

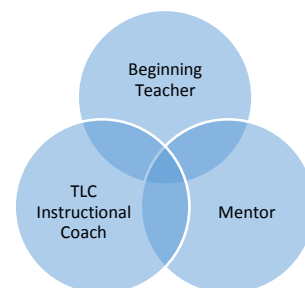
2016-2017 Des Moines Instructional Coaching Design

Our purpose as DMPS Instructional Coaches and Mentors is to collaboratively engage in a continuous cycle of learning using the Marzano Instructional Framework to support teacher reflection and growth and increase student achievement.

In order to meet the diverse learning needs of all of the teachers in the Des Moines Public Schools, it is necessary to have flexible coaching supports and learning cycle designs. During the 2016-2017 school year, the beginning teachers (1st and 2nd year teachers) will be a part of a triad of coaching support: Beginning Teacher, Instructional Coach, Mentor. The mentors will be full-time classroom teachers in the school. Instructional Coaches and mentors will work together to provide school and in-classroom support to the beginning teachers. The roles of Instructional Coaches and Mentors have been defined to create a collaborative and cohesive coaching system throughout the Des Moines Public Schools District.

Coaching Triad

The members of a triad will collaborate at the start of the school year to select areas of focus from identified Signature Elements for the Beginning Teacher. The Mentor will provide support to the Beginning Teacher in a variety of ways (co-planning lessons, observing, providing feedback, etc.) to help the Beginning Teacher understand and implement strategies related to the Signature Elements. The Instructional Coach will support the triad by dedicating the days between learning cycles to Beginning Teacher development. This could be through observation, feedback, co-planning, etc. The triad is important for the success of the Beginning Teacher because it allows for flexibility of support and time with the inclusion of a Mentor and Instructional Coach in a Beginning Teacher Triad.



Members: Beginning Teacher, Mentor, Instructional Coach

Purpose:

- To support the Beginning Teacher in his/her induction to the school and understanding and implementation of Signature Elements.

Process:

- The triad collaborates to create a growth plan for the Beginning Teacher.
- Mentor supports the Beginning Teacher through interactions, observations, and co-planning sessions.
- Instructional Coach supports the Beginning Teacher through interactions, observations, and co-planning sessions.

Rationale:

- Creates flexibility and increases frequency of support for Beginning Teacher.

Mentor

The Mentor is assigned to a Beginning Teacher by the school principal. The Mentor will work closely with the Beginning Teacher to help them learn and implement the Signature Elements and will provide support as a member of a coaching triad. In addition to supporting instruction, Mentors will help the Beginning Teacher learn and understand programs and policies of the school and district (email, benefits, district resources, etc.).

Instructional Coach

The Instructional Coaches will support all teachers by engaging in the study of Instructional Elements from the Marzano Instructional Framework through the learning cycle process. They will provide support throughout the year to beginning teachers—especially between learning cycles—as a member of a coaching triad.

Roles and Responsibilities

Purpose: The following chart articulates the relationship that exists among the leadership roles in support of teacher and student development.

