

How to Differentiate PD and Coaching When Teachers are at Totally Different Skill Levels

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Start Here

Plan Your School Year/Principal's Goal

- What is the principal's goal?
- What do the teachers have to do? By what date?
- What skill(s) do the teachers need to do this?
- What do the students have to do? By what date?
- What skill(s) do the students need to do this?
- What are our markers/benchmarks of success?

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Step 1

Plan Your School Year/Principal's Goal

Brain dump the skills/tasks required to meet the Principal's Goal

Principal's Goal: Teachers will fully align their curriculum to the Core Standards by May 15, 2017.

Skills/Tasks for Teachers

- Memorize the Standards
- Break down the underpinning skills of each Standard
- Align their language/academic vocabulary
- Know the complexity of the Standards
- Learn how to plan for each Standard
- Share changes with parents at parent nights/Open House
- Comb through the units of study to determine what we have, what we need and what needs to be tweaked
- Make a master list of adjustments to curriculum/units – record everything
- Create mini check-outs for individual sub-skills
- Create a pacing guide for Standards across content areas

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Step 2

Align their curriculum to the Common Core Standards

Put skills/tasks in logical order to carry out

Principal's Goal: Teachers will fully align their curriculum to the Core Standards by May 15, 2017.

Skills/Tasks for Teachers

1. Memorize the Standards
2. Know the complexity of the Standards
3. Break down the underpinning skills of each Standard
4. Create a pacing guide for Standards across content areas
5. Share changes with parents at parent nights/Open House
6. Align their language/academic vocabulary
7. Learn how to plan for each Standard
8. Comb through the units of study to determine what we have, what we need and what needs to be tweaked
9. Make a master list of adjustments to curriculum/units – record everything
10. Create mini check-out assessments for individual skills

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Then

Plan for Coaching New Content for ALL

Teams

Individuals

What do I need teacher teams to work on to get closer to the principal's goal?

What kind of individual coaching do I need to do, even with my most successful teachers?

What should I do about coaching my least successful teachers in this content? Are they ready?

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Coaching Content: The Big Picture

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Step 3

Plan for Coaching New Content for ALL

Create benchmarks by putting Fall (F), Winter (W), Spring (S) or actual dates beside tasks

Principal's Goal: Teachers will fully align their curriculum to the Core Standards by May 15, 2017.

Skills/Tasks for Teachers

1. Memorize the Standards (F)
2. Know the complexity of the Standards (F)
3. Break down the underpinning skills of each Standard (F)
4. Create a pacing guide for Standards across content areas (F/early W)
5. Share changes with parents at parent nights/Open House (F)
6. Align their language/academic vocabulary (W)
7. Learn how to plan for each Standard (W)
8. Comb through the units of study to determine what we have, what we need and what needs to be tweaked (ongoing F/W/S as they teach)
9. Make a master list of adjustments to curriculum/units – record everything (ongoing F/W/S as they teach)
10. Create mini check-out assessments for individual skills (S)

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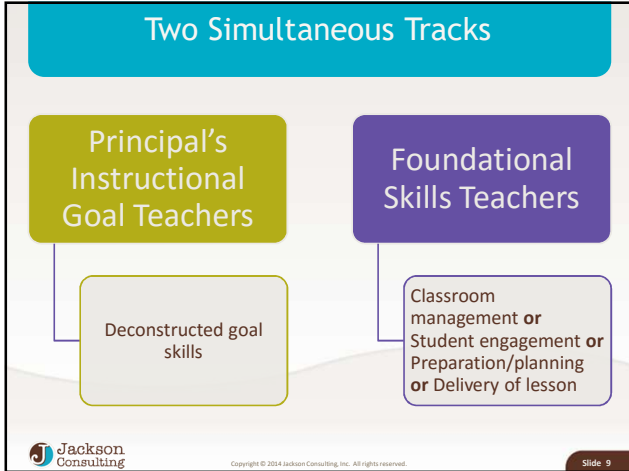
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Step 4

Fall	Winter	Spring
Memorize the Standards	Create a pacing guide for Standards across content areas	Create mini check-out assessments for individual skills
Know the complexity of the Standards	Align their language/academic vocabulary	
Break down the underpinning skills of each Standard	Learn how to plan for each Standard	
Share changes with parents at parent nights/Open House		
<p>Make a master list of adjustments to curriculum/units – record and publish everything</p> <p>Comb through the units of study to determine what we have, what we need and what needs to be tweaked</p>		

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- ### Step 5
1. Determine whether you need more information/data on the teacher
 2. Gather more data or “crunch” the data you have already to determine what the teacher’s needs are
 3. Go back to the continuum of skills to determine the “deepest” need: _____
 4. Brainstorm the underpinning teaching skills that support the focus skill/deepest need: _____, _____, _____
 5. Determine a starting skill: _____
 6. Begin Phase 1 of Coaching
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- ### SAMPLE 1 Individual Coaching Plan
1. Determine whether you need more information/data on the teacher - *I do not, I have three observations + notes*
 2. Gather more data or “crunch” the data you have already to determine what the teacher’s needs are - *I am making 3 support statements from the data that I have: Karen had to redirect students 13 times in the first 3 minutes of class. Karen had four students sent to the office during her first period class. Karen came to me 2 times and said, “I have the worst class this year!”*
 3. Go back to the continuum of skills to determine the “deepest” need - *Karen’s deepest need is classroom management, specifically entrance routines (non-instructional)*
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- ### SAMPLE 1 Individual Coaching Plan
4. Brainstorm the underpinning teaching skills that support the focus skill/deepest need - *entrance routine, waiting for all eyes on her to give directions, have “presence” when she walks into the classroom.*
 5. Determine a starting skill - *entrance routine*
 6. Begin Phase 1 of Coaching
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SAMPLE 2 Individual Coaching Plan

1. Determine whether you need more information/data on the teacher - *I do, Thomas says he "doesn't have a clue" about how to align his curriculum to the Core Standards.*
2. Gather more data or "crunch" the data you have already to determine what the teacher's needs are - *When I visited Thomas' classroom, he was actually doing a great job of aligning to text dependent questions (focus area), but his discussion was more of a series of responses, so we need to work on that to align the Speaking and Listening Standards to his curriculum.*
3. Go back to the continuum of skills to determine the "deepest" need - *Understanding the difference between responding and discussion and how to teach students to have a discussion about his social studies content.*



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SAMPLE 2 Individual Coaching Plan

4. Brainstorm the underpinning teaching skills that support the focus skill/deepest need - *modeling for students the difference between responding and discussing, coming up with good prompts for discussion, managing the time during discussion, planning for additional prompting when the discussion stalls.*
5. Determine a starting skill - *modeling for students the difference between responding and discussing.*
6. Begin Phase 1 of Coaching



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The 2-Minute Mind Map!



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