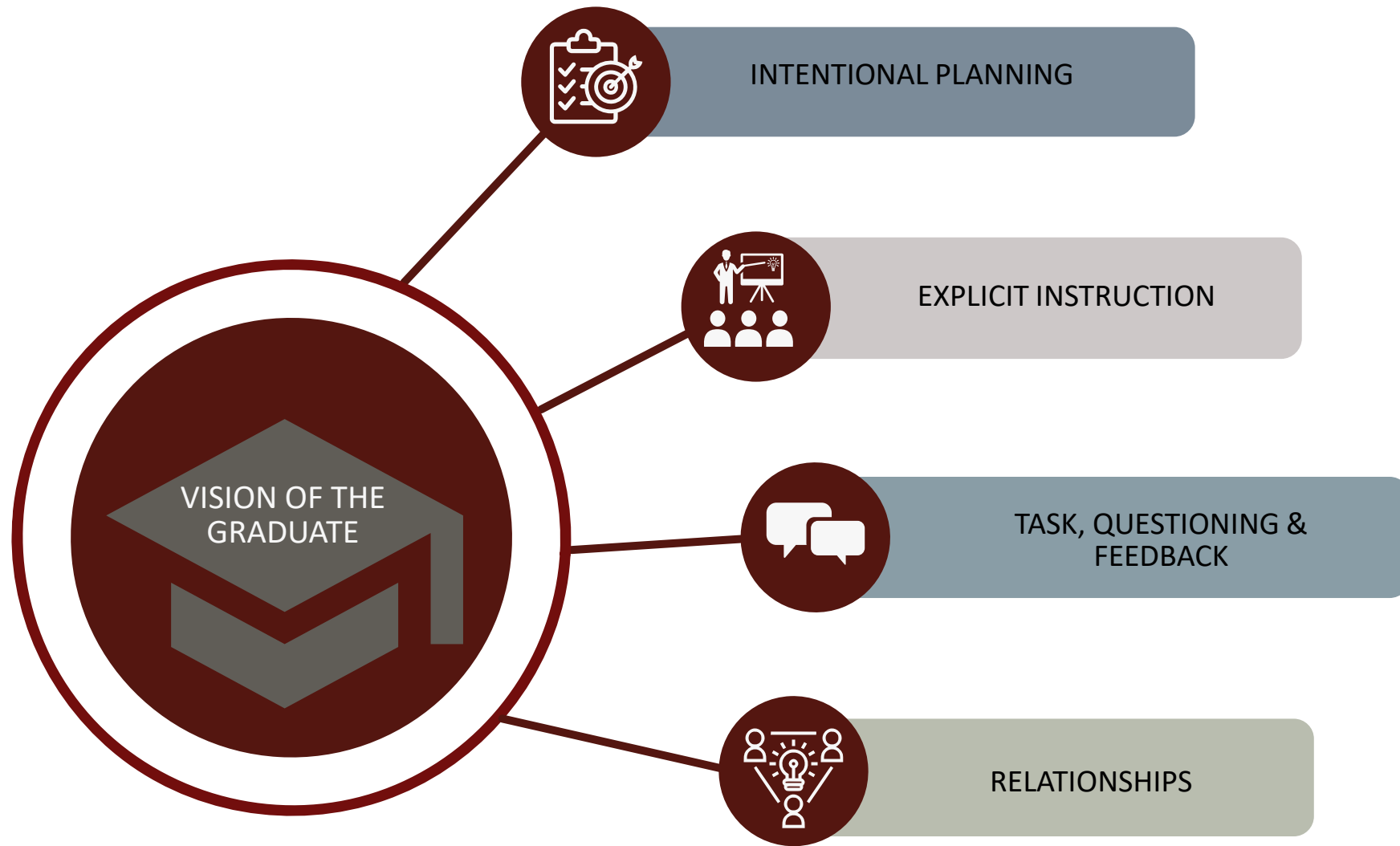
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Partner with Leaders

- Teachers must complete 1 coaching cycle.
- Instructional practices tied to district and school focuses on high-impact teaching strategies.
- My Learning Plan – used coaching cycles in IAGD and Review of Practice.



Questions?



