

A District Strategy for Turning Around Low-Performing Middle Grades Schools

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Introductions

- **Presenters**
- **Members of the Jefferson County Team**
 - **Deborah Bass**
 - **Wendy Gonzales**
 - **Barbara Moore**
 - **Leslie Texas**
 - **Lynda Gillespie**
 - **Lynn Anderson**

Background Information

- Middle Grades Commission Report
- Kentucky Middle Grades Initiative
- SREB support for Jefferson County High Schools
- Concerns from Commissioner Holliday

Background Information

- Offer of a three-way partnership
 - State provided 50% funding
 - District provided 50% funding plus costs
 - SREB subsidized the costs of services
 - Goal of improving schools while building district capacity and improving district/state partnerships

Year 1

- Literacy and Math Ongoing PD for Teacher Leader Teams
 - 8 Days MDC
 - 8 Days LDC
- Follow-up Job-embedded Coaching
- Leadership Professional Development and Convenings
- Counseling for Careers Professional Development for Counselors

Connecting with district and state trainers

Key Elements of the Plan

- Structure and Instruction Approach
- Lead Teacher Cohorts
- Leadership Support Connected to LDC/MDC
- Continued focus on instruction all three years
- C4C all three years
- Success is Only Option in Year 2
- STEM in Year 3
- Specific school needs through coaching
- Build capacity while working with schools

PD Plan – No Spray and Pray

LDC/MDC	2014-2015	2015-2016	2016-2017
Teacher Group A	8 Days PD	2 Days Follow-up	2 Days Follow-up
Teacher Group B		6 Days PD	2 Days Follow-up
Teacher Group C			4 Days PD

	2014-2015	2015-2016	2016-2017
Counseling for Careers (C4C)	4 Days PD	4 Days Follow-up/Career Exploration Focus	2 Days Follow-up
System of Support		4Days PD/SBG	4 Days Follow-up
STEM			4 Days PD
Specific to School Needs	Site Development Workshop – 2 Days	TBD	TBD

What Worked

- All went well – coordination with district **Asst. Supt.** was key
- Expectations for implementation – not attendance
- Started with MDC – Purely timing
- Leadership Coaching – Principals valued the support
- Principal/AP Convenings were very effective
- LDC Virtual PD went very well – Key was personalization
- MDC Collaboration with District Trainers

What Leaders Said

- “Involvement in the project has already had a positive impact on math instruction in the building. Instructional shifts in focusing more understanding, reasoning and application of math concepts are taking place with participants and with other seventh-grade math teachers.”
- “Working with SREB coaches has taught me to look at teaching and learning in a different way. Working with them has allowed me to be able to have conversations with teachers directly related to curriculum, instruction, and assessment.”

Kammerer Principal's Thoughts

- **“In addition to professional development, the embedded coaching has been key to the success of the implementation this year. SREB coaches have provided support to our teachers as they strive to practice in their classrooms the ideals and principals behind the MDC and LDC initiatives.”**

View from a Coach/Lead

Deborah Bass

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Coaching is
PROFESSIONAL LEARNING
that involves
ONGOING, JOB-EMBEDDED SUPPORT
with opportunities for
PRACTICE & REFLECTION.

