

Building the Culture for Coaching Relationships Resilience Teamwork



Belvidere District 100

Middle School Instructional Coaches





Won't You Meet Your Neighbor





Won't You Meet the MS Team



Alan McCormick

@AlanMcCromick



Cathy Cassaro @ccass22



Katie Hornbeck (peer pressure her to get a twitter)



Autumn Elrod @TeacherElrod



Welcome to District 1001











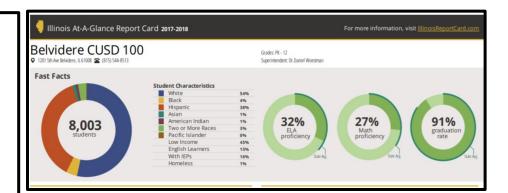
- ★ Two High Schools
- ★ Two Middle Schools
- ★ Six Elementary

Empower all learners to achieve personal excellence.



District 100 Snapshot

- → 8,150 Daily Seats in Career Education Courses
- → 3,010 Daily Seats in Fine Arts Courses
- → Rock Valley College Partnership
 - ◆ 238 Associates Degrees Given Upon HS Graduation (in the past five years)
- → Dual Language Program
 - ◆ 570 Students Receiving Daily Dual Instruction





Scorecards to Meet Strategic Plan Goals

	SWES S	Scorecard 20	19-2020	
•	On Track 0	n Track, Need Adji	ustments Off T	rack
Students	People	Community	Quality	Resources
We will provide a quality education for all students to ensure career, civic, and college success.	We will ensure trust, effective collaboration, innovation, and engagement to foster a professional work environment.	We will ensure excellent service to our students, their families, and our community.	We will use effective practices to ensure the highest quality education for our students.	We will ensure excellent stewardship of community resources to achieve our district's mission, vision, and goals.
		School Goal		
	Progr	ess Monitoring and Quick	Data	
		Strategy		



Students



People



Community



Quality



Resources

STRATEGIC PLAN REFRESH TIMELINE

SEP

OCT

NOV

JAN

FEB

Cathan C

Gather Employee Feedback

Gather Student, Parent, & Community Feedback

Review Retreat

The Review Retreat allows the Strategic Planning Team to answer the question, "Where are we now?" in order to understand the progress we are making to achieve the goals of our strategic plan.

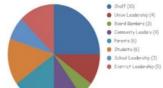
Refresh Retreat

The Refresh Retreat provides the Strategic Planning Team an opportunity to answer the question, "Where should we focus next?" and identify the priority strategies for the school district to continue our growth.

School Board Town Hall Meeting

Annually, the School Board hosts a Town Hall Meeting to allow for discussion of our progress to reach our goals in the strategic plan. The work of the Strategic Planning Team will be shared and reviewed in this meeting.

Plan Team Members



OUR MISSION

Empower all learners to achieve personal excellence

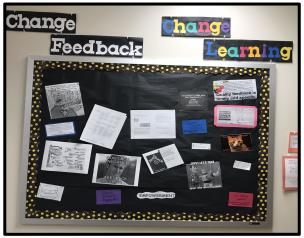
Stakeholder Feedback

Between the retreats and before the Town Hall Meeting, all stakeholders will have the opportunity to provide feedback on the Strategic Planning Team's work.



Building a Culture for Coaching: Relationships!

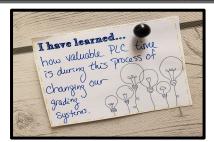






North Side







THURSDAYS ELA & SS

11/14 - 12/12 - 1/16 - 2/13 - 3/19 - 4/16 - 5/14

ocation = Your Regular PLC Location

	6gr	7gr	8gr
Κ	8:38-9:04 (X)	8:38-9:04 (X)	8:38-9:04 (X)
1	9:09-9:47 (E) 6th ELA PLC	9:09-9:54	9:09-9:54
2	9:51-10:29 (E) 6th SS PLC	9:58-10:43	9:58-10:43
3	10:33-11:18	10:47-11:32	10:47-11:25 (E 8th ELA PLC
4	11:22-12:07	11:37-12:07 (L)	11:29-12:07 (E 8th SS PLC
5	12:11-12:56	12:12-12:57	12:12-12:42 (L)
6	1:01-1:31 (L)	1:01-1:46	12:47-1:32
7	1:36-2:21	1:50-2:28 (E) 7th SS PLC	1:36-2:21
8	2:25-3:10	2:32-3:10 (E) 7th ELA PLC	2:25-3:10



Math & Science

10/22 - 11/12 - 12/10 - 1/14 - 2/11 - 3/17 - 4/14 - 5/12

	6gr	7gr	8gr
<	8:38-9:04 (X)	8:38-9:04 (X)	8:38-9:04 (X)
1	9:09-9:47 (E) 6th Math PLC CIO8	9:09-9:54	9:09-9:54
2	9:51-10:29 (E) 6th Science PLC	9:58-10:43	9:58-10:43
3	10:33-11:18	10:47-11:32	10:47-11:25 (E) 8th Math PLC
4	11:22-12:07	11:37-12:07 (L)	11:29-12:07 (E) 8th Science PLC
5	12:11-12:56	12:12-12:57	12:12-12:42 (L)
6	1:01-1:31 (L)	1:01-1:46	12:47-1:32
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3	2:25-3:10	2:32-3:10 (E) 7th Science PLC	2:25-3:10



