

Hamilton County Department of Education  
Hamilton County Board of Education Board Meeting - Special Called Session  
January 3, 2022 5:30 PM  
3074 Hickory Valley Road  
Chattanooga, TN 37421

I. Roll Call

II. Deputy Superintendent - Dr. Sonia Stewart

A. \*\*Discuss and Vote on School Turnaround Pilot MOU between the Hamilton County Board of Education and the State Department of Education

III. Adjourn

**Hamilton County Department of Education  
3074 Hickory Valley Road  
Chattanooga, TN 37421**

**MEMORANDUM:**

To: Hamilton County Board of Education  
Dr. Justin Robertson, Superintendent

From: Dr. Sonia Stewart, Deputy Superintendent

Date: January 3, 2022

RE: **School Turnaround Pilot**

The Tennessee Department of Education (TDOE) notified Hamilton County Schools that Orchard Knob Middle School (OKMS) was selected for the “School Turnaround Pilot Program Act,” Public Chapter 578, Senate Bill 122. OKMS is one of five schools identified statewide across three grand divisions.

The “School Turnaround Pilot Program Act” identified two state approved partners – Cognia and Ed Direction – through the TDOE’s RFP process from which districts could choose as an expert to support OKMS in the pilot. Based on the state statute, the services provided by state approved partner will be offered at no cost to the district. After interviewing both firms, Ed Direction is the preferred partner for OKMS. The pilot program requires that the school participate for four years. School 2021-2022 will serve as a planning year with three years of implementation through 2024-2025.

Based on the provisions in the statute, the district must identify specific stakeholders to serve on the School Turnaround Committee, and the committee must be approved by the Board. The proposed members of the School Turnaround Committee include the following:

- District 4 School Board Member – Tiffanie Robinson
- OKMS Principal – Tiffany Earvin
- OKMS Parents – Angie Strong, Shelly Wyatt and Jermichael Byrdie
- OKMS Teachers – Jasmine Everett, Rashiela Buttram, Christiana Manton and Rachel Burgess
- In addition to the stakeholders required by the statute, we also recommend Valeria Armstrong and Wayne Brown from the Partnership Network Advisory Board participate on the Committee.

We respectfully request that the Board approve our recommendation of Ed Direction as the expert partner for the state turnaround pilot serving Orchard Knob Middle School and that the Board approve the members of the School Turnaround Committee.



# State of Tennessee

## PUBLIC CHAPTER NO. 578

### SENATE BILL NO. 122

By Haile

Substituted for: House Bill No. 1501

By Cochran, White, Todd, Smith, Howell

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 1 and Title 49, Chapter 6, relative to kindergarten through grade twelve (K-12) education.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, is amended by adding the following as a new part:

#### **49-6-3601.**

This part is known and may be cited as the "School Turnaround Pilot Program Act."

#### **49-6-3602.**

As used in this part:

- (1) "Department" means the department of education;
- (2) "Non-pilot school" means a priority school that is not assigned by the department to participate in the school turnaround pilot program;
- (3) "Priority school" means a school placed in priority status pursuant to § 49-1-602 that is identified by the commissioner of education as a priority school;
- (4) "School in need of intervention" means a priority school that is assigned by the department to the school turnaround pilot program; and
- (5) "School turnaround pilot program" or "pilot program" means the pilot program developed by the department in accordance with this part.

#### **49-6-3603.**

(a) The department shall create and develop a four-year school turnaround pilot program for priority schools pursuant to § 49-6-3604.

(b) The department shall select five (5) priority schools that are diverse in grade levels to participate in the pilot program. The department shall select at least one (1) priority school from each grand division of this state to ensure that the priority schools selected to participate in the pilot program are geographically diverse.

(c) The department shall operate and administer the pilot program for four (4) school years beginning with the 2021-2022 school year. In the 2021-2022 school year, schools in need of intervention must develop a school turnaround plan.

(d)(1) In the three (3) school years from the 2022-2023 school year through the 2024-2025 school year, each school in need of intervention must implement the school's respective school turnaround plan.

(2) The department shall evaluate the progress of each school in need of intervention to determine whether the school meets the priority school exit criteria established by the state's federally approved Every Student Succeeds Act (ESSA) plan established pursuant to the Every Student Succeeds Act (ESSA) (20 U.S.C. § 6301 et seq.) at the end of each school year of the pilot program. The department shall begin the department's evaluations of schools in need of intervention pursuant to this subdivision (d)(2) following the 2022-2023 school year and shall conclude its evaluations at the end of the 2024-2025 school year.

(e) By October 1, following the end of each school year in which the school turnaround pilot program is in effect, and at the end of the pilot program, the department shall file with the education committees of the senate and the house of representatives a report evaluating the progress of the pilot program. The report must address the implementation and effectiveness of comprehensive support and improvement plans implemented by non-pilot schools and school turnaround plans implemented by schools in need of intervention in addressing the prioritized needs of the respective school that resulted in the school's designation as a priority school. The final report must:

(1) Compare the student performance outcomes for the schools in need of intervention and for the non-pilot schools;

(2) Compare the outcomes for each of the schools in need of intervention, identifying:

(A) How the school turnaround plans developed by the schools in need of intervention that met the priority school exit criteria during the pilot program differ from the schools in need of intervention that did not meet the priority school exit criteria during the pilot program; and

(B) How the schools in need of intervention that did not meet the priority school exit criteria during the pilot program improved, if at all, during the pilot program; and

(3) Make recommendations as to whether the school turnaround plans developed as part of the pilot program should be replicated in non-pilot schools.

**49-6-3604.**

(a) The department shall use the same outcomes-based performance measures used in the state's accountability model to designate priority schools as schools in need of intervention for purposes of the school turnaround pilot program.

(b) Before the department designates a priority school as a school in need of intervention in accordance with subsection (a), the department shall develop a model school turnaround plan for local boards of education, school turnaround committees, and independent school turnaround experts to reference when creating school turnaround plans for schools in need of intervention.

**49-6-3605.**

(a) A local board of education shall require a priority school to participate in the school turnaround pilot program if the department designates the school as a school in need of intervention. By September 1, 2021, the department shall identify priority schools designated as schools in need of intervention to participate in the pilot program.

