Coaching and Developing Teachers toward our Vision of Excellent CTE Instruction
During our time today we will:

• Describe how coaching can support CTE educators in your district.
• Describe how coaching connects to the work you are already doing and what role you can play in supporting the implementation of coaching in your district.
• Describe how a Vision of Excellent CTE Instruction supports larger department goals.
• Observe a video of a CTE classroom in TN and make connections between the video, the coaching model, and the Vision of Excellent CTE Instruction.
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Are our Students “Ready”?
Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to choose their path in life.

From Integrated Leadership Course
What is a ready student?

“Ready” Student In the CTE Classroom

- Critical thinking & problem solving
- Knowledge
- Goals and Dreams
- Actions and Accountability
- Well-versed in industry relevant content
- 21st century skills
- Work-Based Learning
- EPSOs
- CTSO involvement
- Industry certification
- Reading and writing to comprehend industry specific texts
- Etc...

“Students are ready when they demonstrate the skills to move on to postsecondary and can choose their path in life”. 
Professional Development Model

Mode of Professional Development

- Centralized Professional Development: 50% of CTE Educators By State
- Site Based Professional Development: 30% of CTE Educators by CTE Directors
- Self Directed Professional Development: 20% of CTE Educators Self Directed
The scope and sequence for the 2015-16 Study Council professional development is designed to build foundational knowledge and skills for a coaching model that you can be implemented locally to support CTE teachers across Tennessee.
Important for leaders across the state to have a clear vision of what excellence in CTE looks like. It ensures all support and development for teachers drives toward student readiness.
The vision of excellent CTE instruction will serve as the backbone of all PD and coaching. If all key players involved in supporting CTE teachers have a cohesive vision of what excellent teaching looks like, we will be more likely to increase teacher performance and therefore student outcomes.
How will having a unified Vision impact CTE instruction in your district? How will this vision ensure our students and teachers are “ready”? 
How does this vision support department goals and priorities?

**Table Group Activity:**
- Locate the envelope in the center of your table.
- Read the assigned goal or priority.
- Discuss how the Vision of Excellent CTE Instruction supports your assigned department goal or priority.
As CTE Directors, you wear many hats. The intent of coaching toward the Vision of Excellent CTE Instruction is to support other streams of work you are already doing.
Connections to Local Plans:

- **Local Plan** components c, d, f, g, h, k, m.
- **Professional development** components that must be included as either pre-service or in-service training such as: PD1, PD2, PD4.
- **Perkins IV Core Indicators of Performance** such as 1S1, 1S2, 1S3.
- **Sample PD activities** for local plan components can include PD on coaching.

What local plan components connect directly or indirectly to the Vision of Excellent CTE Instruction?
Connections to QPIs and RBM:
- Programs teaching the state approved curriculum standards (QPI 4).
- Programs being supported by current labor market data to support high skill, high wage, or high demand jobs (QPI 6).
- Programs that teach all aspects of industry (QPI 7).
- Programs having a Career and Technical Student Organization (CTSO) as a support for the instructional program (QPI 9).
- Programs promote CTE and academic curriculum integration (QPI 10).

What Quality Program Indicators connect directly or indirectly to the Vision of Excellent CTE Instruction?
Vision of Excellent CTE Instruction Connections

Connections to Tennessee Evaluation systems:
- **Teacher Actions** aligned to evaluation rubrics
- **Example Teacher Action (Vision, page 3)**
  - Design learning objectives and lessons that meet or exceed state standards that have high expectations of student performance.
    - **TEAM:** Standards and Objectives
    - **Project Coach:** Planning & Preparation for Learning
    - **TEM:** TEACH 1- Objective Driven Lessons
Vision of Excellent CTE Instruction Connections

Connections Integrated Leadership Course:

- Yearlong Focus: **Improving Instruction**
- Ready Student: **Thinking & Problem Solving**, Knowledge, Goals & Dreams, Actions and Self-Accountability.
- Ready Teacher: Content delivery and soft skill development
- Defining and operationalizing good instruction (**focus, rigor** coherence)
- Leveraging teacher **feedback, teacher leaders** & teacher partnerships (coaching and mentors)
Video Activity 1: Vision of Excellent CTE Instruction
Using the Vision as a Tool

