Department of Instruction Bellwether Updates

Albemarle County Public Schools

Agenda

1. **Instructional Coaching**
   Include a small summary of information on topic

2. **ELA Adoption & Implementation**
   Include a small summary of information on topic

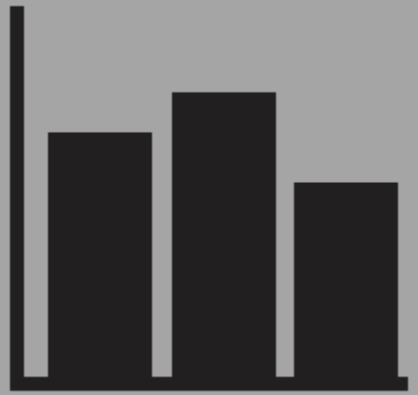
3. **Math and Algebra I**
   Include a small summary of information on topic

4. **High Quality Instructional Materials**
   Include a small summary of information on topic

5. **Quarterly Assessments**
   Include a small summary of information on topic

Instructional Coaching 2.0

Sources of Information

		
Qualitative Data	Quantitative Data	Research

Feedback Process

- **Solicited Qualitative Feedback Sessions** from Lead Coaches, Principals, Assistant Principals, Instructional Coaches, and teachers (approximate 150 people) by utilizing a carousel protocol that asked for feedback (pros, cons, considerations, and alternative structures) on the current model related to:
  - Relationship of coaches with building level administration
  - Shifting from an opt-in only to a more directive approach
  - Role of the Lead Coach
  - Novice and Veteran Support
  - Teacher directed interactions vs. more directive coaching around GVC
  - Networks of Schools vs. Efficiency in serving fewer schools
  - Pedagogical experts vs. Content experts
- **Solicited Quantitative Feedback from a division-wide survey** (319 participants - approximately 25% response rate)

“As with all things in coaching, the more clarity everyone has around processes and expectations, the more likely it is that the process will result in its intended outcomes.”

Thomas, S., Knight J., Harris, M., & Hoffman A. (2022) *Evaluating instructional coaching.* ASCD

Instructional Coaches as Catalyst for Change:

Ignites and fosters a collaborative, reflective public practice to spread effective teacher practice among and between schools.

Instructional Coaching 1.0		Instructional Coaching 2.0
Resource Provider: Expands teachers' use of various resources to improve instruction.	→	**Instructional Specialist:** Aligns instruction with curriculum to meet the needs of all students.
Mentor: Acculturates and supports the induction of new and new-to-the-school teachers.	→	**Classroom Support:** Increase the quality & effectiveness of classroom instruction for high-levels of learning for all students.
Learner: Coaches learn from their experience and return to the classroom to enhance their practice and build collective efficacy among their colleagues	→	**Learning Facilitator:** Designs, implements, and evaluates individual, job-embedded professional learning.