(b) A school in need of intervention that is required to participate in the pilot program must remain in the pilot program until the conclusion of the pilot program.

**49-6-3606.**

(a) By September 30, 2021, the local board of education for a priority school that the department has designated as a school in need of intervention shall establish a school turnaround committee for each school in the LEA that is participating in the school turnaround pilot program. The school turnaround committee shall make recommendations concerning the school turnaround plan to the local board of

education. The school turnaround committee must be composed of the following members:

(1) The local school board member who represents the voting district in which the school is located;

(2) The principal of the school;

(3) Three (3) parents of students enrolled in the school, to be appointed by the director of schools;

(4) Two (2) teachers at the school, to be appointed by the local board of education; and

(5) Two (2) teachers at the school, to be appointed by the director of schools.

(b)(1) The members of the school turnaround committee must serve until the end of the pilot program, unless a member ceases to qualify for the position.

(2) Before the end of the pilot program, if a person replaces the local board of education member serving on the school turnaround committee on the local board of education, or, if the local board of education appoints a new principal of the school, then the new local board of education member or the new principal fills the position on the school turnaround committee held by the new local board of education member's or the new school principal's predecessor.

(3) If, before the end of the pilot program, a parent member ceases to have a student enrolled at the school in the pilot program, a teacher member ceases to teach at the school in the pilot program, or a parent or teacher member resigns or otherwise cannot fulfill the member's duties, then the member's position on the school turnaround committee is vacated and the respective appointing authority shall appoint a new member to serve the remainder of the pilot program on the school turnaround committee.

(c) By November 30, 2021, the local board of education shall contract with an independent school turnaround expert from a list of qualified experts provided by the department pursuant to § 49-6-3607, who shall develop a school turnaround plan in collaboration with the school turnaround committee that includes:

(1) The findings of the analysis conducted by the independent school turnaround expert described in § 49-6-3607;

(2) Recommendations compliant with state and federal law regarding changes to the school's personnel, culture, curriculum, assessments, instructional practices, governance, leadership, finances, policies, or other areas that may be necessary to implement the school turnaround plan;

(3) Measurable student achievement goals and objectives;

(4) A professional development plan that identifies strategies to address problems of instructional practice;

(5) A leadership development plan focused on strategies to turn around the school;

(6) How progress will be monitored and assessed;

(7) How data on progress will be communicated and reported to stakeholders; and

(8) A timeline for implementation that aligns with the timelines established for the pilot program in this part.

(d)(1) By March 1, 2022, the school turnaround committee shall submit the recommended school turnaround plan to the local board of education. The local board of education may recommend changes to the school turnaround committee for the school turnaround plan, but the school turnaround committee and the local board of education must agree on a final school

turnaround plan. The local board of education shall submit the final school turnaround plan to the department for approval by April 1, 2022.

(2) If the local board of education and the school turnaround committee do not agree on the final school turnaround plan before April 1, 2022, then the local board of education and the school turnaround committee may independently submit a proposed school turnaround plan to the department for approval. The department may make any necessary changes to a proposed school turnaround plan submitted to the department, but shall approve one (1) of the proposed school turnaround plans for the school in need of intervention.

(3) Upon the department's receipt of a school turnaround plan submitted for approval pursuant to subdivision (d)(1), the department shall:

(A) Review a school turnaround plan submitted for approval under subdivision (d)(1) within thirty (30) days of submission; and

(B) Approve a school turnaround plan submitted in accordance with subdivision (d)(1) that is timely, well-developed, and aligned with the rubric developed by the department. The department may recommend additional changes to the school turnaround plan submitted to the department before the department approves the school turnaround plan.

**49-6-3607.**

(a) The department shall establish the minimum qualifications required for independent school turnaround experts and provide LEAs with a list of at least two (2) qualified independent school turnaround experts. The list of qualified experts must be procured competitively and in compliance with all state laws and rules regarding the procurement of goods and services by state agencies. In establishing the minimum qualifications required for independent school turnaround experts, the department shall ensure that each qualified independent school turnaround expert:

(1) Has a credible track record of improving student academic achievement in public schools with various demographic characteristics, as evidenced by statewide assessment results;

(2) Has experience designing, implementing, and evaluating data-driven instructional systems in public schools;

(3) Has experience coaching public-school administrators and teachers on designing and implementing data-driven school turnaround plans;

(4) Has experience collaborating with the various education entities that govern public schools;

(5) Has experience delivering high-quality professional development and coaching in instructional effectiveness to public school administrators and teachers; and

(6) Is willing to travel to a school in need of intervention regardless of the school's location.

(b) The local board of education for a school in need of intervention shall select and contract with an independent school turnaround expert identified on the list of qualified independent school turnaround experts provided by the department to:

(1) Collect and analyze data on the achievement, personnel, culture, curriculum, assessments, instructional practices, governance, leadership, finances, and policies of a school assigned to the school turnaround group;

(2) Recommend changes compliant with state and federal law to the school's culture, curriculum, assessments, instructional practices, governance, finances, policies, or other areas based on data collected under subdivision (b)(1);

(3) Develop and implement, in partnership with the school turnaround committee, a school turnaround plan that meets the criteria described in § 49-6-3606(c);

(4) Monitor the effectiveness of a school turnaround plan through various means of evaluation, including, but not limited to, on-site visits, observations, surveys, analysis of student achievement data, and interviews;

(5) Provide ongoing implementation support and project management for a school turnaround plan;

(6) Provide high-quality professional development and coaching personalized for the staff of a school assigned to the school turnaround group that is designed to build the:

(A) Leadership capacity of the school principal;

(B) Instructional capacity of the school staff; and

(C) Collaborative practices of teacher and leadership teams;

(7) Provide job-embedded professional learning and coaching for all instructional staff on an ongoing basis; and

(8) Provide a principal of a school assigned to the school turnaround group job-embedded professional learning and coaching at least twice per month during the school year that focuses on strategies to improve the performance of the school.

(c) The contract payments to the independent school turnaround expert required in § 49-6-3606(c) must be structured as follows:

(1) An independent school turnaround expert receives the initial fifty percent (50%) of the payment due for all services provided under the contract on a prorated basis over the term of the contract; and

(2) The local board of education shall not render the remaining fifty percent (50%) of the payment due to the independent school turnaround expert for all services provided under the contract until the end of the school turnaround pilot program, but such payment is only rendered if the school in need of intervention served by the independent school turnaround expert meets the priority school exit criteria by the end of the 2024-2025 school year.