Descriptor	Central Office	Principal	TLC Instructional Coach	Mentors
High Expectations and Accountability	Sets high expectations for accelerated leader, teacher and student learning.	Sets high expectations for accelerated teacher and student learning.	Provides support to teachers so they can meet their own expectations for growth as well as those that have been established by the school leadership and/or school priorities as identified in the SIP.	Provides support to Beginning Teachers (first and second year teachers) focused on “signature elements”.
Vision and Planning	Establishes a district vision and improvement plan that sets priorities for how to accelerate student learning.	Establishes a school improvement plan that sets priorities for how to accelerate student learning.	Prioritizes work that has the most potential to accelerate student learning.	Identify and prioritize the work that has the most potential to accelerate teaching practice and student learning within the signature elements.
Collaborative Culture	Establishes a culture of growth and development for leaders.	Establishes a culture of growth and development for students and staff.	Supports job-embedded professional development through collaborative and individual learning cycles.	Supports job-embedded professional development with the Instructional Coach and Beginning Teacher. (Triad structure)
Learning Standards (eg: Iowa Common Core)	Articulates learning standards and scales through district curriculum guides. Holds leaders accountable for implementation of learning standards as articulated in curriculum guides.	Holds teachers accountable for implementation of learning standards as articulated in curriculum guides.	Helps teachers design instruction that aligns with learning standards as articulated in curriculum guides.	Helps beginning teachers design instruction that aligns with learning standards as articulated in curriculum guides.
Instructional Framework	Knows what high-quality and effective instruction looks like and sets the expectation that this is the norm throughout our district.	Knows what high-quality and effective instruction looks like and sets the expectation that this is the norm throughout the school.	Skillfully supports teachers to implement high-quality and effective instruction. Supports teachers with self-selected goal areas as defined by the instructional framework.	Skillfully supports beginning teachers to implement high-quality and effective instruction around the signature elements within the instructional framework.
Observation and Feedback	Monitors evidence of instructional practices to inform district-level decision making. Skillfully provides feedback to school administrators on how to support teachers’ growth and development. Supports leaders in goal areas as defined by the leadership framework.	Gathers and monitors evidence of instructional practices to inform school-level decision making. Skillfully provides feedback to teachers across all elements within the instructional framework, with a particular focus on those that accelerate learning within the school.	Engages in co-planning, modeling, and co-teaching lessons; as well as observing, providing feedback, and coaching classroom instruction. Skillfully provides feedback to teachers focused on self-selected goal areas within the instructional framework.	Skillfully provides feedback to beginning teachers focused within selected goal areas of the signature elements within the instructional framework. This may include co-planning, modeling, and co-teaching lessons; as well as observing, providing feedback, and coaching classroom instruction.
Continuous Growth	Works with leaders across all levels of performance with a focus on continuous growth and development. Is aware of situations when SIP goals are not being met and works with the school leader to address the issue.	Works with teachers across all levels of performance with a focus on continuous growth and development. Is aware of situations when students are under-performing and works to address the issue.	Works with teachers across all levels of performance with a focus on continuous growth and development.	Works with beginning teachers across all levels of performance with a focus on continuous growth and development by demonstrating Iowa’s Eight Teaching Standards.
Data	Leads, supports, and progress monitors SIP actions and data with school leaders.	Leads, supports, and progress monitors SIP actions and data with PLCs, teachers and the coach.	Participates in data-driven conversations with teachers and school leadership.	Participates in data-driven conversations with Beginning Teachers.
Collaborative Structures	Creates and monitors the structure, time, and expectations that allow leaders to collaborate with each other.	Creates and monitors the structure, time, and expectations that allow teachers to collaborate with each other and the coach and mentor.	Supports development of coaching plans, goals, and measures of success.	Provides acclimation support in regard to the building and district. Participates in a triad with the Instructional Coach and beginning teacher in goal setting around the “Signature Elements”.

Learning Cycles

In order to meet the needs of beginning teachers, there are three learning cycle options which provide additional time between traditional learning cycles which will be devoted to the coaching triad and in-class support. Each of the four learning cycles begins on the same day. Learning Cycle participants can be a blend of veteran and beginning teachers.

<i>2016-2017 Learning Cycle Options</i>			
	7 Week Cycle	6 Week Cycle	5 Week Cycle
Building Support	Aug 24 – Sept 2	Aug 24 – Sept 2	Aug 24 – Sept 2
Learning Cycle 1	Sept 6 – Oct 21	Sept 6 – Oct 14	Sept 6 – Oct 7
Coach PD/Triad Focus	Oct 24 – Oct 28	Oct 17 – Oct 28	Oct 10 – Oct 28
Learning Cycle 2	Oct 31 – Dec 22	Oct 31 – Dec 16	Oct 31 – Dec 9
Coach PD/Triad Focus	Jan 3 – Jan 13	Dec 19 – Jan 13	Dec 12 – Jan 13
Learning Cycle 3	Jan 16 – Mar 3	Jan 16 – Feb 24	Jan 16 – Feb 17
Coach PD/Triad Focus	Mar 6 – Mar 9	Feb 27 – Mar 9	Feb 20 – Mar 9
Learning Cycle 4	Mar 20 – May 12	Mar 20 – May 5	Mar 20 – Apr 28
Coach PD/Triad Focus /Building	May 15 – May 25	May 8 – May 25	May 1 – May 25

Learning Cycle Guidelines:

7 Week Learning Cycle	6 Week Learning Cycle	5 Week Learning Cycle
7 weeks of regular learning cycle	6 weeks of regular learning cycle	5 weeks of regular learning cycle
0- 2 Beginning Teachers per coach	3-4 Beginning Teachers per coach	5 + Beginning Teachers per coach
Teachers will have 7 weeks of instructional growth support on selected elements.	Teachers will have 6 weeks of instructional growth support on selected elements.	Teachers will have 5 weeks of instructional growth support on selected elements.
Learning cycle dates are established to allow days of support for the BT.	Learning cycle dates are established to allow 1+ week of time for support of BT.	Learning cycle dates are established to allow 2+ week of time for support of BT.
Can shift at semester to either 6 week or 5 week based upon needs	Can shift at semester to either 7 week or 5 week cycle based upon needs	Can shift at semester to either 6 or 7 week cycles based upon needs

Learning Cycle Example

The following is one example of how a triad may be supported during the school year. Each box represents a certified position. **IC** = Instructional Coach; **V** = Veteran Teacher (three or more years of experience) **M** = Mentor; **BT** = Beginning teacher

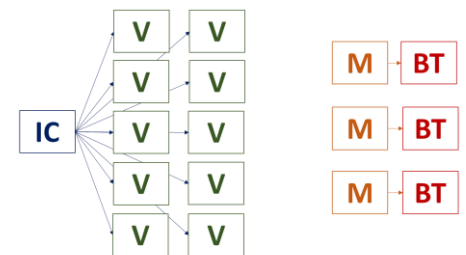
Sample School

This example represents a school comprised of one Instructional Coach, 21 veteran teachers, three Mentors and three Beginning Teachers.