ELPS HIGH IMPACT TEACHING

ELPS Explicit Instruction Overview

Clear Objective/Outcomes	
<p>Begin lessons with a clear statement of the lesson’s goals and your expectations. Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected as well as how the information or skills presented will help them.</p> <p>Review prior skills and knowledge before beginning instruction Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.</p> <p>Focus Instruction on critical content. Teacher skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match the students’ instructional needs.</p>	
Modeling	Practice
<p>Provide step-by-step demonstrations. Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.</p> <p>Use clear and concise language. Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g., vocabulary, sentence structure) should depend on students’ receptive vocabulary, to reduce possible confusion</p> <p>Provide an adequate range of examples and non-examples. In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately</p>	<p>Provide guided and supported practice. In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance</p> <p>Provide distributed and cumulative practice. Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity</p>
Supporting Practices	
<p>Require frequent responses. Plan for a high level of student–teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive</p> <p>Monitor student performance closely. Carefully watch and listen to students’ responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.</p> <p>Provide immediate affirmative and corrective feedback. Follow up on students’ responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing</p>	

Explicit Instruction: Grounded in Research

-Anita Archer

-Devin Kearns

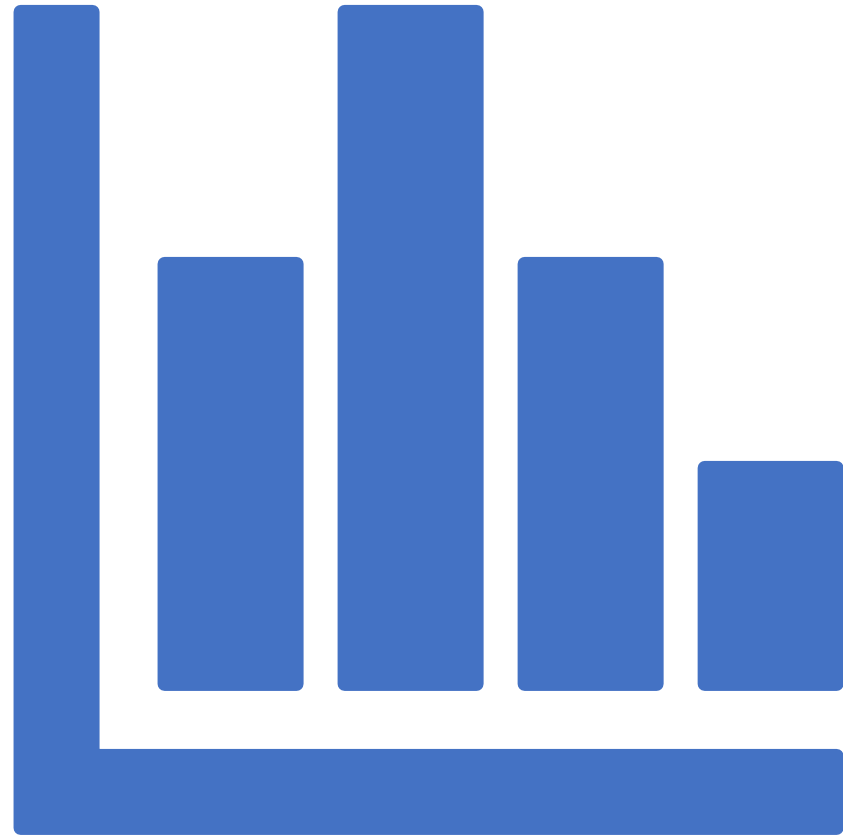
-John Haite

Look For Document

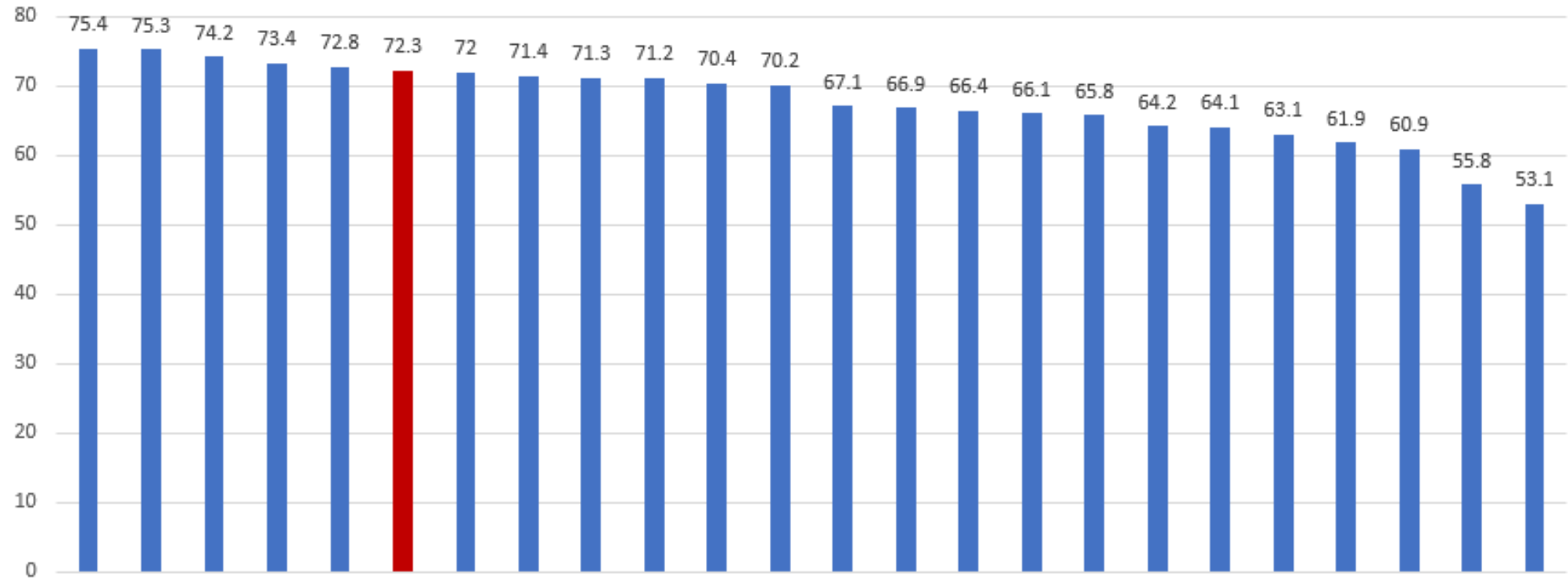
- [Learning Walk Look Fors .pdf](#)