(d) Subject to available funds, the department may develop a program to incentivize independent school turnaround experts, and the schools in need of intervention to which they are providing services, to meet the priority school exit criteria prior to the 2024-2025 school year.


**49-6-3608.** Subject to available funds, the department shall provide grants to local boards of education with schools in need of intervention to facilitate the implementation of interventions identified in an approved school turnaround plan, including the funding of contracts with qualified independent school turnaround experts.

SECTION 2. It is the legislative intent that any funds appropriated to implement this act by the general appropriations act shall not be obligated or expended until fiscal year 2025.

SECTION 3. This act takes effect upon becoming a law, the public welfare requiring it.

SENATE BILL NO. 122

PASSED: May 4, 2021

  
RANDY McNALLY  
SPEAKER OF THE SENATE

  
CAMERON SEXTON, SPEAKER  
HOUSE OF REPRESENTATIVES

APPROVED this 27<sup>th</sup> day of May 2021

  
BILL LEE, GOVERNOR



# Orchard Knob Middle School

Ed Direction Presentation

November 18, 2021

# Our Team



Mavis Snelson



Derrick Dalton



Carrie Miller



We believe...

The primary goal of education is to develop individuals who thrive—academically, socially, physically, and emotionally.

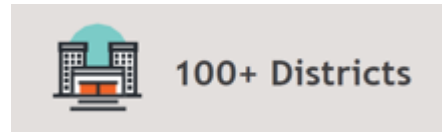
Educators possess an undeniable power to change students' lives.

Teachers and school leaders can become even more impactful working alongside external partners who promote self-evaluation, professional learning, and growth.

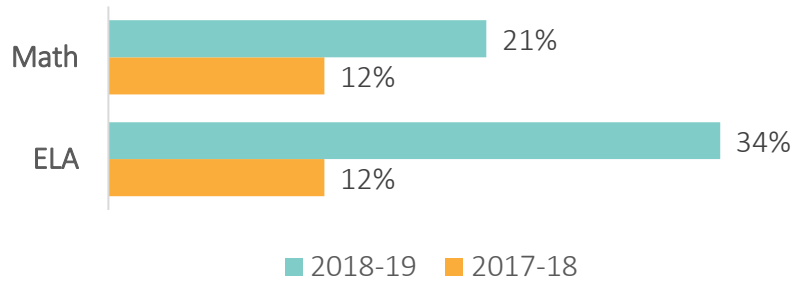
Together we can achieve more.

# About Ed Direction

Since 2007, we have established a track record of successful engagement with education organizations nationally and internationally to improve student learning and growth in measurable ways. **Every member of our team has first-hand teaching and administrative experience in K-12 schools.** We've partnered with:

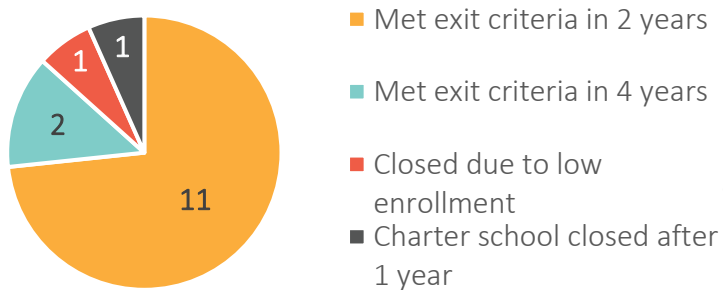


Average Percent Proficient  
2017-18 to 2018-19



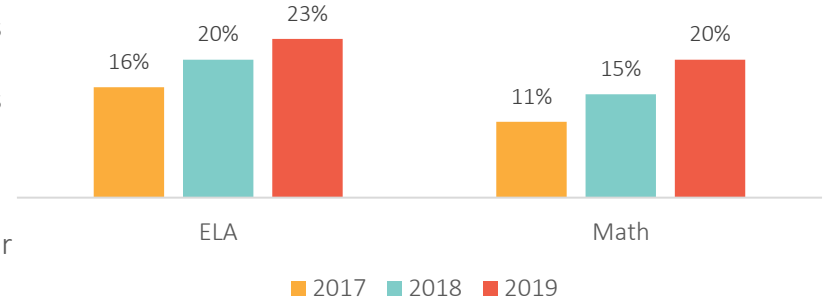
Illinois Comprehensive Support & Improvement (n = 5)