INSTRUCTIONAL COACHING

A Partnership Approach to
Improving Instruction

JIM KNIGHT



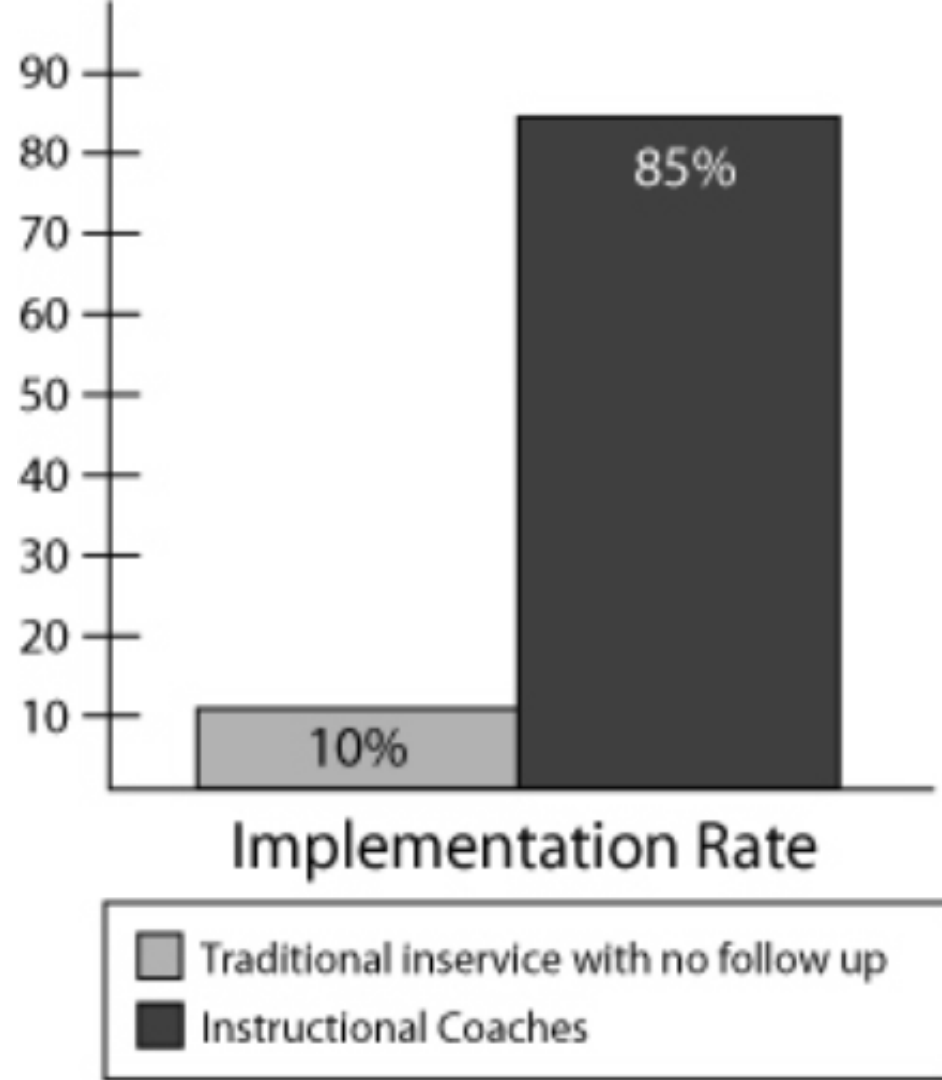
<http://www.youtube.com/watch?v=Us-TVg40ExM&feature=channel>

It Is All About Change!



Research on Instructional Coaching

Recent Research Indicates That With Classroom Coaching, Implementation rates rise... 85% - 90%

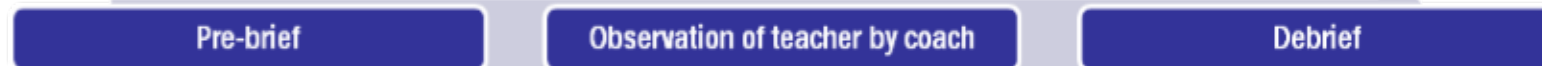


Implementation rates of new instructional methods: Traditional inservice professional development sessions versus instructional coaching

Instructional Coaching Continuum

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E Teacher Refines Implementation with Coaching Feedback