Tools:
• Vision of Excellent CTE Instruction
• Note Taking form (p. 4-5)
• Transcript (p. 7-9)

As you watch the video:
• Consider the main components of a vision-aligned CTE classroom such as rigorous instruction, general education and literacy integration, industry relevance, etc....
• Take notes about how this class aligns or does not align with the vision.
• As needed, consult the teacher and student actions on pp. 3-4.
Course and Grade Level: Health Science Cardiovascular Services 11th and 12th graders
Standard(s): Standard 7, 20, and 21
Objective: I can relate Need to Know information from articles to “Grand Rounds” (e.g. Fetal Circulation, Nephron & Diuretics, etc.)
Video Debrief

With table groups discuss:
• How is this teacher ensuring students are “ready”?
• How does the instruction in this classroom compare to classrooms you have observed in your district?
• What classroom evidence did you capture that was aligned or not aligned to the vision?
• How might coaching toward the Vision of Excellent CTE Instruction benefit this teacher?
Introduction to the Coaching Cycle and Video Activity 2
Teachers can improve by receiving individualized support through *coaching*.

CTE directors and administrators can also respond to the needs of CTE teachers through differentiated *professional development*.

*Coaching and Professional Development go hand-in-hand*
## Why Coaching?

<table>
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<th>The Work</th>
<th>The Impact</th>
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<tr>
<td>48 Teachers</td>
<td>87% Of coached teachers met rigorous growth goals.</td>
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<tr>
<td>6 Schools</td>
<td>100% Of teacher respondents said coaching improved their instruction.</td>
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<tr>
<td>2,500 Students reached</td>
<td>100% Of principal respondents said their school progressed over the year.</td>
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Our expert coaches provided in-classroom coaching, co-planning with state standards, and lesson rehearsals.
The most powerful opportunity we have to improve teacher effectiveness is in the context of their classrooms.

Coaching cycles promote rapid, continuous improvement.

Coaching Cycle

1. Observe & Diagnose
2. Set Goals
3. Practice
4. Actively Coach
Stage 1: Observe & Diagnose

Stage 1- Observe and Diagnose includes:
- Observing a teacher and taking thorough notes about teacher and student actions.
- Identifying the area of development that will have the biggest impact on teacher and student outcomes.
Stage 2: Set Goals

Stage 2- Set Goals includes:
- Discuss and plan interventions with the teacher via a coaching conversation.
- The coaching conversation includes: discussing teacher performance in the lesson, offering direct feedback, and charting or refining a path for measurable improvement to meet goals for improvement.
Stage 2: Set Goals Video

What impact could achieving this goal have on students?
Stage 3: Practice

1. Observe & Diagnose

2. Set Goals

3. Practice

4. Actively Coach

Stage 3 - Practice includes:

- Designing and facilitating a practice experience for teachers aimed at building knowledge or skills for an area of development or refinement.
- Offering **bite-sized, actionable feedback** for measurable improvement.
Stage 4: Actively Coach

1. Observe & Diagnose
2. Set Goals
3. Practice
4. Actively Coach

Stage 4- Actively Coach includes:
- Working with a teacher where it matters most - in their classroom.
- Using various strategies to support the teacher in the classroom to show immediate improvement for a skill.
What Will Your Role Be?

- Directly coach teachers.
- Identify other instructional leaders to attend study councils.
- Take useful strategies and lead local PD (in-service, etc.)
- Train others to be coaches (principals, teachers, mentors, etc.)

Coaching Directly?  
Building Capacity?

Providing PD?  
Training Local Instructional Leaders?
Consider

1. How can coaching be used to support CTE teachers in your district?
2. What role can/will you play in coaching?
3. Are there other key players you can leverage to support coaching efforts? If so, who are they?
Objectives

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<th>Date</th>
<th>Cluster</th>
<th>Consultant</th>
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<tbody>
<tr>
<td>Lenoir City H.S.</td>
<td>Nov. 3</td>
<td>STEM, Adv. Manu., IT</td>
<td><a href="mailto:Deborah.Knoll@tn.gov">Deborah.Knoll@tn.gov</a></td>
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<td>Nov. 18</td>
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<td>Northfield</td>
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<tr>
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