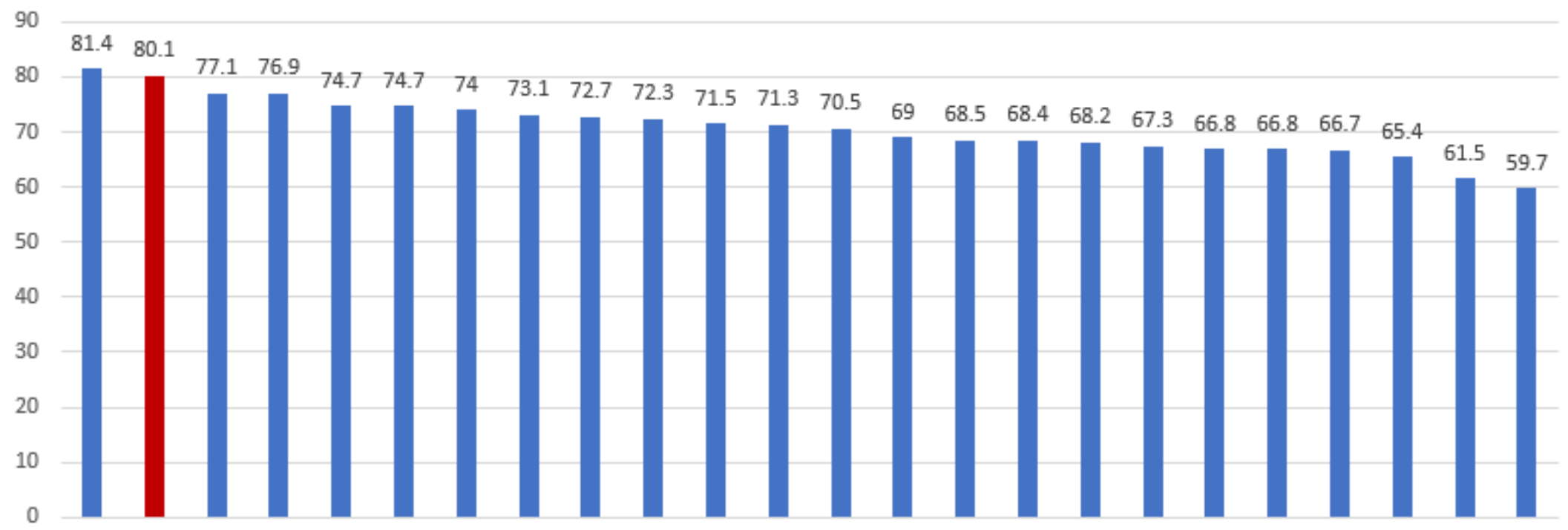
District Data Trends



Grade 3 DPI DRG D Comparison 2022-2023

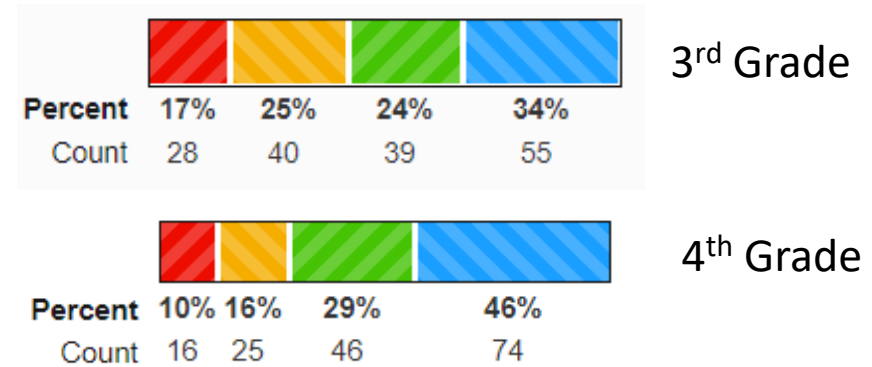