Turnaround School Outcomes  
2015-16 to 2017-18



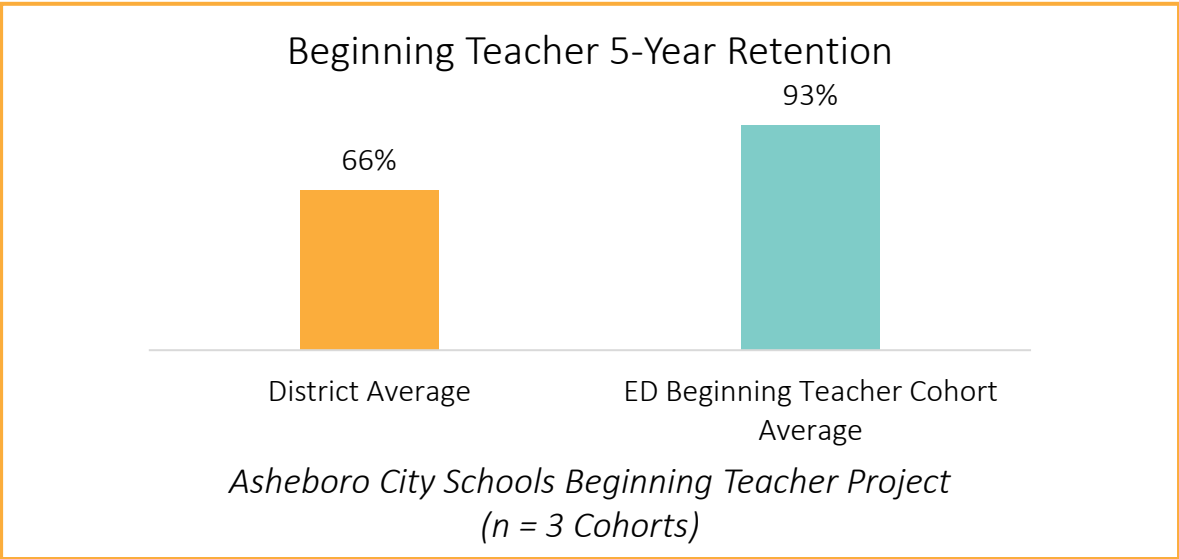
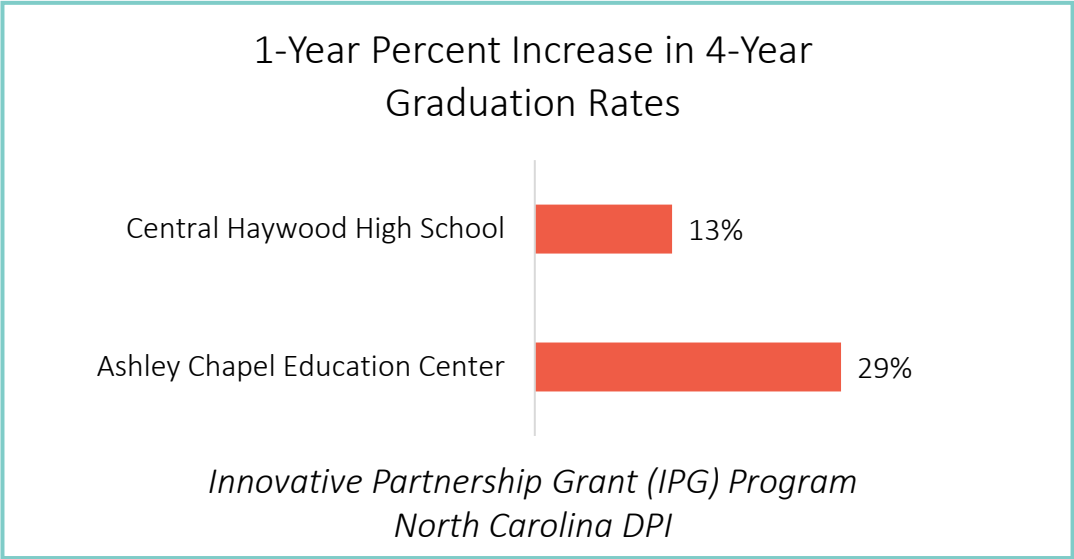
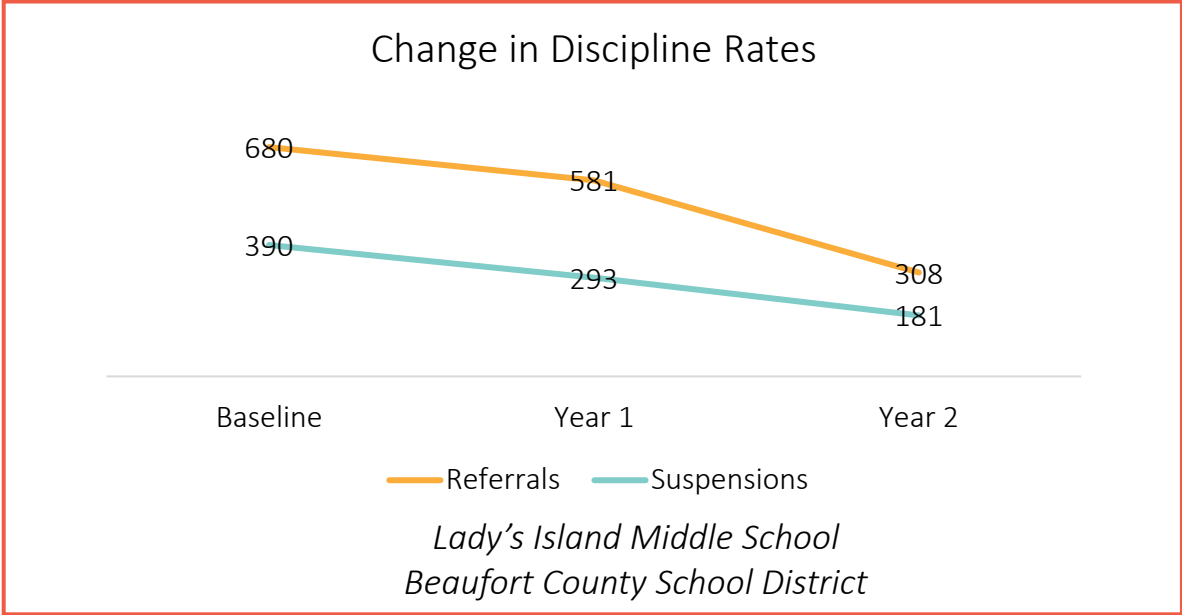
Utah School Turnaround & Leadership Development Program (n = 15)

Average Percent Proficient  
2016-17 to 2018-19



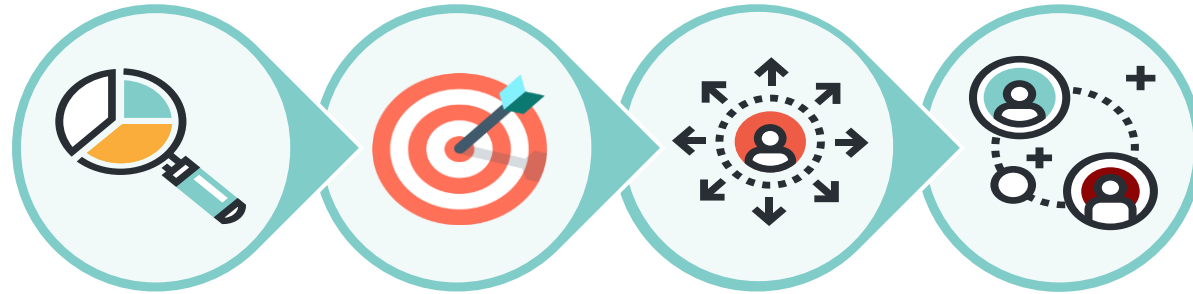
North Dakota Comprehensive Support & Improvement (n = 12)

# Sample Outcomes



# Our Approach to Orchard Knob Middle School

- 1) **Deeply understand** the strengths and areas for improvement in culture, collaboration, leadership and teaching
- 2) **Narrow in on the most impactful areas for growth** and create actionable week by week plans
- 3) Deliver job-embedded **professional learning**, using adult learning science, to small and large groups
- 4) Provide **intensive, individual and team coaching** to enhance adult mindsets and ensure new learning is implemented



Individualized, side-by-side support

Focus on implementation over initiatives

Sustained Growth

# Our Approach to Orchard Knob Middle School

December 2021 – January 2022: Comprehensive School Appraisal

## Classroom Observations

- Levels of engagement
- Types of learning tasks
- Student groupings
- Task complexity

## Artifact Analysis

- Current School Improvement Plan
- At least 1 curriculum map from each department or grade level
- 1 week of lesson plans

## Interviews

- 20-minute teacher interviews
- 45-minute administrator interviews

## Focus Groups

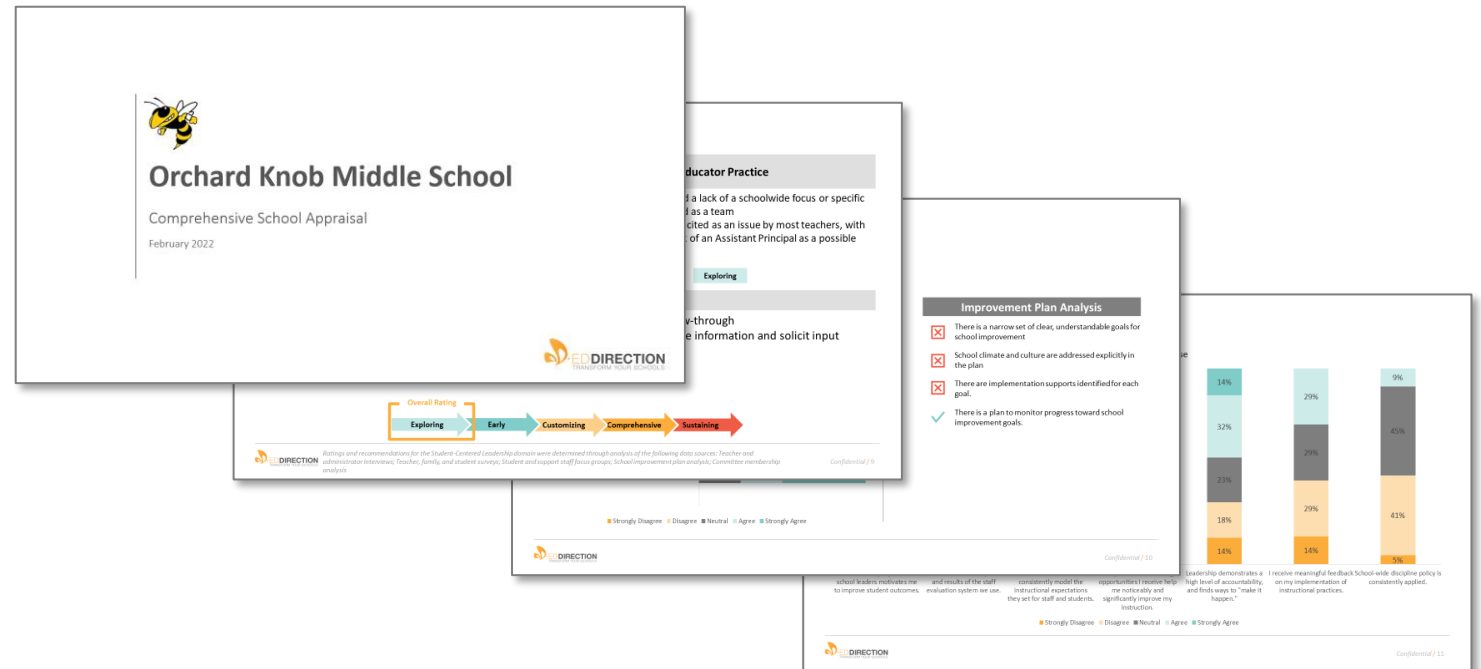
- Students (grades 5+)
- Support Staff
- Parents
- (optional) School Board

## Meeting Observations

- At least 3 teacher collaboration meetings (e.g., PLCs)
- School Leadership Team meeting

## Surveys

- All staff
- Families
- Students
- School Climate Assessment Instrument



# Our Approach to Orchard Knob Middle School

February 2022



## Comprehensive Appraisal Findings Report



## Root Cause Analysis

- Deep dive into quantitative & qualitative data
- Articulate key areas of underperformance
- Identify barriers to improvement





## School Turnaround Plan

- Select 3 highest-leverage adult practices to address barriers
- Set long- and short-term goals for student performance & implementation
- Create School Turnaround Plan and first 90-day implementation plan


# Our Approach to Orchard Knob Middle School

*March – August 2022: Infrastructure*


-  Leadership coaching for principal and other key administrators
  - Focus: Setting up the systems and structures necessary for Turnaround Plan implementation

-  Training for school-based leadership team
  - Focus: Collaboration, data analysis, & teacher leadership

*SY22-23 – SY24-25: Full Implementation*

-  Coaching for:
  - Administrators
  - Teacher Leaders
  - Classroom Teachers
  - Teams

-  On-demand professional learning (large and small group)

-  Turnaround Plan implementation support



# Case Study: Dillard Middle School

## Wayne County Schools, North Carolina

North Carolina Comprehensive Support and Improvement (2020 - present)

### Demographics

Total Enrollment	371
Economically Disadvantaged	79%
Black/African American	88%
Hispanic	8%
Two or More Races	2%
White	2%

### Key Services Provided

#### Fall 2020

- Conducted an informal needs assessment, including an appraisal of school culture and climate
- Worked with the Instructional Leadership Team to set goals for improvement and identify focus areas for support



#### Spring 2021

- Established a Student Drivers program and facilitated a major community service project
- Provided coaching for teams on effective collaborative practices
- Worked alongside campus-based coach to support teachers implementing evidence-based instructional strategies
- Implemented the Power of Our for all staff members, a program focused on understanding human behavior and relationships

### Outcomes

- Due to COVID-19, we have not been able to collect valid, comparable summative assessment results
- After 1 year of support, Dillard saw modest decreases in ISS and OSS incidents, and an increase in both student and certified staff attendance (despite the ongoing pandemic)



# *Additional Case Studies*

# Case Study: Granger Elementary School

## Granite School District, Utah

School Turnaround & Leadership Development Program (2016 - 2018)

### Demographics

Total Enrollment	839
Economically Disadvantaged	83%
English Language Learners	61%
Students with Disabilities	11%
Asian	5%
Black/African American	7%
Hispanic	60%
Pacific Islander	7%
White	18%

### Spring 2016

- Conducted comprehensive school analysis
- Established School Leadership Team (SLT)
- Facilitated root cause analysis and creation of School Improvement Plan



### Key Services Provided

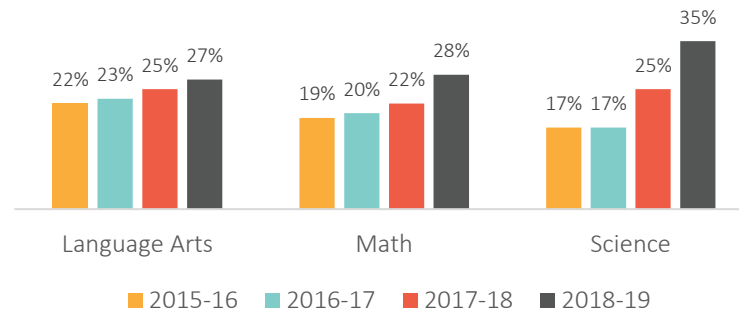
#### 2016-17 & 2017-18 School Years

Professional learning and coaching support focused on creating and implementing 6-week instructional cycles

- Teachers engaged in professional learning focused on prioritizing & unpacking standards and creating common short-term assessments
- Teams implemented a tracking system to facilitate weekly discussions about students that resulted in instructional planning in direct response to students' needs
- School leaders used student tracking system as the focus for SLT meetings, allowing the team to plan and implement targeted supports for teachers and students

### Outcomes

% Proficient on Summative State Assessments



- Granger improved from an F to a C on the Utah school report card
- Instructional systems were maintained after our partnership concluded, even through a principal transition
- Student learning has continued to increase

# Case Study: Thurgood Marshall STEM High School

Dayton Public Schools, Ohio

March 2021 - Present

## Demographics

Total Enrollment	535
Economically Disadvantaged	83.8%
English Language Learners	3.3%
Students with Disabilities	28.3%
Black/African American	84.6%
Hispanic	2.6%
Multiracial	4.1%
White	8.6%

## Improvement Plan Focus Areas

- #1** Build collective efficacy by strengthening teacher and leadership teams
- #2** Improve learning through standards-based planning & instruction
- #3** Provide social-emotional supports to all students during advisory period

## Key Services Provided

### Spring/Summer 2021

- Conducted comprehensive school analysis
- Two-Day Building Leadership Training
- Facilitated root cause analysis and creation of School Improvement Plan



### Fall 2021

- Customized professional learning focused on:
  - Gradual Release of Responsibility
  - Social-Emotional Supports/ Building Relationships
- 1:1 coaching for all core teachers
- Leadership development for principal & 2 assistant principals
- Co-planning for newly created advisory period

# Case Study: White Shield K-12

## White Shield, North Dakota

North Dakota Comprehensive Support and Improvement (2017 - present)

### Demographics

Total Enrollment	129
Economically Disadvantaged	95%
Native American	95%
Hispanic	3%
White	2%

### Key Services Provided

#### Fall 2017

- Conducted comprehensive school appraisal
- Leveraged buy-in from veteran staff members to create a school improvement plan and lead the change

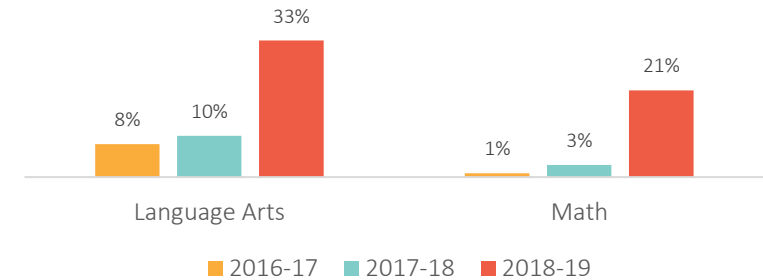


#### Spring 2018 – Spring 2021

- Facilitated professional learning focused on evidence-based instruction
- Established collaborative structures, including a School Leadership Team and PLCs
- Coached teams to create short-term assessments and routinely use the resulting data to make instructional decisions
- Differentiated coaching supports for teachers based on expertise and need
- Schoolwide literacy initiative, focused on:
  - Foundational literacy in grades K-5
  - “Writing like a scholar” in grades 6-12

### Outcomes

#### % Proficient on Summative State Assessments





## Sustainability

Even after our formal partnerships are complete, the impact remains. Ed Direction's partnerships are intentionally structured to gradually release the responsibility for continuous improvement back to school and district leaders, and our work continues to add value long after we're gone in four key ways:



The shift to a student-centered, action-oriented culture ensures that teachers and leaders continue to take ownership over improving student outcomes



Improved leadership and instructional skills of existing staff drive continuous learning and improvement, even as new staff are hired



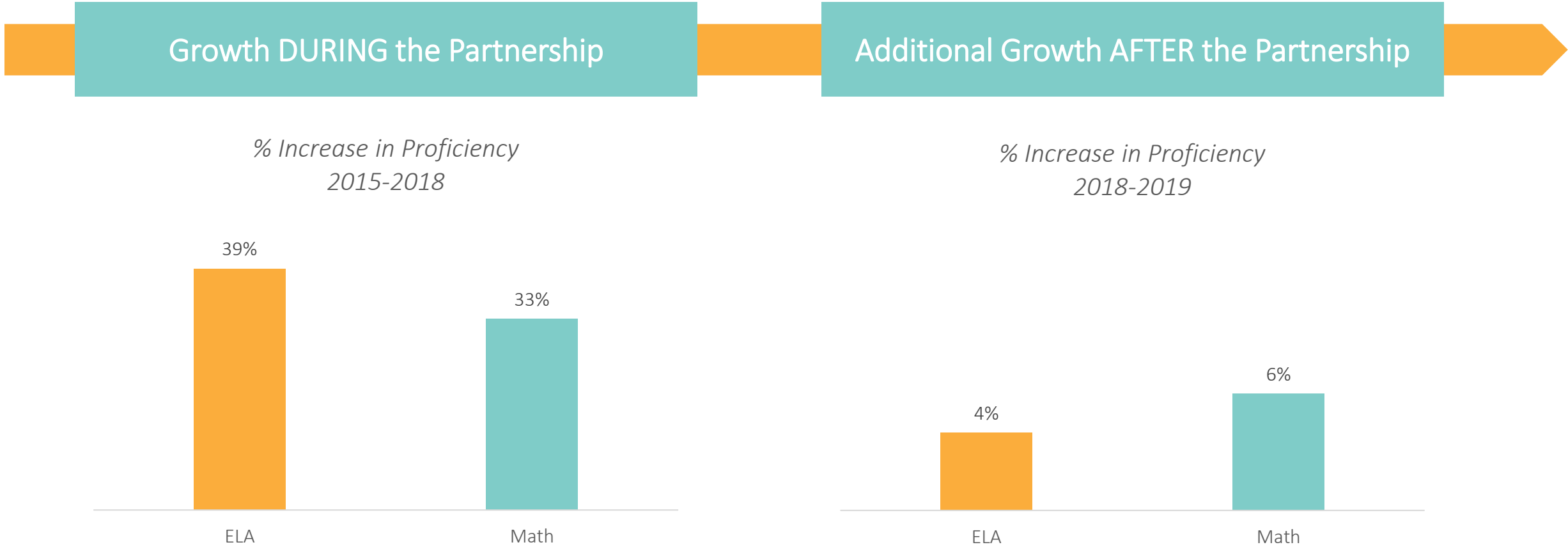
Collaborative structures and practices allow teachers to leverage each other's expertise when Ed Direction coaches are gone



Continued access to digital tools allow teams to continue successful professional learning, coaching, and collaborative practices

# Sustainability

Student outcomes during and after a recent 3-year project show that partner schools continue to improve after Ed Direction coaches leave.



# Sustainability

All of our partnerships include, at no additional cost, access to digital teaching and learning tools designed to support durable implementation.



EdThrive is structured to enable effective teaming and streamline data-based decision-making through:

- Easy agenda prep and sharing
- Pre-made protocols for analyzing data
- Saved meeting notes & action items
- Automated reminder emails
- Ability to upload and share artifacts
- Automated progress monitoring for leaders



## ED Learning Spaces

ED Learning Spaces provide partners access to authentic, interactive, and customized Professional Learning experiences, including:

- Day-of and ongoing digital access to all Professional Learning resources
- School-by-school customization
- Embedded tools for sharing and collaboration



GoReact allows educators to improve their instruction and collaborate with their peers through video analysis.

The tool:

- Removes barriers to peer observation
- Allows educators to consistently give and receive actionable feedback
- Aligns feedback to a school or district's teaching and learning goals

# *Menu of Services*

## Our Partnerships

Our team is unique in that we function as a *partner* to our clients, not simply as a provider of services. We take the time to understand, at a deep level, what each school or system needs, and we work relentlessly to help educators achieve their vision. The result is a collaborative, trusting partnership that produces substantial improvements in student outcomes. Although each partnership is customized, our key offerings include:



Analysis, Planning, &  
Progress Monitoring



Professional Learning



Individual & Team  
Coaching

# Analysis, Planning, & Progress Monitoring



## Services

### Comprehensive Needs Assessment

*Surveys, interviews, and focus groups of teachers, administrators, parents, and students, along with a comprehensive data review*

### Root Cause Analysis

*Facilitated School Leadership Team session to analyze needs assessment data and identify causes of underperformance*

### Implementation Planning

*Long-term as well as 30-, 60-, and 90-day planning.*

### Progress Monitoring

*Relevant reporting to state, district, school leadership.*

# Professional Learning



## Services

### Full Staff Professional Learning Session or Sequence

*Content organized and delivered to support deep implementation, ensuring that the conditions necessary for adult learning are present*

### School Leadership Team Professional Learning Session

*Explicit instruction for leadership teams on owning school improvement and maintaining effective, data-driven meeting practices*

### Professional Learning Community (PLC) Professional Learning Session

*Guided PLC meetings, including goal setting and implementation coaching*

### Customized Professional Learning Modules

*Individualized, self-directed modules focused on evidence-based instructional strategies that include opportunities for targeted feedback*

### Transparent Teacher Practices Customized Professional Learning Modules

*Self-directed modules for teams (e.g. PLCs) focused on evidence-based practices for collaboration*

## We adhere to research-based standards when designing and delivering professional learning.

Component	Rationale	Examples	Ed Direction Gold Standard
<i>Theory</i>	The theoretical underpinnings or “why” for new ways of work cannot be ignored.	Introducing content from the front of the room; Small group and table discussions	<b>No more than 25% of PL</b> <ul style="list-style-type: none"> <li>▪ Rationale is clear and connects to previous and future Professional Learning content</li> <li>▪ Emphasizes improving student outcomes</li> <li>▪ Aligns with school/district/state goals</li> <li>▪ Uses well-established discussion norms</li> </ul>
<i>Demonstration</i>	If we want professionals to engage in new ways of work, we must plan for examples of what the preferred practices look and sound like.	Front of the room modeling; Fishbowls; Facilitated modeling at the tables; Video/media modeling	<b>Between 10-20% of PL</b> <ul style="list-style-type: none"> <li>▪ Transparent and practical</li> <li>▪ Multiple exposures when needed (e.g., live and media examples)</li> </ul>
<i>Practice</i>	Unfortunately, verbal advocacy is not implementation. Practice increases the likelihood of implementation.	Case studies; Data analysis; Implementation plans; Jigsaws; Role play	<b>Between 40 to 60% of PL</b> <ul style="list-style-type: none"> <li>▪ Well-developed and varied protocols</li> <li>▪ Ongoing reflection and refinement</li> <li>▪ Progress monitoring of knowing and doing gaps</li> <li>▪ Clearly defined implementation indicators</li> </ul>
<i>Coaching</i>	Research and experience confirm that no matter how accomplished or motivated people are, few can sustain their best performance alone. Coaching keeps high performers at the top of their field.	Specific and timely feedback applied to: Progress monitoring information; Deliverables; During practice; During site visits; and implementation plans	<b>At least 10% of PL</b> <ul style="list-style-type: none"> <li>▪ Built on progress</li> <li>▪ Gradual release with authentic feedback partners (e.g. school/district/state leaders)</li> <li>▪ Feedback is highly focused and prioritized</li> <li>▪ Opportunities to achieve mastery by applying learning in new settings/contexts</li> </ul>
<i>Pacing</i>	Even the most relevant content and skills can fall flat if not properly chunked into manageable sections and organized to encourage adult learner engagement.	<ul style="list-style-type: none"> <li>▪ Movement</li> <li>▪ A.M. versus P.M. content placement</li> <li>▪ Individual versus group activities and reflection</li> <li>▪ Targeted mini-lessons versus full-day sessions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure movement every 60 minutes</li> <li>▪ Limit session objectives to 4 broad categories</li> <li>▪ Plan for at least 2 cross-group activities per day</li> <li>▪ Schedule most cognitively challenging content and activities in the morning</li> </ul>

# Individual & Team Coaching



## Services

### **Collaborative Coaching: Teacher(s)**

*Instructional coaches utilize a 4-step cycle to collect data, set goals, share new strategies, and provide feedback on implementation*

### **Collaborative Coaching: Coach(es)**

*Customized guidance and ongoing feedback for school and/or district coaches to improve teacher and team effectiveness*

### **Leadership Coaching Session**

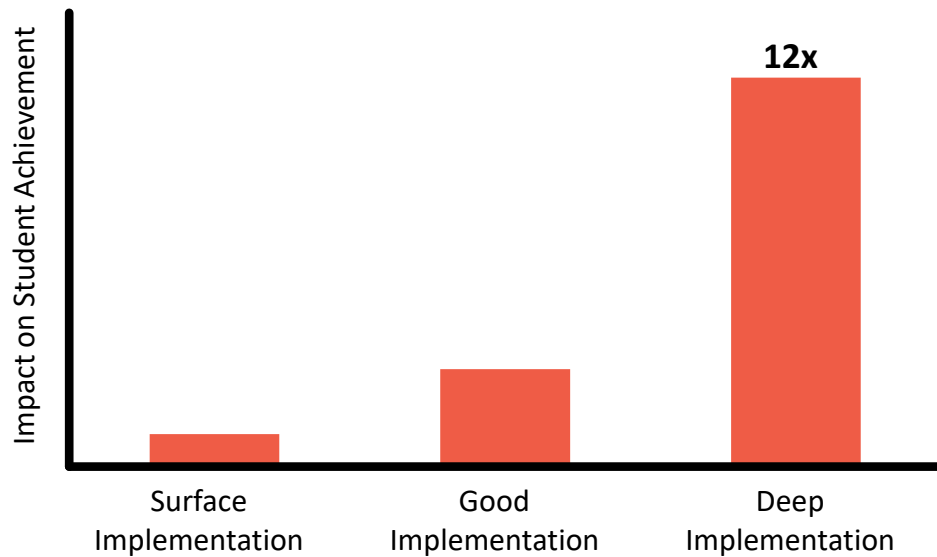
*Ongoing, personalized support focused on implementing evidence-based leadership principles, including, authentic problem solving, role playing, situation-specific delivery of Ed Direction tools and templates, and consistent post-session follow-up*

### **District Transformation Team Planning and Coaching**

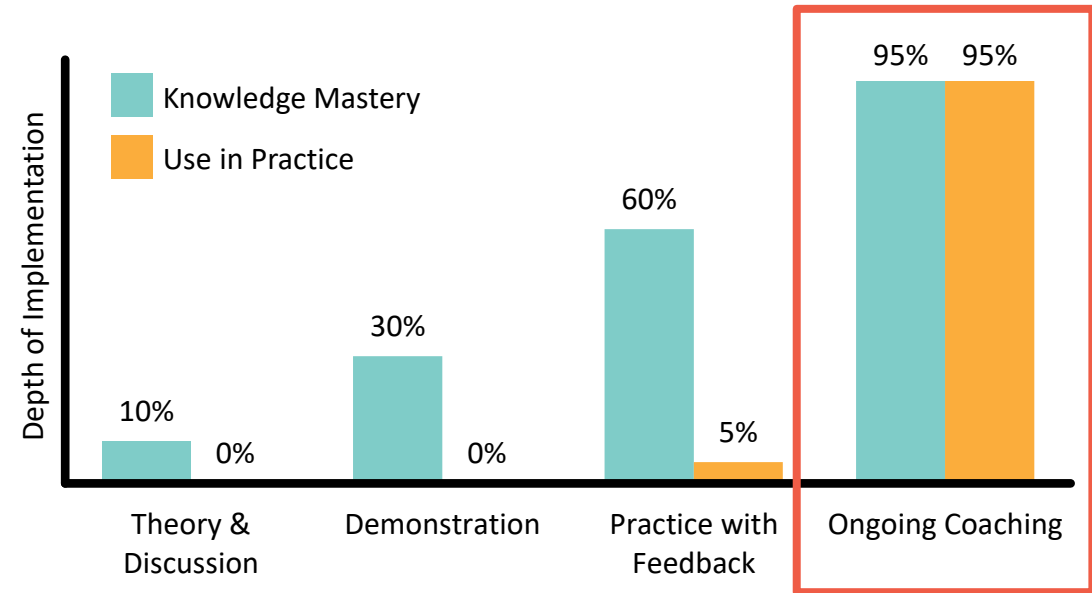
*Coaching and facilitation for district leaders focused on systemic and sustainable progress at scale*

# Individual & Team Coaching

We know that actionable feedback is essential for growth. Ongoing coaching is a core component of our approach to supporting the hard work of implementing new practices.



Do fewer things. Do the right things. Do them with depth.



Ensure cascading levels of support for those responsible to implement.