

Crosswalk: Induction Coaching and the Rhode Island Professional Learning Standards

A Standards Companion Document

Office of Educator Excellence and Certification Services

October 2, 2018

Introduction

The Rhode Island Professional Learning Standards (RIPLS) were endorsed by the Council on Elementary and Secondary Education on October 2, 2018. A variety of companion documents, consisting of tools, resources, and case studies, will be created to support the implementation of the standards over time. This crosswalk is designed to take a common form of professional learning in our state – induction coaching – and illustrate how such an approach can meet the RIPLS. The examples are illustrative and are not meant to imply that only induction coaching can meet the RIPLS, nor is this example designed to be the only way in which induction coaching could be realized in a district setting.

Additionally, readers should not treat this crosswalk as a tool to be filled out entirely. Meaning, there is no expectation that a district should correlate every professional learning activity with each of the indicators. Instead, this is meant to be illustrative of how professional learning could be operationalized through the lens of each indicator as a way to understand each indicator’s intended purpose.

Furthermore, it is important to remember that the standards are divided into two types: System-level and process-level. System-level standards include Standards 1-3 and focus on the overall *foundational practices* that a district engages in to create the necessary conditions for effective professional learning. Process-level standards include Standards 5-8 and focus on the *implementation* of effective professional experiences. With a focus on the *evaluation* of both the professional learning system and its practices, Standard 4 is unique because it seeks to measure both.

In this example, we will focus on induction coaching as one strand of a larger professional learning system in standards 1-3. Starting with standard 4, we will focus exclusively on induction coaching in the interest of creating a clear example of what one initiative aligned to the RIPLS could look like within a larger system.

System-level Context: District X began thinking about the goals for its professional learning system by grounding itself in relevant educator and student data. This data included information on teacher retention, teacher evaluation effectiveness ratings, SurveyWorks data on teacher perceptions of professional learning, and student outcome data (both formative and summative in the form of RICAS). In reviewing this data, the district set two priorities:

1. Ensuring all students have a teacher who is proficient in core aspects of the district’s vision for excellent instruction.
2. Supporting the implementation of a new set of high-quality curriculum materials in math and ELA.

Crosswalk

1. HQPL has clear goals and related objectives that articulate desired educator outcomes and student outcomes.
1.1 The goals of a professional learning system articulate a coherent rationale that connects learning to intended student outcomes.
100% of educators in District X will achieve proficiency in core areas of the district’s vision for strong instruction (ex. classroom management, delivery of new material, questioning, student engagement, and data driven instruction), leading to all students having access to a teacher who is skilled in all core areas and ensuring all teachers have student achievement data within 10% of the district average. 100% of educators that achieve proficiency in core areas of the vision for strong instruction will receive ongoing professional learning focused on the skillful implementation of the curriculum(s) utilized for their content, such that the high-quality curriculum materials provided by the district can be effectively utilized to drive student achievement gains of a least 5% per year for the first three years of the implementation of the curriculum.
1.2 The learning objectives of professional learning activities specify changes in educators’ knowledge, beliefs, and/or practices necessary to achieve the intended student outcomes.
Individual learning objectives will be specific to the professional learning activity they are associated with. An example objective (one of many) for teachers in the induction program could be: During the upcoming observation cycle, BTs will analyze gathered student behavior data and make at least one significant change to their classroom management that leads to growth confirmed by next cycle of data gathering.
1.3 Educator input shapes professional learning that aligns with applicable professional standards, individual professional growth goals, and/or improvement priorities of the state, district, or school.
The goals of the professional learning system are clearly aligned with current district priorities (ensuring a strong teacher in front of all students, implementing a new, high-quality curriculum). Educator input shapes PL at both the system, activity, and individual levels. At the system level, educators share input with leadership about the types of professional learning that helped them improve most rapidly in their early years of teaching, leading to the district to choose an induction program aligned with those experiences. Educators who have achieved proficiency in core areas work with building content specialists to determine the types of PL needed for to support curriculum implementation, identifying a need for unit unpacking and setting up model classrooms for observations.

2. HQPL planning utilizes ongoing analysis of data relevant to identified goals and objectives.

2.1 Multiple sources of qualitative and quantitative student and educator data and information inform decisions about professional learning goals and learning objectives.

Based on the identified district priorities, multiple sources of data are brought to bear in setting goals and associated objectives. Data utilized include information on teacher retention, teacher evaluation effectiveness ratings, SurveyWorks data on teacher perceptions of professional learning, and student outcome data (both formative and summative in the form of RICAS). Data is disaggregated by variables of interest, including teacher experience levels.

Based on the data above, District X's Leadership Team, which includes building leaders and educators from various roles, determines that one key component of the professional learning system will be an induction program for early career teachers. The decision to have an induction program, and the focus areas of the program, is based on student outcomes indicating lower performance for beginning teachers (BTs), teacher evaluation data for BTs, patterns in observation / walkthrough notes, retention data for BTs, and anecdotal reports from teachers and school leaders.

Other components of the PL system identified by the team include utilizing a virtual coaching service for teachers who are later in their careers but have not yet mastered all core areas of the district's vision for excellent instruction and shifting PLC time to focus on curriculum-specific protocols (ex. unit unpacking) to support professional learning.

Objectives for the induction coaching itself are derived from data gathered by the coach via observation (ex. counting number of students engaged at various points in the lesson) and outcome data (ex. looking at trends in student exit tickets for a unit).

2.2 Structured data analysis leads to a collective understanding of the targeted areas for improvement as well as the appropriate professional learning to address those areas.

District and/or school teams come together and use an agreed upon protocol to review the data sources noted above. All team members understand the trends identified through the collected data and are clear on rationale for the focus areas of the professional learning system.

3. HQPL is strategically-resourced and sustained over time to support the identified goals and objectives.

3.1 Strategic planning process supports the identification of local resources (i.e. time/scheduling, fiscal resources, materials, technology, and personnel) that are available and necessary to support identified goals and objectives.

In order to support professional learning needed to meet system level goals, the appropriate stakeholders work to strategically allocate resources to support each initiative. For induction coaching, this includes the following:

- Building-level schedules and technology resources that allow time for in-person and virtual meetings with coach, time for coach to observe BTs and collect data, and time for coach to analyze data and plan.
- Sufficient number of experienced personnel whose skills are developed through on-going training and support from NTC
- Personnel in roles that allow for induction coaching as part of duties within the language of the CBA
- Required fiscal support to hire, train and retain coaches

3.2 Resource allocation provides sustained support over time for implementation of learning.

The team members leading this work in District X works with local stakeholders (i.e School Committee, Building Administrators, etc.) to ensure that each initiative needed to reach the district's goals for PL is supported by a sustainable budget allocation that promotes the necessary human and financial capital. This includes shifting resources within district and school level budgets and changing job descriptions (in partnership with their local union) to ensure new activities like induction coaching are part of job responsibilities for the appropriate personnel.

3.3 Resource allocation supports varied forms of professional learning that are planned in a logical and coherent manner.

At a high level, the district leadership team ensures that the resource allocation process described above provides needed time, money, and people for each initiative so that each aspect of the initiative can be executed in a logical and coherent manner. For example, while the primary focus of the induction coaching model is ensuring time and space for observation and feedback cycles, resources are also deployed to support other forms of learning, such as a start of the year kick-off training and a monthly professional learning community (PLC) for all new teachers led by induction coaches.

NOTE: From this point forward the crosswalk will focus exclusively on the induction coaching initiative. This is to provide clarity on what a single initiative would look like when executed in a way that meets the intent of the RIPLS. Other initiatives referenced in the system level standards above would receive similar consideration for how they are executed.

