



**CERTIFIED INSTRUCTIONAL
LEADERSHIP COACHING
PROGRAM**

**Proposal for Clay County Public Schools
February 21, 2017**

Certified Instructional Leadership Coaching Program

The UF Certified Instructional Leadership Coach Program has been designed as an intentional and powerful strategy to build the capacity of school systems to continuously improve the quality of teaching and learning. Certified Instructional Leadership Coaches are a foundational building block of a school system's strategy to assess the quality of instruction and provide actionable feedback that improves teacher effectiveness. UF's goal is to work closely with the Clay County Public Schools to develop a strong cadre of certified instructional leadership coaches that have deep expertise and substantial success in advancing teaching and learning outcomes.

Specifically, the facilitator training will provide Clay County Public Schools:

1. A System for Developing and Certifying Instructional Leadership Coaches:

- a. A common language that supports the district's vision for instructional leadership across curricula and various school system roles, with targeted learning opportunities for new assistant principals and principals who serve as both coaches and evaluators for teachers.
- b. A training program that consists of a three-day summer institute, two-day fall institute and three follow-up training sessions throughout the school year to allow for sustained engagement with professional development within a community of administrators.
- c. An online platform that allows for accessing and sharing resources, engaging with colleagues, and sharing videos of coaching conversations with fellow participants and trainers.

2. New Concepts, Tools, and Strategies:

- a. Knowledge of the fundamentals that support collaborative learning including: (1) how to structure and lead collaborative learning communities, (2) create a learning culture that has high expectations with scaffolded supports, (3) develop skills to facilitate job-embedded professional development, (4) practice strategies for teachers to engage in reflective discourse based on ideas contained in different kinds of "texts," and (5) utilize the instructional resources provided to plan professional development for teachers.
- b. A rubric for evaluating the skills of instructional leadership coaches' ability to focus an observation, collect and represent observation data to teacher participants, and engage teachers in coaching conversations that improve their instructional practice.
- c. Development of an inquiry stance in order to generate meaningful data to guide improvement personalized and relative to the needs of individual schools and staff.
- d. A comprehensive, research-based framework for effective instruction that synthesizes elements from multiple teacher observation systems.
- e. Application of adult learning principles within a coaching structure that supports and enhances teacher practice and student learning.

3. Skilled Trainers:

UF instructional specialists will lead training sessions for principals and assistant principals to support their inquiry and job-embedded professional learning experiences, in addition to guiding them through the instructional coaching process.

4. Certified Instructional Leadership Coaches:

Instructional leaders who understand instructional coaching and can employ and leverage the leadership of instruction coaches to assess the quality of instruction and provides actionable feedback for teachers at all levels to improve teacher effectiveness and student learning outcomes.

PROGRAM PARTICIPANTS

Effective feedback based on classroom observation is key to improving teaching and learning. Effective instructional leadership has a positive impact on student achievement, teacher efficacy, instruction and school culture. All participants must demonstrate knowledge of classroom instruction and the fundamentals of instructional leadership.

PROGRAM COMPONENTS

The UF Lastinger Center, in collaboration with CCPS, will work to improve teacher effectiveness and student achievement by developing a to develop a strong cadre of certified instructional leadership coaches that have deep expertise and substantial success in advancing teaching and learning outcomes through collaborative peer coaching and rigorous, guided field practicums in peer coaching and professional development.

Initial Summer Institute: Participants will engage in a three-day intensive institute in the summer to build background knowledge around instructional leadership, highly effective professional development, building communities of practice, and job-embedded professional development structures.

Fall Institute: Participants will engage in a two-day follow-up session in the fall. These two days will be focused on coaching as an intensive form of job-embedded professional development.

Follow-up Symposia: Participants will attend three interactive, half-day sessions (dates and days to be coordinated with district calendar and cohort participants' schedules) that will allow participants to engage in an instructional leadership learning community where they will try new strategies, reflect on their practice, receive feedback from both their peers and facilitators and begin to master the art of instructional leadership with an intense focus on professional development and coaching.

Online Platform: Participants will establish online Communities of Practice on a customized, online platform. In these communities, they will work with colleagues across the district to analyze and review their evolving observation and coaching skills. Within the platform, participants will upload videos for analysis and to download resources to use with colleagues. They will have access

to an interactive, online platform that will enhance participant learning and support cohort development into a cohesive district team.

Ongoing Performance Review: Participants will produce video clips of classroom practice as well as coaching conversations they have with teachers. Using protocols from their induction experience, they will review the clips with their fellow participants and the UF Lastinger Instructional Specialists.

Portfolio Documentation and Certification: Participants will document their development in an electronic portfolio consisting of written reflections; video clips and data on classroom observations and coaching conversations. Follow-up sessions include learning opportunities from the peer review of videos, and UF Lastinger staff will review portfolios and certify eligible participants.

Learning Showcase: UF Lastinger staff will co-develop an annual culminating event that allows for the exhibition of best practices in instructional coaching as well as the commencement of recently certified Instructional Coaching Academy participants.

IMPLEMENTATION: YEAR AT A GLANCE

Summer Three-Day Institute: Intensive Induction into Effective Job-Embedded Professional Development

- Understand the principles of adult learning and the job embedded professional development needed to support teachers
- Learn the keys to designing and leading effective job-embedded professional development
- Understand the comprehensive framework for effective teaching that synthesizes elements from multiple observation systems and provides instructional strategies to improve teacher practice
- Plan sustained professional development based on teacher/school needs
- Learn the fundamentals of instructional leadership that support collaborative learning

Fall Two-Day Institute- Intensive Induction into Lastinger Coaching Model

- Introduce Lastinger coaching cycle as a form of job-embedded professional development
- Explore instructional frameworks used across the state to country and perceptions of effective teaching
- Investigate approaches to collaborative peer coaching
- Utilize observation and feedback cycles to improve teachers' practice
- Evaluate and refine agenda developed for a professional learning experience designed by the participants utilizing the Lastinger professional development rubric

Three Half-Day Coaching Symposium Sessions (approximately every 4-6 weeks)

- Reflect on and provide peer feedback on the coaching interview and evaluate and refine skills for creating a data display
- Develop knowledge related to effective instruction and resources available to connect the coaching process to professional development
- Re-examine the instructional framework and develop strategies for using it to improve instructional practice of teachers
- Targeted discussion on instructional strategies that scaffold higher order thinking and student success – helping more experience or successful teachers improve
- Peer evaluation of instructional leadership materials to be submitted for certification (The goal here is to provide feedback to improve the quality and comprehensibility of submitted materials)

March/April: Closing

- Participants will submit certification videos, professional development plans, and inquiry projects to be reviewed by UF Lastinger Coaching team
- Participants will receive a certificate upon the successful completion of their leadership coaching portfolio



INSTRUCTIONAL LEADERSHIP COACHING PROGRAM COSTS
July 1, 2017 – June 30, 2018

Item	Per Unit Cost	Total
Per Participant Certification Fee <ul style="list-style-type: none"> • Participant Notebook • Technology Platform • Coaching Conversation Video Review and Feedback 	\$200.00 per participant x 40 participants	\$8,000
Miscellaneous Materials and Printing <ul style="list-style-type: none"> • Training Materials (including items regularly thought of as office supplies, such as markers, post-it notes, chart paper, etc.) • Copies for Follow-up Training Sessions 	\$15.00 per participant x 40 participants	\$600
UF Facilitators <ul style="list-style-type: none"> • 4 facilitators for three-day institutes (12 facilitator workdays total) • 4 facilitators for two-day follow-up sessions (8 facilitator workdays total) • 2 facilitators for three half-day follow-up sessions (3 facilitator workdays total) 	\$2,000* per facilitator workday x 23 facilitator workdays <i>*Represents a discount of \$500 per facilitator workday for total savings of \$11,500</i>	\$46,000
Summer Institute Venue Dates TBD – Location to be provided by Clay County Public Schools	--	–
SUBTOTAL		\$54,600
Indirect Costs	10%*	\$5,460
TOTAL		\$60,060

*PLEASE NOTE: All costs are subject to an estimated 10% indirect cost rate, which will be confirmed upon contracting and dependent on the source of funding. If the indirect rate is restricted to a lower amount, documentation of this restriction may be requested.