Instructional or Content Coaches Module Process

Introduction

As an instructional/content coach (IC), you will complete 2 modules selected from Modules 1-4. You must also complete Module 5.

While the role of an IC may vary from school to school, generally a coach works with classroom teachers to implement curriculum. The IC may collaborate with classroom teachers to assess student data, identify research-based strategies, plan instruction, and provide resources to support student learning. Some ICs may co-teach or model instructional practices. As such, the IC should be able to complete TEAM modules.

The TEAM program is designed to be a teacher-directed continuous professional growth process in which teachers:

- Analyze their practice;
- Develop new learning;
- Use their new learning to improve practice; and
- Demonstrate how the changes in practice have a positive impact on students.

Throughout a module, beginning teachers, with the support of their mentors, engage in a process of continuous professional learning to develop and refine their skills and practice, apply new learning in the classroom, and reflect on the impact of the new learning on their practice and their students.

ICs, who are beginning teachers, will work with a mentor to engage in a process of continuous professional learning to develop and refine their skills. They will reflect on the work they do with classroom teachers and the impact of their coaching on the teacher and students. How is the IC work with the classroom teacher(s) improving both teacher(s) and students?

The following guidelines are intended to assist instructional/content coaches in completing TEAM modules.
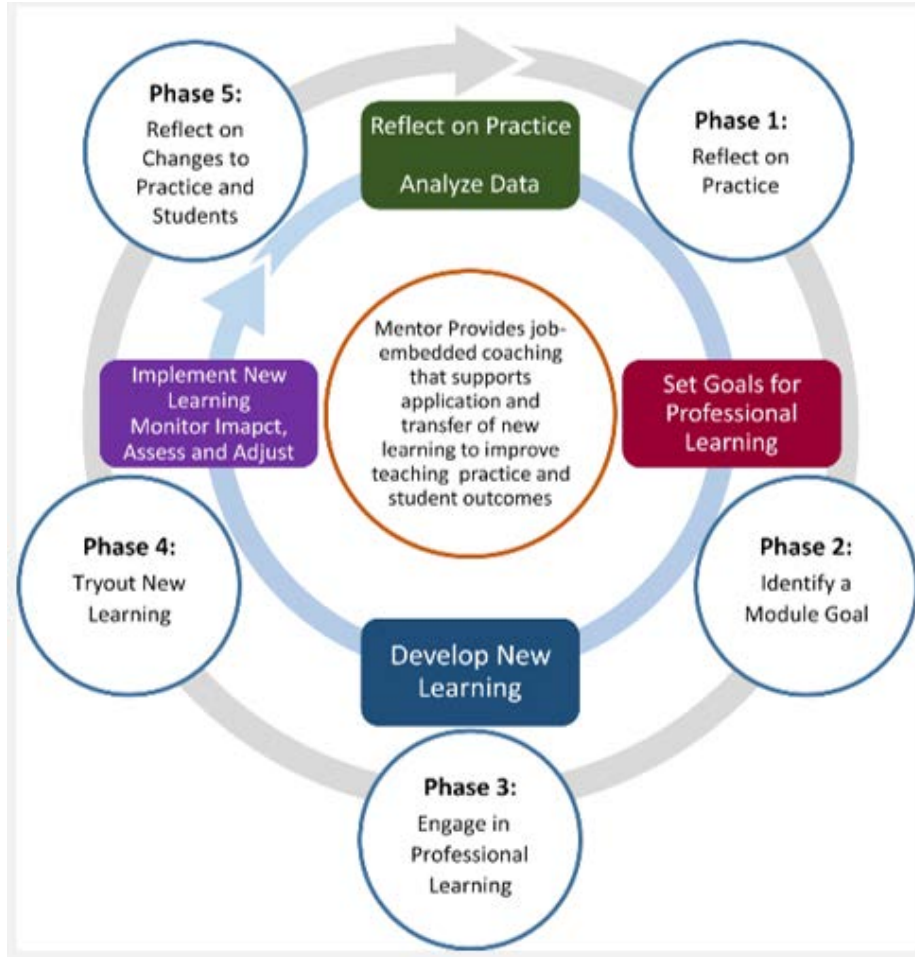
The TEAM module process

Phase 1: Select the Module and Reflect on Practice – Analyze Data to Plan Professional Growth

A. Reflect on Practice

1. The process begins with the IC and the mentor determining the module that will be the focus. Together, they will collaboratively analyze a variety of data related to students' learning needs and the classroom teacher's needs.

2. Review the module-specific CCT Performance Profile or the district rubric, clarifying the meaning of the descriptors and the expectations for each of the indicators along the continuum. The IC should place themselves on the continuum based on the analysis of data.

For example:

> **Indicator 1 of Module 3 – Instruction reads**
>
> *Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*
>
> *1. Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning*
>
> Ask yourself, to what degree are you doing this as your work with the classroom teacher(s)? What can you to do to increase your knowledge and skills in this area?