4. HQPL is evaluated to measure the impact related to the intended goals and objectives.	4.1 Formative evaluations measure progress toward identified goals and objectives.	Multiple formative data points are intentionally gathered to assess the progress of BTs and the efficacy of coaches’ support. Examples include the post-observation co-analysis (POCA) tool, observation data, and student outcomes on daily exit tickets and interim assessments.
	4.2 Summative evaluations measure the attainment of identified goals and objectives.	Summative measures used to evaluate the impact of induction coaching are gathered, including measures of instruction via end of year evaluation, formal surveys of coaches and teachers, and student outcome data on summative assessments.
	4.3 Data and evidence inform continuous efforts to improve the quality and outcomes of professional learning.	In the short term, formative data such as observations, surveys, and short-term student outcomes are used to assess the efficacy of the induction program. Ongoing adjustments are made by coaches after reflecting on this data.
5. HQPL promotes collaboration among educators to encourage a shared responsibility to achieve the identified goals and objectives.	5.1 Responsibility for the design, implementation, and outcomes of professional learning is shared.	Coaches in the program intentionally frame their work with BTs as a collaborative partnership in which both parties are responsible for achieving strong outcomes for the teacher and their students. Structures are created to frequently gather feedback from teachers and flexibility is provided so that coaches can act on that feedback.
	5.2 Protocols, processes, and strategies facilitate collaboration throughout professional learning to support implementation of learning.	The core agenda for coaching meetings is collaborative in nature, with room for dialogue and building shared understanding. Walk through protocols, feedback protocols, problems of practice consultancies, etc. provide structures that intentionally foster collaboration for professional learning that is part of the induction program but outside of the core coaching meeting.
	5.3 Professional learning is grounded in a culture of trust, collaboration, and continuous improvement.	Norms for the induction coaching experience are set at the beginning of the program and revisited throughout. Coaches are intentional in how they build trusting relationships with their teachers and model the cycle of continuous improvement by transparently naming areas of growth and the steps they are taking to improve.

6. HQPL advances an educator’s ability apply learnings to their context.	6.1 Professional learning is relevant to participants’ professional context (i.e. grade level, content area, role).	The features of the induction coaching model make it inherently relevant for teachers, as it is embedded in their daily work and focused on the skills and knowledge they specifically need to be successful in their context.
	6.2 Ongoing professional learning includes opportunities (e.g. coaching) for educators to practice, give and receive feedback, and reflect on their learning.	Reflection is built into every coaching meeting, coaches model skills as needed and co-teach when appropriate, and teachers have opportunities to practice new skills both in the coaching meeting and in the classroom with coaches present. Feedback is frequent and targeted.
	6.3 Professional learning focused on content is rooted in the curriculum educators use to teach that content.	Through feedback and support, induction coaches make deliberate connections between a teacher’s content and the skills needed to teach that content by grounding learning experiences and application of new skills in the curriculum. For example, if a teacher demonstrates a need for support-with questioning, the coach directs the teacher to features of the curriculum that are designed to support the growth of this skill., and the data that can be used to measure its impact on student learning.
7. HQPL incorporates effective, evidence-based, adult learning strategies.	7.1 Professional learning incorporates strategies to connect new learning with learners’ prior knowledge and experiences.	Feedback and coaching intentionally build on the teacher’s prior experiences and knowledge. Each coaching meeting starts by revisiting the feedback / practice from the previous cycles, and the coach makes intentional connections between that skill and the next piece of feedback that will help the teacher move forward.
	7.2 Professional learning incorporates strategies for active engagement of learners.	Coaching meeting and other types of PL that occur as part of the induction program are always structured so that both teacher and coach are thinking, talking, and doing. Coaches support, facilitate, probe, and/or direct when needed, but the teacher is always actively engaged and visibly participating.
	7.3 Professional learning includes models of the practices needed to attain goals and learning objectives.	Coaches model skills as needed, both in coaching sessions and through co-teaching.

	7.4 The structure and delivery of professional learning meets the unique learning needs of educators.	Coaches are sensitive to the learning needs of the teachers and adjust practices as a result. Core practices (ex. observation / feedback cycles) are always present, but are modified as needed. For example, the induction coach is intentional to use the stance (directive vs. guided) that is most helpful for the teacher to master the focus skill.
8. HQPL is guided by a skillful person or well-conceived activity that provides structures and information necessary to meet the identified goals and objectives.	8.1 The facilitation of professional learning demonstrates the relevant expertise, skills, and/or deliberate planning necessary to guide the learning to meet the goals and objectives.	Through the year-long NTC Professional Learning Series (PLS), Induction coaches receive extensive and ongoing training to grow the skills needed to effectively facilitate learning for their BTs. Throughout the PLS, the trainers deliberately model the practices that induction coaches will use with their BTs. Coaches consistently plan for their observations and coaching meetings and get feedback on their facilitation of professional learning so that they can reflect upon, and grow their own practice.
	8.2 Educators are supported to become facilitators of professional learning by growing their knowledge, skills, and practices.	BTs are supported to lead their own growth through their relationship with their coach. Strong professional coaching relationships will encourage BTs to become reflective practitioners who advocate for support, when needed. Teachers who wish to become coaches have the opportunity to do so once they have demonstrated the accomplishments and dispositions needed to be well positioned for success.