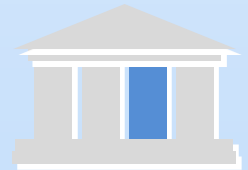




Using Data for Effective Turnaround Webinar Series

School Turnaround Learning Community

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September 27, 2011

Great Teachers and Leaders: Data Coaches



Description

- Alignment to Objective 3: Required Activity under Required Strategy (SOW 4)
- *Data Coaches* provide school-site facilitation of PLCs and enhanced state and district capability and capacity in assisting schools in their data-analysis and collaborative planning processes.
- 29 Dev coaches for 205 schools: Differentiated Support as determined by DOE/LEAs/Vendor
- *Implementation Timeline:*
 - February 2011: Contract Signed
 - February 2011 – March 2011: Coaches begin to be selected and trained
 - April 2011 – May 2011: Data Coach Pilot Process (5 Data Coaches in 22 schools across 5 Local Education Agencies)
 - Summer 2011: LEAs finalize PLC schedules and processes and submit to DOE
 - August 2011—June 2013: Deployment--Vendor/DOE/LEA Ongoing Collaboration

Leadership

- Instructional Leader in each school will participate in PLCs
- Monthly Reporting and Monitoring of implementation

Professional Dev

- DDOE Contracted Coaches = 1 Day/month
- School Coaches = ½ Day / month

LEA Considerations

- LEAs to identify schools for deepest support in formal TLEU Survey
- LEAs to identify point-of-contact for Project Implementation - Liaison
- DOE, with LEAs, to deploy based on allocation

Implementation Models

- Direct Facilitation – DDOE Contracted Data Coach provides direct facilitation of all Professional Learning Communities (PLCs) with Core Content teachers
- Coach the Coach – Light touch with School Coaches facilitating PLCs

Data Coach Project - Agreement in RTTT Delivery Plan with US Ed

In accordance with the implementation of effective instructional improvement systems, the state has mandated that all LEAS provided 90 minutes of weekly collaborative planning time for all teachers. To ensure that collaborative planning sessions are as results-driven as possible, the State has recently entered into an \$8.26MM contract with Wireless Generation, LLC (“WGEN”) to provide data coaching services to our LEAs. Data coaches will both facilitate collaborative planning directly and provide to training to instructional coaches with a common goal of helping teachers develop the technical skills to analyze data and pedagogical skills to adjust instruction based on data. The contract provides for a deployment of 29 coaches across the state over a 27-month period, inclusive of a 4 month pilot of 5 coaches beginning in March 2011. Coaches will be Delaware-based and provided 8-days worth of intense training prior to embarking on their school engagements. All stakeholders agree that success of the data coaches is predicated upon commitment from all levels of the state education system. This includes setting forth specific parameters, expectations and deliverables for the coaches, the participating teachers and Principals, DOE, and WGEN management.

Selecting a School Coach: Suggested Criteria



Data Coach Requirements:

- 5+ years of K-12 classroom teaching experience required, 10+ years of diverse experience preferred.
- Masters of Education preferred.
- Cognitive coaching and meeting facilitation experience.
- Instructional leadership experience.
- Mastery level knowledge of effective instructional strategies and practices, including methods of differentiating instruction and fostering student engagement.
- Ability to model effective instruction for whole class and small groups.
- Demonstrated data analysis skills.
- Working knowledge of Microsoft Word, Excel, and PowerPoint preferred

Data Coach Responsibilities:

- Coach small groups of teachers and/or instructional coaches in analyzing data and using data to differentiate instruction.
- Facilitate meetings of Professional Learning Communities.
- Observe teacher practice and provide feedback to individual teachers.
- Train and support teachers in the use of state and local data systems.
- Support school-based data coaches and school and district leadership teams.
- Provide periodic written status reports to LEA and building administrators.

Professional Learning Communities



MOU Requirements

- Provide 90 minutes of weekly collaborative time for teachers during the work day-90 minutes or (2)-45 minutes
- Data Coaches will meet every other week with Core Content teachers (Eng, Math, Science, Social Studies) for 90 Minutes (90 minutes or two 45 minutes) in PLC meetings
- Make up of the professional learning communities (PLCs) are decision of the LEA administration – Departmental, Grade Level, Interdisciplinary, etc.
- Teachers and leaders build skills in using data to inform instruction, facilitated by a coach (DDOE Data Coach or School Coach) following “Taking Action with Data” Framework
- Monitoring of all PLCs by building administration - Observation and feedback between PLC Meetings – Reporting follows a Red, Yellow, Green rubric of progress and implementation

Conditions for Success & Service Guidelines MOU

- Ensure that the Conditions for the Success of the program are met.
- Follow the Service Guidelines for use of Data Coaches as prescribed by DDOE
- Implement a state-approved instructional improvement system (IIS) in every school
- Establish an LEA Liaison, who will work collaboratively with Project Managers, focusing on communication, implementation, and monitoring of PLCs. Collaborate with DDOE to schedule coaches in PLCs in each building.
- Maintain tracking and monitoring of PLC progress and impact on instructional practice and student achievement.