Grade 4 DPI DRG D Comparison 2022-2023



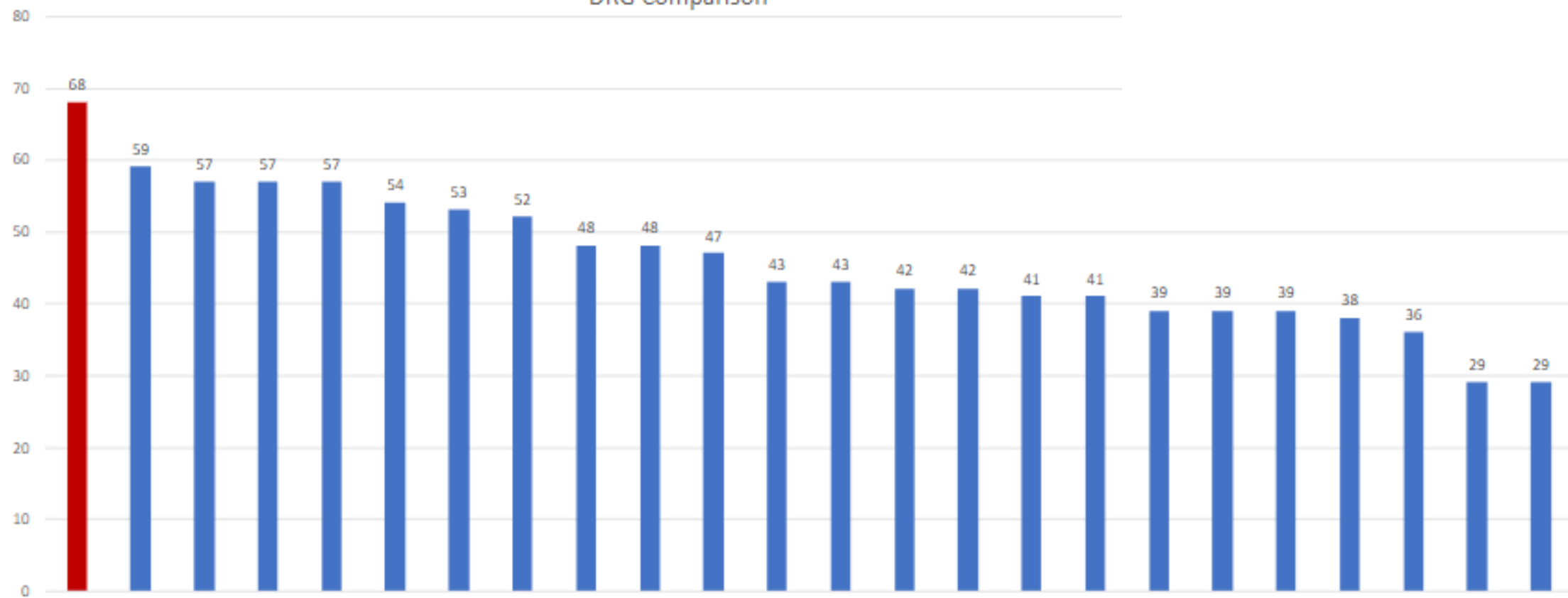


3rd to 4th Grade Rough Cohort Analysis:

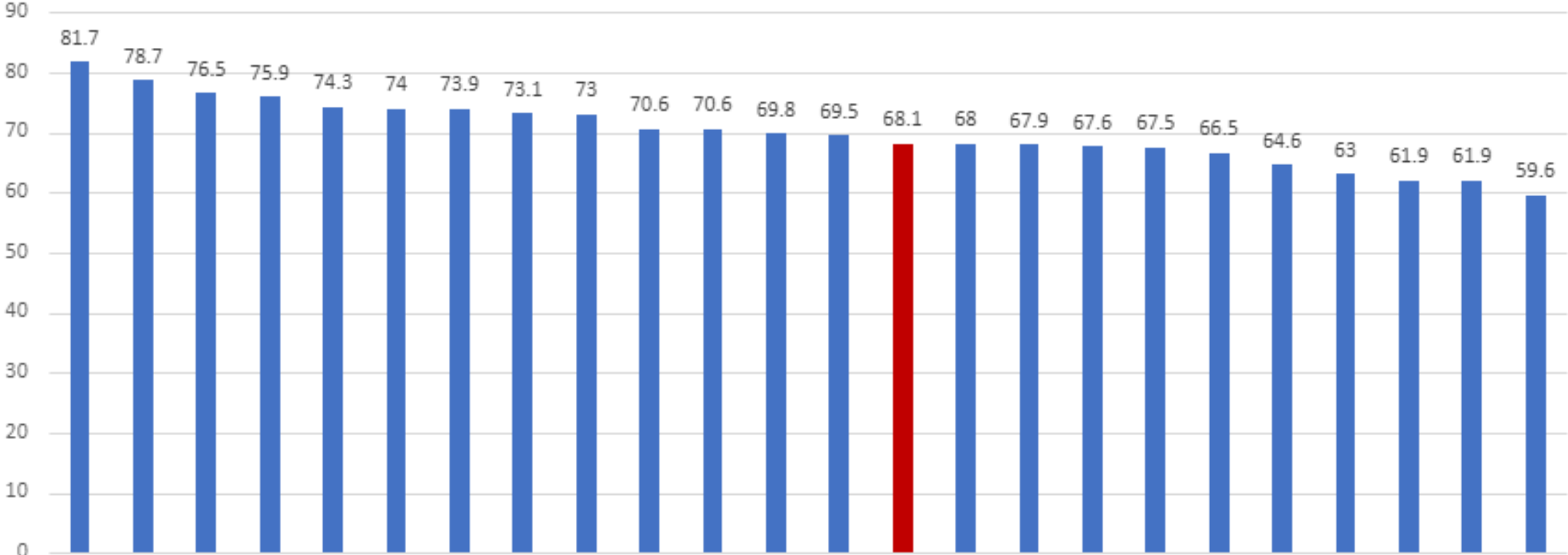


17%
Increase

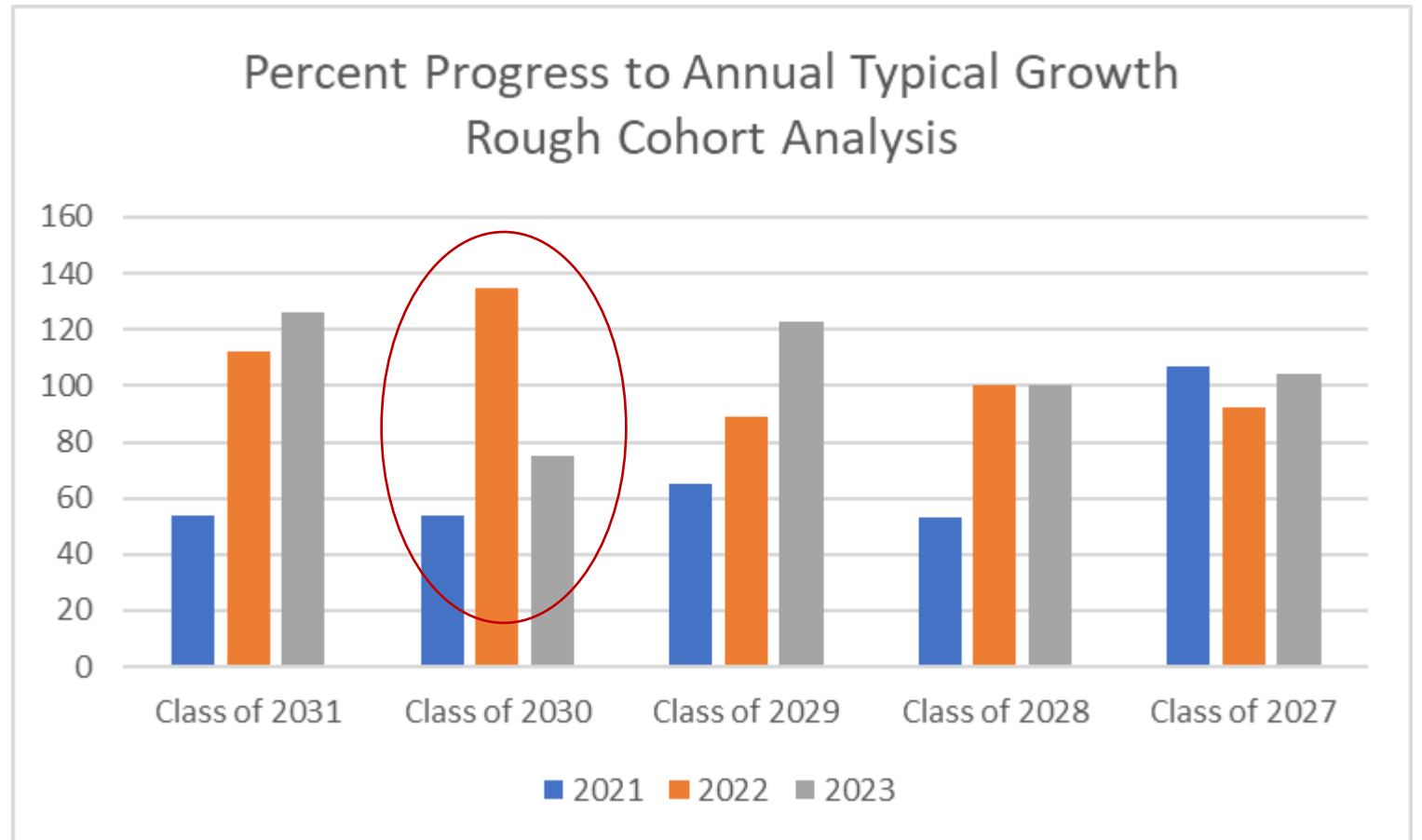
Percentage of Students Meeting Respective Growth Target
4th Grade Math
DRG Comparison



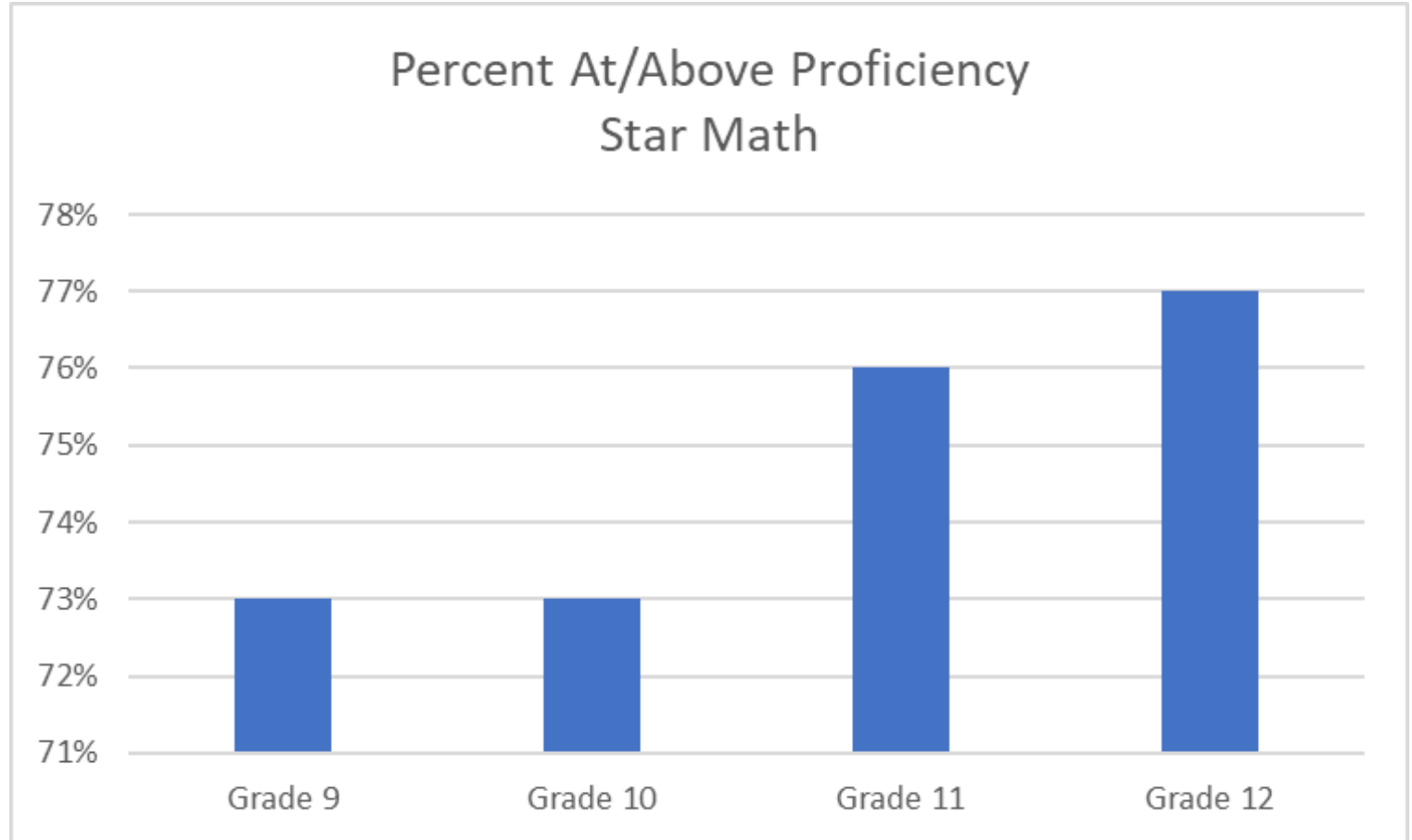
Grade 5 DPI DRG Comparison 2022-2023



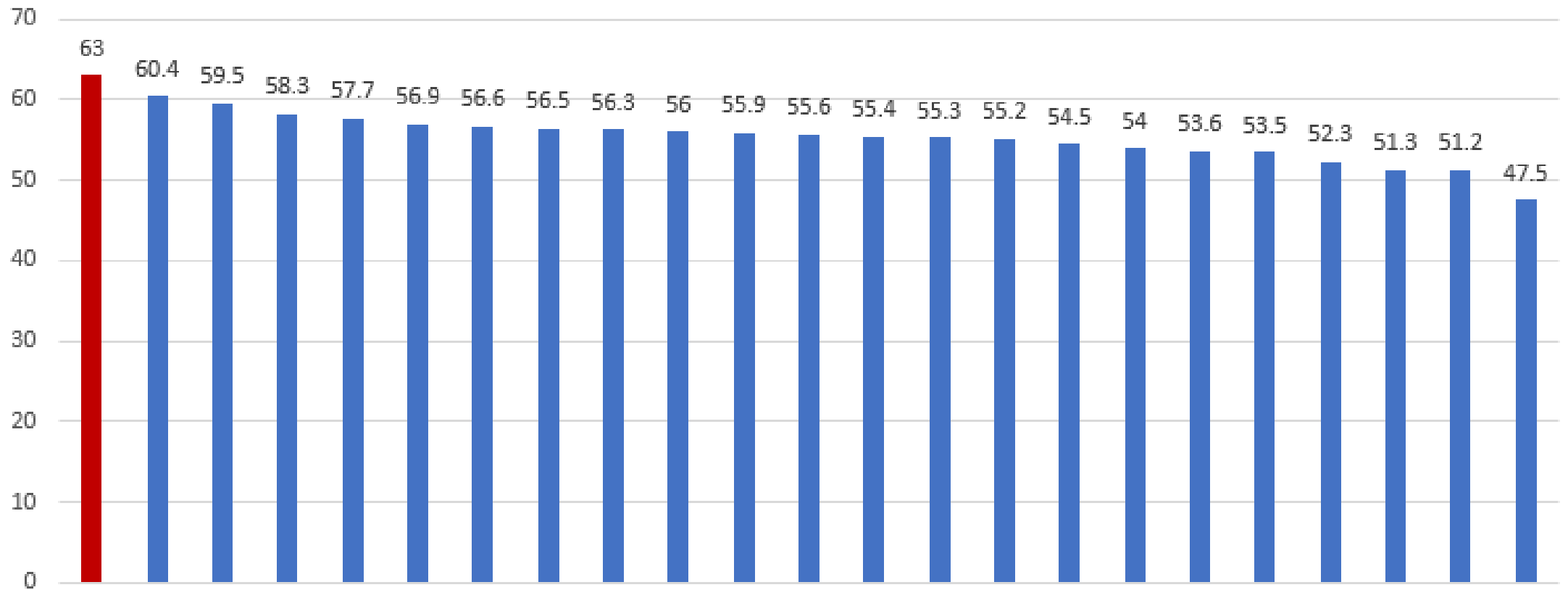
iReady Math Benchmark Cohort Analysis



Star Math
Benchmark
9-12



Grade 11 DPI DRG Comparison 2022-23





Thank You!

Annaliese Spaziano

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Results-Based Coaching Tool

From: *The Essential Guide for Student-Centered Coaching* (Sweeney and Harris, 2020)

Coach Name:	Teacher Name(s):
Dates of Coaching Cycle:	Coaching Focus (Grade/Subject/Content):

<u>Standards-Based Goal</u>	<u>Instructional Practice</u>	<u>Instructional Coaching</u>	<u>Teacher Learning</u>	<u>Student Learning</u>
What is the goal for student learning?	What instructional practices will help students reach the goal?	What coaching practices were implemented during this coaching cycle?	As a result of the coaching, what instructional practices are being used on a consistent basis?	How did student learning increase as a result of the coaching cycle?
<p>Students will...</p> <p>Standard(s):</p> <p>Learning Targets: I can:</p> <p>Baseline Data: ___ Emerging ___ Developing ___ Meeting ___ Exceeding ___ % of students were able to demonstrate proficiency of the learning targets</p>	<p>Teacher will...</p>	<p>Coach and teacher did... (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal setting <input type="checkbox"/> Creating learning targets <input type="checkbox"/> Analysis of student work <input type="checkbox"/> Co-teaching <input type="checkbox"/> Collecting student evidence during the class period <input type="checkbox"/> Collaborative planning <input type="checkbox"/> Shared learning to build knowledge of content and pedagogy <input type="checkbox"/> Other: 	<p>Teacher is...</p>	<p>Students are...</p> <p>Student Learning How did student learning increase as a result of the coaching cycle?</p> <p>Post-Assessment Data: ___ Emerging ___ Developing ___ Meeting ___ Exceeding ___ % of students were able to demonstrate proficiency of the learning targets</p> <p>Follow-up for students who didn't reach the goal:</p>

TEACHER REFLECTIONS

How did the coaching cycle support the students' learning?

Were there any challenges or missed opportunities during the coaching cycle?

What are some next steps for your teaching as a result of the coaching cycle?

COACH REFLECTIONS

What coaching moves most supported the coaching cycle?

Were there any challenges or missed opportunities during the coaching cycle?

What are some next steps for your coaching as a result of the coaching cycle?