3. Select an indicator which will be the focus area for the module and professional learning.
4. Record specific examples/evidence related to the chosen focus area/indicator that describes both the IC's practice and the teacher and student performance at the start of the module (the CCT Performance Profile provides a "Notes" section for recording this information).

B.   **Create a brief Initial Summary for the selected indicator.**
   1. Synthesize/build on the examples/evidence to describe in more detail what the IC and the classroom teacher(s) and students are doing at the start of the module related to the chosen indicator. Consider who is doing what, when, how often, for what reason, and with what level of success.
   2. Consider how the Initial Summary will provide the "baseline data" that will be used to determine IC and teacher/student growth by the end of the module.

Phase 2: Set a Professional Growth Goal

A.   **Set a Professional Growth Goal for the Module.**
   1. Develop a goal that is achievable within an 8-10 week timeframe and describe the following:
      • What the IC wants to learn in order to improve practice, and
      • The anticipated positive impact on teacher(s) and students.

      (I will learn _____, as a result, teacher(s) and students will be able to do .)

B. Share the Professional Growth Action Plan (PGAP) with the building administrator.

1. When possible, discuss with your administrator what direct resources may be available to support the PGAP activities.

2. The administrator will sign-off on the PGAP indicating they can support the professional learning resources proposed in the PGAP.

Note: The administrator's sign-off on the PGAP is not an approval of the goal. It indicates that she/he will work with the beginning teacher and mentor to support the plan. It is not a guarantee that the requested resources will be provided.

Phase 3: Develop New Learning – Related to the Professional Growth Goal

A. Engage in and record the new learning activities.

- Engage in the agreed upon professional learning activities identified in the PGAP to develop new practices, or refine, expand, or extend existing practice and to build on content and pedagogical skills.

B. Reflect on and record what was learned from the activities.

- Describe the specific activities and resources used to develop new learning.

- Record specific examples of what was learned:

  o Describe the knowledge and skills learned from the selected activities and resources related to your current practice and thinking more deeply about how your practice has changed as a result of your new learning. Do not just quote from the resources. Consider what you are learning about your own practice as you explore the new learning.

Phase 4: Apply New Learning Related to the Professional Growth Goal

A. Implement new learning in the classroom and document changes in practice.

- Try out the new learning in with the classroom teacher.

- Reflect on how it went. Talk to your mentor about any challenges and next steps.
- Make adjustments as needed or identify additional new learning needs. (This process may be repeated several times as the IC refines the new learning and his or her practice)
- Record **specific examples/evidence** of changes in the IC's practice. What are you doing differently as the result of the new learning? How are you implementing the new learning with the teacher(s) and students? Consider the impact on the classroom teacher(s) as a result of the new learning.

B. Analyze how student performance has improved because of changes in teaching practice.

- Discuss with your mentor how implementing the new learning is impacting practice and student learning as the result of the changes.
- Make adjustments as needed or identify additional new learning needs. (This process may be repeated several times as the teacher refines the new learning and his or her teaching practice)
- Record **specific examples** of improvements in student performance. *What are the students doing now that they were unable to do at the start of the module? How has the IC's work with the classroom teacher improved student learning?*
- Analyze the impact on instruction and student learning. Determine the cause and effect connections between changes in IC practice and student performance.

C. Reflect on practice and student outcomes.

- Compare examples/evidence of changes in IC practice and student outcomes to the Initial Summary.
- Determine if the goal has been met and the IC is ready to begin the reflection paper or project.

Phase 5: Reflect and Document – New Learning, Impact on Practice, and Impact on Students

A. Reflect on the whole module process.

- At the culmination of the module process, draw on reflections and use examples/evidence to create a Reflection Paper or a Project (refer to your district requirements) that documents how the development of new learning led to improvements in teaching and how the improvements led to positive outcomes for students.

B. Create a Reflection Paper or a Project based on your district's requirements.

- Document the module process and outcomes. The minimum requirements for a Project or Reflection Paper include:
  - A description of the specific learning activities and resources the teacher used to develop new learning;
  - An explanation of what the IC learned from the learning activities and resources related to their practice;
  - Specific examples/evidence of how the IC used new learning to improve teaching or planning practice;

- o Specific examples/evidence of what impact the changes in teaching practice had on students; and
- o A comparison of the changes in IC practice and positive outcomes for students to what was described in the Initial Summary.

C. Share draft(s) of the Reflection Paper or Project with your mentor for feedback and sign-off.
- Mentor sign-off indicates that the Reflection Paper or Project is consistent with on- going work between the mentor and the IC

Criteria for Success

What does the beginning IC need to document to be successful in the module process?

Development of New Learning
- Describes **how** the IC developed new learning (e.g., activities and resources, etc.), and
- Explains **what** the IC learned from the selected activities and resources and/or thinking more deeply about his/her practice.

Impact on Practice
- Explains, using **specific examples/evidence**, how the IC used new learning to improve teaching or planning practice;

Impact on Students
- Explains using **specific examples/evidence**, how student performance/learning has improved as a result of changes in the IC's practice, or will improve as a result of planning.