



Coaching and Developing Teachers: Integrated Practice

Feb. 8, 2016

Objectives

During our time today we will:

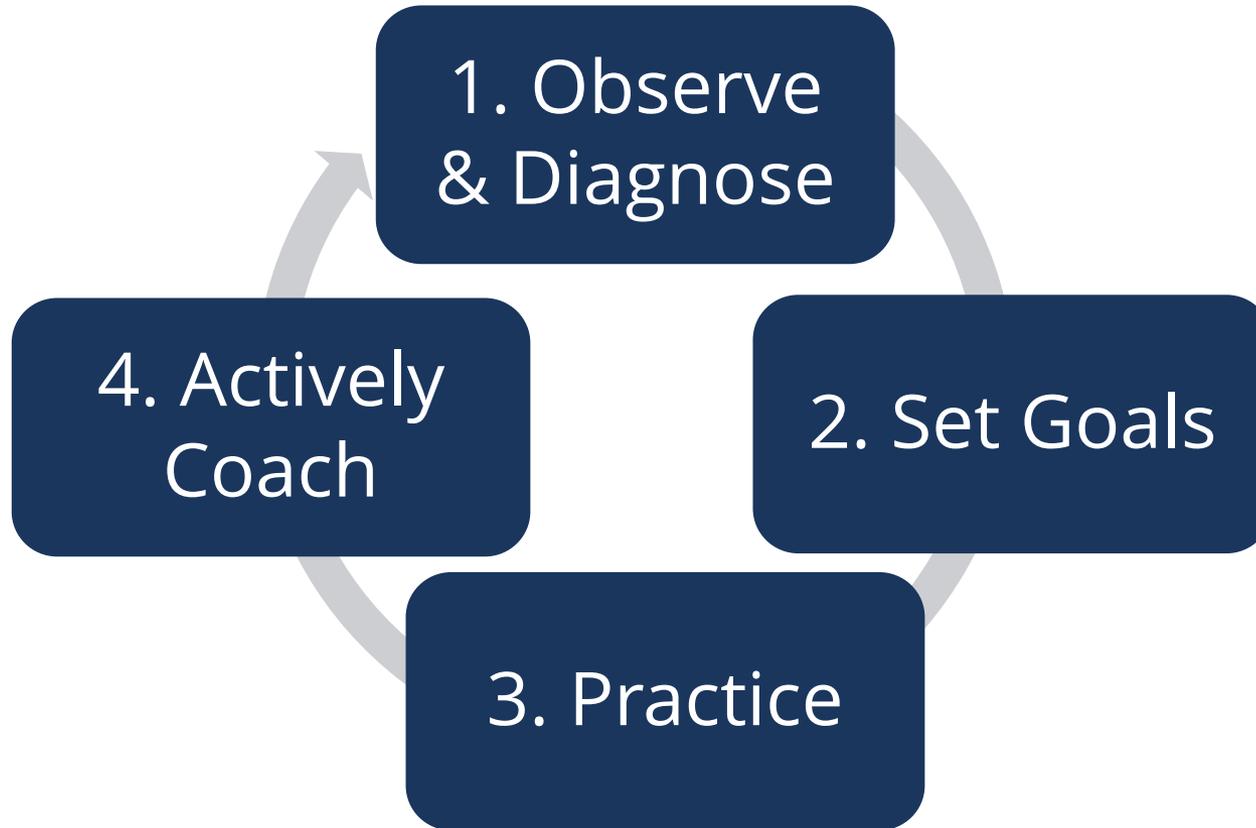
- Review previously introduced coaching techniques (*Be A Sponge, Hone In, and Create A Chain Reaction*) for stages 1 and 2 of the coaching cycle.
- Apply previously introduced coaching tools (*Vision of Excellent CTE Instruction, CTE Director Reference Guide, Coaching & Observation Tool, Companion Guide, and Teacher Development Template*).
- Engage in an integrated practice of previously learned coaching techniques (*Be A Sponge, Hone In, Create A Chain Reaction*).



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Coaching Model Review

The Coaching Cycle



How do the coaching techniques support the development of CTE educators?

Table Group Activity:

- Discuss the following at your table:
 - How could these techniques impact teacher development?
 - How have you used or could you use these techniques to develop CTE educators in your district/school?

*Be A
Sponge pg.
16*

*Hone In
pg. 19*

*Create a
Chain
Reaction
pg. 22*

Coaching Tools and Resources

Coaching Tool	What is it?
Vision of Excellent CTE Instruction pg. 4	A document that codifies ready teacher and student actions that we would hope to see in classrooms where excellent CTE instruction is occurring.
Director Reference Guide	A 'one-stop' shop of all the coaching content that will be introduced during the 2015-16 school year for reference.
Coaching & Observation Tool pg. 32	A tool to support capturing evidence during CTE classroom observations that align with the components of the Vision of Excellent CTE Instruction.
Companion Guide pg. 36	A document that provides guidance for selecting interventions to support the development of CTE educators.
Teacher Development Template handout	A template used to communicate an area of focus/key lever and interventions to support a CTE teacher's development.