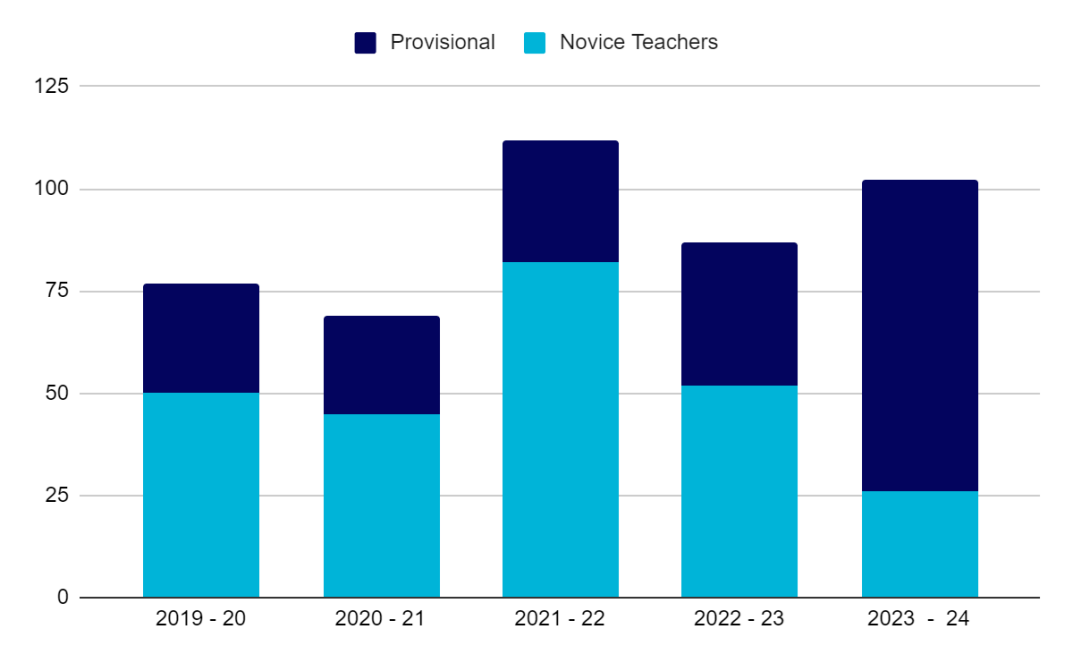
Killion & Harrison, 2017

What the shift in roles could look like for teachers…

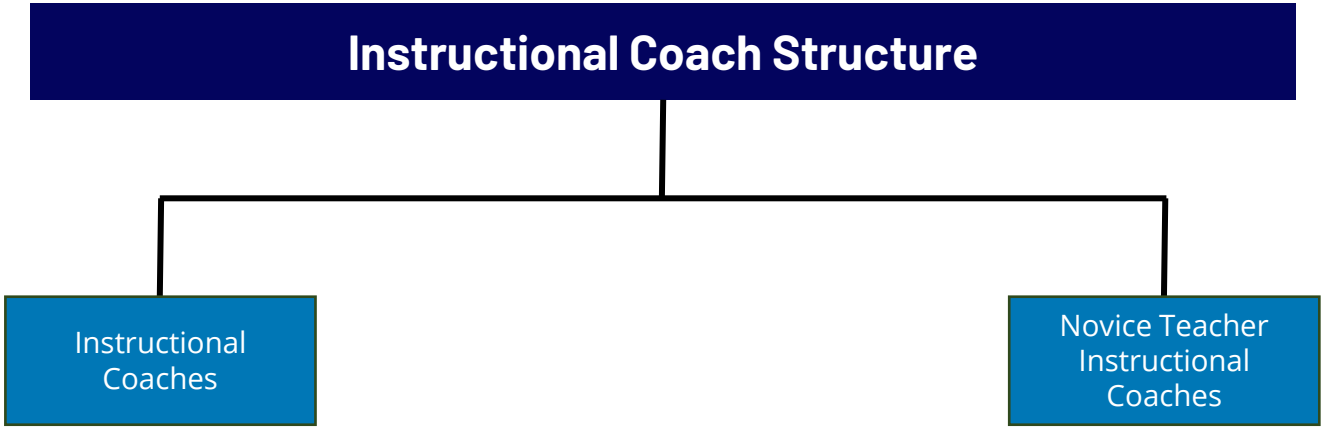
Role	Coaching Tasks
Instructional Specialist	Partnering with teachers: ● to clearly articulate learning targets and success criteria ● to align instructional tasks to curriculum and assessment ● constructing formative assessments
Classroom Support	Partnering with teachers to: ● Model new instructional practices ● Observe implementation of classroom instruction ● Provide feedback from observation
Learning Facilitator	Partnering with teachers to: ● engage in a cycle of improvement (Identify Goal, Learn, Implement, Adapt & Adjust) ● activate metacognitive strategies to help teachers better understand their decision making frameworks ● Support reflective practice and data-based decision making in professional learning communities.

Changes in Teacher Demographics

Increased numbers of Novice and Provisionally Licensed Teachers → Increased Need in



***In 2009, when the model was started we had total of 30 novice teachers.**



Each team will be organized to support schools in the most efficient and effective way possible.

Instructional Coaching: Theory of Change

Coaching Role
A well-defined coaching role ensures that coaches are thoughtfully selected in alignment with clear expectations and outcomes.

Coach Learning
High-quality, ongoing professional learning increases coach efficacy and effectiveness

Coaching Conditions
Establishing a collaborative learning community within and among schools provides a supportive environment for coaches to thrive.

Coaching Partnerships
Establishing partnership agreements between coaches, teachers, and principals creates professional relationships focused on continuous improvement.

Coaching Cycles
Engaging in reflection through data-informed coaching cycles develops and refines teachers' professional practice.

Transfer to Practice
Teachers develop increased instructional efficacy

Student Experience
All students access high-quality, grade level instructional tasks

Student Impact
Student achievement increases and achievement gaps close.

Killion & Harrison, 2017

ACPS Mission

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds. We will know every student.

ACPS Coaching Mission

ACPS Instructional Coaches work to end the predictive value of race, class, gender and special capacities by accelerating educator effectiveness through coaching cycles and high-quality job-embedded professional learning.