IC	V	V	V	V	BT
V	V	V	V	V	BT
V	V	V	V	M	BT
V	V	V	V	M	
V	V	V	V	M	

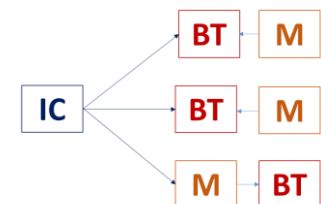
During the Learning Cycle:

The Instructional Coach will support ten veteran teachers during the learning cycle as they set personal growth goals and monitor their progress throughout the learning cycle by collecting evidence. The Mentor will engage with the Beginning Teacher during this time and provide support in lesson planning, data collection and analysis, and continue learning and developing around the signature elements.



Between the Learning Cycles—Triad Focus:

The Triad will collaboratively determine how to best support the Beginning Teacher. The Instructional Coach will increase the support he/she provides to the Beginning Teacher between Learning Cycles. This example shows the Instructional Coach directly supporting the two of the Beginning Teachers. It also shows the Instructional Coach providing classroom support to the Mentor to allow the Mentor to observe the Beginning Teacher and provide feedback.



Signature Elements

In order to support the connection between the Iowa teaching Standards and the Marzano Instructional Framework, the Coaching Triad will focus on nine Signature Elements as a starting place for Beginning Teacher Development.

Signature Element	Iowa Teaching Standard
Element 1: Providing Rigorous Learning Goals and Performance Scales	1 – Student Achievement
Element 2: Tracking Student Progress	5 - Assessment
Element 4: Establishing Classroom Routines	6 – Classroom Management
Element 6: Identifying Critical Content	2 – Content Knowledge
Element 7: Organizing Students to Interact with New Content	3 – Lesson Planning
Element 10: Helping Students Process New Content	3 – Lesson Planning
Element 14: Reviewing Content	3 – Lesson Planning
Element 24: Noticing When Students are Not Engaged	4 – Differentiation
Element 33: Demonstrating “Withitness”	5 and 6 - Assessment & Management
Element 36: Understanding Students' Interests and Backgrounds	4 - Differentiation

MENTOR EXPECTATIONS 2016-17

Expectation	Evidence	Occurrence
Mentor, Instructional Coach, and Beginning Teacher will engage in goal setting using the Marzano Instructional Framework (Signature Elements).	Growth Plan	<u>First year teacher:</u> Due by end of October/ Review by Spring Break <u>Second year teacher:</u> Due by Sept. 2 nd /Due by end of January
Mentor will meet with Beginning Teachers weekly, with a minimum of 15 hours a semester. (Excluding time when a substitute is utilized)	Growth Plan	Weekly interactions
Mentor will engage in lesson planning with the Beginning Teacher	Lesson Plans	Minimum of one time per semester with the Beginning Teacher
Mentor and Beginning Teacher will analyze student work.	Growth Plan, Lesson Plans, Data	Minimum of one time a semester with the Beginning Teacher
Mentor will engage in observation with the Beginning Teacher. (Two Substitute Days per year for the triad)	Observation notes (preplanning, scripting, seating charts, reflecting etc.)	Minimum of once per semester
Mentor will engage in an in-field conversation with a Coach Coordinator.	Notes from meeting	Once a semester
Mentors will engage in a learning cycle with an Instructional Coach.	Growth plan	Once a year
<p>Mentors will participate in professional development:</p> <p>Summer Training/Mentoring</p> <ul style="list-style-type: none"> - Mentor Training - New (First year) Teacher Days <p>After school training dates</p> <ul style="list-style-type: none"> - One per semester, three hours each <p>Attend (or have attended) Marzano Instructional Framework Training</p>	<p>Attendance at all: Mentor Training, Mentor PD <i>May use extra days in supplement. Optional days can occur before school starts or throughout the year.</i></p>	<p><u>Mentor of a First-Year Teacher:</u> Required: 1 day – Summer Training Required: 1.5 days during new teacher days Required: 1 day – Two after school training sessions –one each semester (3 hours + homework) Optional: 2.5 days to set up classroom, unit planning</p> <p><u>Mentor of a Second-Year Teacher:</u> Required: 1 day - Summer Training Required: 1 day – Two after school training sessions –one each semester (3 hours + homework) Optional: 4 days to set up classroom, unit planning</p>