Conditions for Success

Attendance - all teachers will be required at each PLC with the Data Coach.

Uninterrupted Time - Teachers will not be required to attend other meetings or participate in other activities during the scheduled collaborative planning meetings.

Time Management – PLCs should start on time and remain on task for the entire scheduled meeting. All should arrive on time, stay for the entire meeting, and limit other agenda items to five minutes.

Professionalism - Teachers should share mutual responsibility for the success of the group. Included within this responsibility is that any teacher who misses a PLC meeting for any reason should reach out to his/her colleagues to learn any information covered and to be ready for the next meeting.

Status Meetings - School administrative teams and Data Coaches should meet monthly to discuss the status of the work with the school. School principals should attend these meetings.

Sufficient supervision and follow up - will be provided to remediate situations in which teachers do not attend, arrive late, or otherwise disrupt, PLCs with the Data Coach.

Preparation- Proper preparation by teachers is essential to the success of a group. Teachers should bring any relevant data to each meeting and follow up on any action items that the group agreed to at the previous meeting.

Support - Data Coach project should be supported and prioritized by school principals (e.g. by doing PLC meeting observations, classroom observations, and inquiring about the program at staff meetings), and by LEAs (e.g. by focusing on the Data Coaches program periodically at principals' meetings).

Pilot Project of Data Coaches



Pilot Project Overview

- 3 Counties – 7 LEAs – 22 Schools – 63 PLCs – 503 teachers
- PLCs met bi weekly for 90 minutes with the Data Coaches for the course of 10 weeks with each PLC averaging 5-6 meetings
- Both the Direct Facilitation and Coach the Coach model were implemented in the schools
- **Survey Results**
 - Of the 500+ surveyed, 311 responded to the surveys – 61% Return Rate
 - Teachers place a strong value on using data to inform instruction in their classroom. 70% reported a very valuable or extremely valuable rating April 2011 – May 2011: Data Coach Pilot Process (5 Data Coaches in 22 schools across 5 Local Education Agencies). 84% found that looking at student data has helped them to figure out where they need to fine tune instruction. 93% felt they were comfortable discussing student assessment data with peers.
 - One PLC made great strides with this form of data analysis. Teachers moved beyond using data to group students for re-teaching. They began hypothesizing based on data trends, and developed areas for exploration and further investigation. The PLC work indicated progress with data analysis and with data conversations.

Lessons Learned

- **Principal Meetings** – We found that meeting with the Principal's prior to Data Coach launch helps to alleviate implementation issues. It affords the building administration the opportunity to consider which delivery model best suits their school/culture.
- **Every School is unique** - One size does not fit all. Flexibility in how the PLCs are populated, scheduled and facilitated may look different from school to school.
- **Listening is Critical** – Project Managers, Supervisors, Liaisons and Coaches listen to one another as the Data Coaches are deployed and scheduled to ensure the best fit and model.

Full Launch of Data Coaches



Staffing

- Rigorous Screening, Interviewing and Audition Process
- Auditions were 90 minutes in length with 2-Part Role Play:
 - #1 – High Level Data Analysis Presentation to District Superintendents and leadership
 - #2 – Facilitation of a Mock PLC with various “characters” as teachers & administration
- Interspersed with questions and opportunity to ask questions of committee
- 1, 320 Applicants
- 136 Candidates Interviewed
- 66 Candidates Auditioned
- 33 Offers made with 29 Coaches Hired*

*Attrition puts us currently at 28

Professional Development

- Coaches’ Institute from July 27 – August 9, 2011
 - Taking Action with Data Framework
 - Reporting & Monitoring
 - Data Analysis
 - State Data Sources – DCAS, DPAS II, eSchool, SATs,
 - Race to the Top Initiatives – Context of Project
 - Professional Learning Communities at Work – Learning by Doing
 - Change Leadership
 - Learning Focus Solutions
 - Common Core Standards
- LEAs provided additional PD in local data sources for up to 5 days.

Implementation Models

- Direct Facilitation – DDOE Contracted Data Coach provides direct facilitation of all Professional Learning Communities (PLCs) with Core Content teachers
- Coach the Coach – Light touch with School Coaches facilitating PLCs. Four Options are available to meet the schools’ coaching capacity and needs:
 - #1 – Classic – One School Coach facilitating all PLCs
 - #2 – Multiple School Coach – MSC with up to 3 school coaches
 - #3 – Distributed Leadership – with one school lead turn key PLC facilitation for up to 6 additional coaches
 - #4 – On site CtC – with up to 6 school coaches in PLC facilitating all PLCs



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