ACPS Coaching Values

- Equity
- Collaborative Relationships
- Instructional Excellence
- Continuos Improvement

Quick Review...Looking Back and Looking Forward

- ☑ Bellwether Recommendation
- ☑ Gathered Data and Feedback
- ☑ Presented Roles of Coaches to:
  - Instructional Coaches
  - Division & School Leadership
  - School Board
- ☑ Post Job Description & Openings

By February 22nd:

- Finalize Instructional Coaching Theory of Change
- Finalize Instructional Coach Mission
- Analyze and Synthesize Feedback to re-examine coaching structures and practices

By May 31st:

- Work collaboratively with instructional coaches, principals, lead coaches to redesign instructional coaching model structures and practices

ELA Adoption and Implementation

K-5 Core Literacy Program Adoption and Implementation Updates

Key Initiative 3b: **Adopt K-5 ELA curriculum** ... with embedded tasks that are standards-aligned, on grade level, and provide a variety of ways/multiple opportunities for students to demonstrate mastery.

- **Implementation/Professional Learning Plan**
  - **March 05** training by Dr. Kristin Conradi Smith (William & Mary) on Evidence-Based Literacy Instruction
  - **April 29** grade-level training provided by HMH trainers
  - **NTA -** grade-level training by HMH trainers for new teachers
  - **Preservice Week** - Ongoing professional learning related to EBLI and HMH.
  - **LETRS** ACPS facilitator training this summer
    - *Language Essentials for Teachers of Reading and Spelling*
    - Teaches the how, what, and why of literacy acquisition.
  - **LETRS** training for all teachers during 24/25 school year
  - Ongoing support and professional learning by HMH throughout the year for teachers (in the form of learning walks) and Reading Specialists/Instructional Coaches.

Math and Algebra I

Math and Algebra 1

Key Initiative 3a.1. Invest in short-term solutions to strengthen 9th Grade Algebra I skills.

- Algebra Advisory Team: Serves two purposes — identifying short-term solutions for high school teachers and students in Algebra I and designing proactive solutions for next year.
  - Meets regularly in-person and online to discuss problems of practice, successful instructional strategies, intervention efforts and outcomes, as well as, recommendations.
  - The Advisory Team's midyear recommendations for the 2024-25 school year were shared with high school principals.
- Division-wide Professional Learning Communities
  - Algebra I teachers collaborate around instruction and data for continuous improvement of practices and alignment of instructional strategies and resources.
- Middle School Math Action Research
  - This team of teachers led by Dr. Carlock is examining current practices and historical data to inform recommendations for Middle School course content and offerings to ensure equity of access and preparation for Algebra I.

High Quality Instructional Materials

High Quality Instructional Materials

K-5 ELA Core Instruction	RTI (MTSS)	Middle School Math/Algebra I
*Adoption of state-approved K-5 language arts program for implementation in 24/25 school year. *Current use of UFLI Foundations for systematic and explicit phonics instruction K-3.	• UFLI used for reading intervention 4-8. • SIPPS used for reading intervention K-8 • ALEKS used in Middle School for Math • DIBELS implemented as a screener 6-12. • Working to purchase All-In intervention materials - Lexia Core 5 and Power Up. • Waiting on VDOE to approve HQIM for intervention before taking next steps.	• Piloting Into Math for grade 8 mathematics • VDOE has begun the 2024 Mathematics Textbook Review Process to identify HQIM aligned to the newly adopted 2023 Standards of Learning for Mathematics. Tentatively, the approved list will be available by January 2025.

Quarterly Assessments

Elementary Quarterly Assessments

- End-of-quarter assessments for grades 3-5 are aligned with ACPS pacing guides.
- These quarterly assessments are based on the Standards of Learning addressed over the course of the quarter.
- Assessments were shared with grade-level teams at multiple schools to gather feedback so that adjustments could be made before the assessments were finalized and shared via Illuminate.
- Grade-level PLCs review Illuminate data and plan remediation and reteaching based on results.

Secondary Quarterly Assessments

- Division-wide quarterly assessments were created based on ACPS pacing guides and designed to include taught material only.
- Assessments were shared with various teacher teams (DPLC, CAT, grade-level PLCs) to gather feedback and make adjustments, as needed.
- Lead Coaches and the Department of Strategic planning support schools in analyzing and responding to quarterly data.
- Grade-level PLCs review the data to inform plans for reteaching, as needed.
- Data protocols for examining quarterly data have been shared with teachers through secondary math DPLCs.

Questions/Discussion