The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a thin dark blue horizontal bar.

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**Integrated Practice: *Be A
Sponge, Hone In, and Create
A Chain Reaction***

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Integrated Practice Protocol

- **Purpose**
 - The purpose of this practice is to integrate all three previously learned coaching techniques: *Be A Sponge*, *Hone In* and *Chain Reaction*.
- **Practice**
 - Observe the lesson and collect data using the *Coaching & Observation Tool* for teacher and student look-fors.
 - Analyze the data to prioritize a specific development area for the teacher.
 - *Create a Chain Reaction* by outlining a series of intervention steps for the teacher that supports development in the prioritized area.
- **You will complete this practice independently at your table groups.**

Tools and Resources

Materials Needed

You will need:

- Teacher Profile (handout)
- Coaching & Observation Tool (handout or pg. 32 in your guide)
- Companion Guide (handout or pgs. 37-39 in your guide)
- Teacher Development Resource (handout)

Be A Sponge & Hone In Practice

Cluster: Law, Public Safety, Corrections & Security

Course: CJ III

Grade Level: 11th-12th

Objective: I WILL:

Create a dental or shoe or tire impression cast and compare the cast with a known sample.



Teacher Development Template: *Be A Sponge*

Use the *Coaching & Observation Tool* to focus on the key evidence of the ready student look-fors and ready teacher skills observed in the video.

Observer and Teacher Information

Observer Name: Keshia DeJarnett

Observation Date: Feb. 8

Teacher: Mr. X

Region: Mid-Cumberland

Key Ready Student/Ready Teacher Evidence (*Be A Sponge*)

What is the highest priority evidence aligned to the key lever? List 3-4 specific pieces of evidence below:

(+) *Coaching & Observation Tool* component-Focused: Design objectives and lessons that meet or exceed state standards with high expectations for student performance.

(-) *Coaching & Observation Tool* component-Rigorous: Plan activities which require critical thinking and problem solving.

Hone In Practice

1. What are the problems that need to be solved? (*Hone In*)
2. Which of these potential problems, if fixed, would have the **biggest impact** on student and teacher performance? (*Hone In*)

Possible Area(s) of Focus (Hone In)	Key Lever & Development Goal
Career & Technical Student Organizations	<u>Key Lever</u> Rigorous: Plan activities which require critical thinking and problem solving. <u>Goal</u> The teacher will design a rigorous learning experience (including objective) with opportunities for students to demonstrate critical thinking and problem solving skills.
Work-Based Learning & EPSOs	
Literacy and General Education Integration	
Focused	
Rigorous	
Relevant	

Create a Chain Reaction Practice

- **When determining interventions to develop a growth area (*Create a Chain Reaction*), ask:**
“What are the things that can be done to solve this problem and improve in this area?”
- **Use the *Companion Guide* (p.36) to plan your interventions, ensuring you:**
 - Build knowledge and/or skills first.
 - Consider the potential mindsets, and plan to address them.
 - Plan multiple opportunities for the teacher to practice.
 - Develop interventions that are strategic and allow you and the teacher to be flexible in your work together.

Create a Chain Reaction Practice

Intervention/ <i>Chain Reaction</i> Step	Owner	Date Completed	Plan for Follow-Up
Teacher completes a self-study about writing valid and aligned questions.	Teacher	Monday	
Teacher co-observes a peer who teaches rigorous lessons & completes reflection.	Teacher	Wednesday	Teacher emails reflection from lesson to coach.
Teacher designs a rigorous learning experience and submits to coach for feedback.	Teacher/ Coach	Thursday	Teacher emails to peer. Coach emails feedback back to teacher.
Teacher videotapes her lesson and identifies growth in pushing students thinking.	Teacher	Tuesday	Teacher emails reflection from lesson to coach.

Use the *Companion Guide* to determine interventions that build teacher knowledge and skills.

Integrated Practice Discussion

Group Discussion

- What is the area of development you chose to *Hone In*?
- What are the interventions you determined to develop this teacher? Why?
- What helped you come to a decision on the interventions you selected to improve the area of development?



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Closing

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Moving Forward

Next Steps

March: Local Plan Development Workshop

- Begin to identify opportunities to implement coaching professional development in your districts. Reach out to your CORE consultant if you need support with launching this support for teachers.
- Please, ensure your name is on your Teacher Development Tool. Turn this form in to your CORE consultant.



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork