

School District of Osceola County

Instructional Coaching Series with TeachLivE

The district needs assessment indicated that the skill sets of coaches, district-wide, needed to be strengthened based on a school-based coaches' survey, a high population of new coaches, and a limited number of previous coaching trainings. UCF lecturer, Cherie Behrens, was consulted. Cherie's work creating the first state-approved, graduate-level, instructional coaching course combined with her coaching experiences were drawn upon to develop a train-the-trainer Instructional Coaching Series. The series utilized high-leverage practices, research, evidence-based instruction and intervention strategies that are proven to work with adult learners and students to guide learning gains. In Professional Learning Communities (PLCs), district coaches participated in problem solving using their real school data and 8-Step Process resources that were provided from a Florida Department of Education coordinator. District coaches experienced hands-on strategies and pedagogical practices that improve student learning so they could replicate the experiences with school-based coaches that would in turn, ultimately replicate the experiences with the teachers they work with in order to promote the use of these methods with students. District student data, including that the district has the second highest population of English Language Learners, were used in prioritizing the learning strategies, pedagogical practices, and resources selected for the Instructional Coaching Series.

The three full day train-the-trainer, professional development offerings were held for K-12 district coaches. Coaches were expected to attend all three training days and develop an implementation plan. The learning goals of the sessions focused on Cherie's coaching tenets, including: Operating as a Coach, Facilitating a Culture of Learners, Supporting a Data Focus and Promoting Student Success, as outlined in the guiding coaching model. The coaches' PLCs traveled in centers that were designed to ignite and build background knowledge and provide with opportunities to practice. For instance, the PLCs explored materials provided and then discussed how they would connect content-specific resources, including resources from CPALMS, and district supported research-based strategies best based on their real student data needs. Coaches created implementation plans in order to promote the district initiatives of improving teaching quality and student learning. The most impactful technology utilized during the sessions was an innovative, Bill & Melinda Gates funded, technology called TLE TeachLivE™ (TeachLivE) according to data collected from the coaches. TeachLivE is a classroom simulator used to better train educators. The TeachLivE simulator is populated with specifically designed avatars that interact with educators. TeachLivE uses differentiated learning techniques and a formative assessment feedback model to provide each user or user groups with a different experience that changes based on the actions of the educator(s) in the simulation. For every coaching session, TeachLivE was a center on its own where coaches could further hone their abilities coaching a resistant teacher, practicing what was learned in the sessions, utilizing "look for" documents for further coaching conversations and more in an unpredictable, but realistic, way using a mixed reality environment.

The coaches were able to apply the skills and knowledge gained in a variety of ways, including role-playing, problem-solving scenarios, in TeachLivE and with their site-based coaches and teachers. They were provided with electronic resources and video follow-up from each session based on the data collected in each session. Formative data collected was utilized to determine the type of simulation for the next session. This kind of flexibility allowed the group to better meet its mastery goals. Coaches created implementation plans and reported to the district their prioritized initiatives to implement tailored to their schools' needs as determined by real student data. Planning is in process for next steps to continue the learning and support for district-level coaches as they roll out the training to school-based coaches. Cherie will continue to support the

systematic roll out of the face-to-face sessions, TeachLivE sessions, and provide web-based follow-up assistance in Moodle.

Each aspect of the training had measurable goals that were reported out to the district in three levels as indicated by color. The data to determine the levels that goals were met were gathered at each session and were generated by the coaches filling out exit slips for each part of the training. Once collected, data were entered from each session into an Excel document for analysis and trending purposes, which is how goals were measured and further professional development was and will be devised. Implementation goals were also monitored, collected and represented in graph form from highest to lowest levels of intent. Plans to evaluate the success of future trainings for school-based coaches include teaching school-based coaches to use the forms provided to detect trends, monitor implementation progress and create tailored professional development improve andragogy and create ways for teachers to monitor their own learning. Positive data collected during the series suggests a high degree of learning and successful implementation occurred. The district will continue to prioritize the implementation efforts of instructional coaching to further impact teaching and learning at all levels.