D Teacher Transitions to Guided Practice with Coaching Support



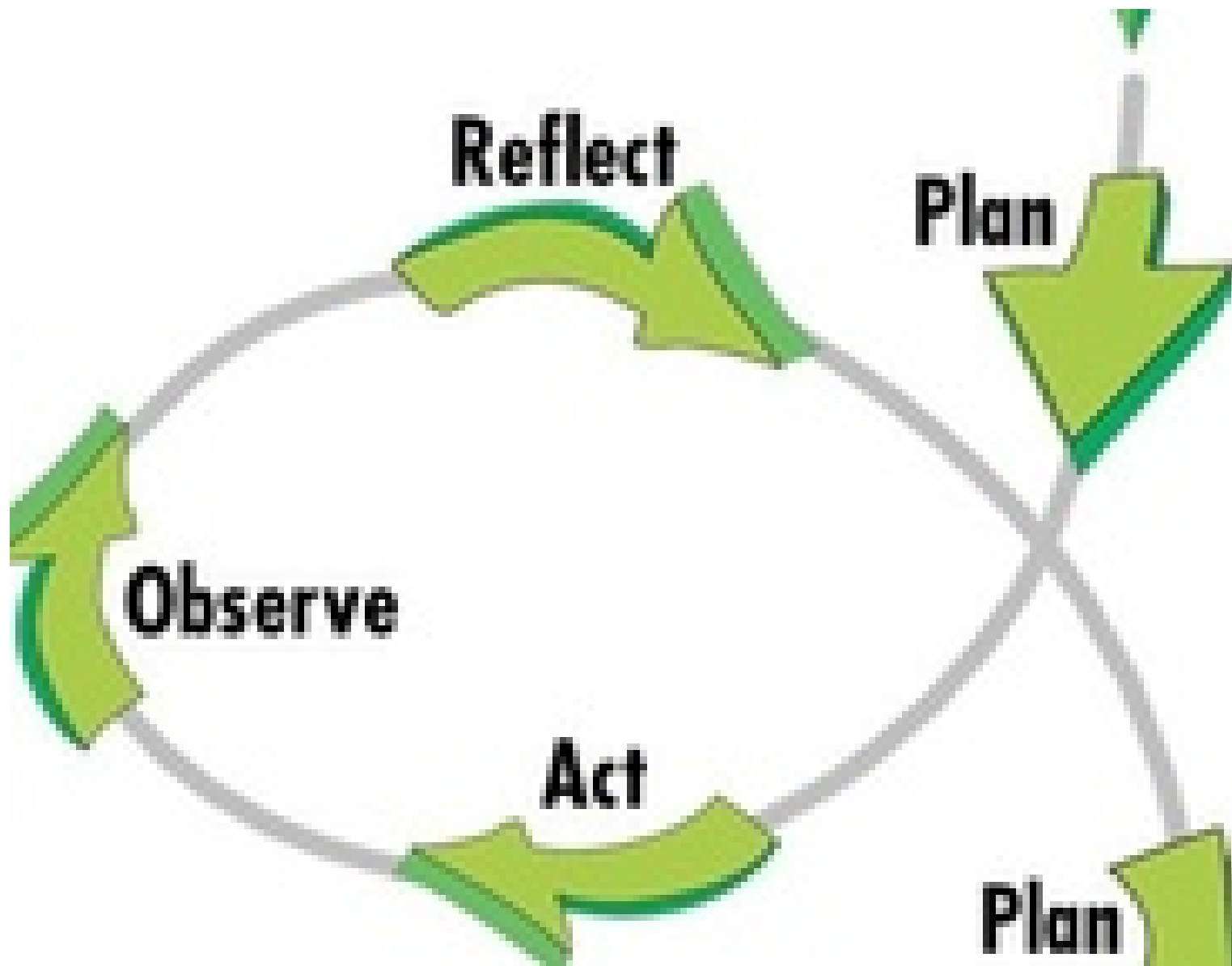
C Coach/ Teacher Build Co-Teaching Relationship



B Committing to a Learning Relationship



A Building Common Knowledge & Experience-
The on-going foundation for a professional learning community



A Typical Coaching Day

- Team effort –district coach and/or content coordinator and/or Asst. Supt. would be in attendance
- Setting the stage for the day by meeting with principal and goal clarity coach
- Classroom observations, debriefing with each teacher during planning time
- Meet with administrators to discuss next steps – looking at growth, areas of weaknesses coming up with action steps to work on between visits, drafting agenda for next months visit
- Attend after school/in school PLCs for LDC and MDC
- Follow-up visit with a coaching letter to principal

Coaching “A Yearly View”

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- **First coaching visit - went together with MDC specialist and administrators observed, coached, debriefed with teachers FAL 1**
- **Second visit worked with LDC teachers – LDC review and helped them with developing first module and mini tasks**
- **Third visit - two days - observed LDC Module 1 and MDC FAL 2 and met with every teacher to debrief**
- **Jan and Feb - worked on data with leadership team, visited FAL 3, visited LDC classrooms teaching mini literacy task, worked with LDC teachers Module 2**

- **March – Follow up session with Guidance Counselors, principal and coach – developing action plan C4C, met with LDC and MDC teachers for next visit to observe FAL 4 and Module 2**
- **Facilitated the LDC Webinar**
- **April - two day coaching - visited every LDC and MDC teacher teaching FAL and module with debrief session; planned with leadership team for two day summer training for staff LDC, MDC, C4C comprehensive roll-out plan; summer conference planning w teachers; supported LDC teachers with module 3 development**
- **Year Two.....**



**Getting it right means working
with the district office contact
and staff every step of the way**

View from an Assistant Superintendent Michelle Dillard

Questions/Clarifications



Thank you

Remember, all schools and all teachers want to improve. However, few want to change. The fact remains that to improve, one MUST change.