Dual, ESL, Spanish, Instructional, EE, ED/BD

Mor	fonday AM 8:00 - 8:30		Monday PM 3:15 - 3:45	
Dual	Halbmaier, Proffitt, Martinez	Instructional	Nash, Stolarski, Rehn, Secor, Clark	
Spanish	Palzer	EE	Fondrk	
ESL	Johnson, Nebiu, Kazy-Garey	ED/8D	Younglove	
Meeting Dates	11/18 - 12/16 - 1/27 - 2/24 - 3/16 - 4/20 - 5/11	Meeting Dates	11/18 - 12/16 - 1/27 - 2/24 - 3/16 - 4/20 - 5/11	
Location	Library	Location	Library	



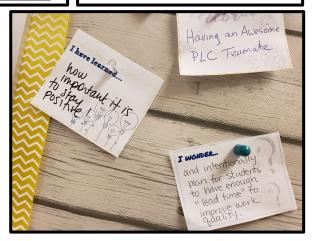
WEDNESDAYS

Interventionists, PE, Health

Wednesda	y AM 8:00 - 8:30	Wedne	esday PM 3:15 - 3:45
Interventionists	Wiltse, Soma, Kern, Sterenberg	 PE & Health	Letsinger, Loner, Nelson, Moderhack, Huetson, Downey
Meeting Dates	11/6 - 11/13 - 12/18 - 1/29 - 2/26 - 3/11 - 4/22 - 5/13	Meeting Dates	11/6 - 11/20 - 12/18 - 1/29 - 2/26 - 3/18 - 4/22 - 5/13
Location	IC Office	Location	Library







North Side

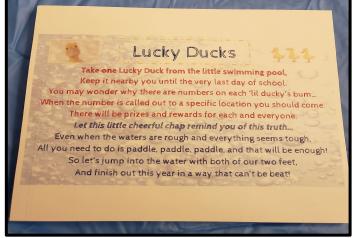












South Side

Learning Walks

The Pitch (video)



Learning Walk Challenge Tracker





what did you gain by completing this learning walk challenge?

South Side Listen and Learns











SMS Listen and Learn Sign-

Possible Topics from SIP Data

- · From model of instruction...
- Related to student centered learning
- Related to using data to inform instructional decisions
- Related to Mentoring/SEL with students
- Related to 1:1 Technology

Possible Facilitators

- Teachers
- Counselors
- Teams of teachers Partners
- Paras/Support sta
- Coaches
- Administrators

Resources

- Hosting a Listen and Learn
- Attending a Listen and Learn
- Link to Learning Opportunity Calendar

Date /ednesdays	Listen and Learn 1 (SIGN-UP BELOW)	Listen an (SIGN-UI	
12/6 3:00-8:30am	Marrie/Turmo: Learning Pathways		
12/13 3:00-8:30am	Student Centered Learning Meet-Up and conversation with Vyborny	Google Level 1 Cert in Library with Mo	
12/20 3:00-8:30am	Gadomski's Room - How to progress through the scale and SBG	Google Level 1 Cert in Library with Mo	
1/10 3:00-8:30am	Work Plans and Flexible Seating with Werhane	Google Level 1 Cert	



TRY IT Challenge!

What will you try first to build culture?

IC PLC Rounding

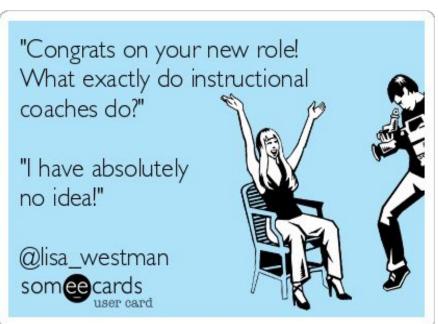
Interactive
Bulletin
Boards

Learning Walks

Listen and Learns

Our Move to Differentiated Coaching



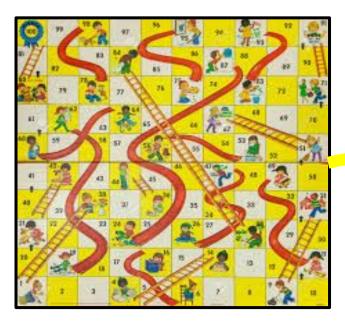


Instructional Technology Moves

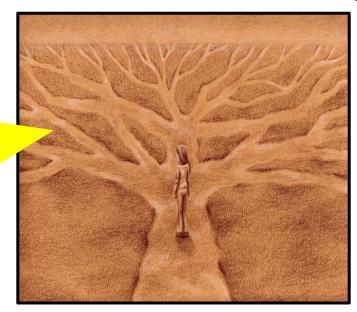
- → From Responsive to More Responsive
 - ♦ Hangouts
 - Communicated Systems of Support
 - Scheduled Team / PLCMeetings
 - ◆ From 3 Tech Coaches to 7
 - ◆ Need Driven PD
- → From Teacher to ALL Learners

- → From Device/Tool to Integration Support
 - Grounded in District Initiatives
 - PL
 - PBG
- → From SAMR to Triple E
 - Focus on Learning Goals
 - ◆ Instructional Strategies
 - ◆ Evaluate Technology Tools

Instructional Coach Moves: Mentoring



- → Fixed Cycles
- → Program Driven
- → Evaluation & SLO Heavy



- → Needs Based Cycles
- → Building Based
 - ◆ Rooted in Student Goals
- → D100 Mentoring Program

Instructional Coach Moves: Coaching





- → Focused on One Content Area
- → Elementary & Secondary
- → District Driven

- → Elementary, MS, HS
- → Building Based Differentiation
- → Student Centered Building Goals



TRY IT Challenge! What coach moves will you try first?

Triple E

Driven by Learner Needs School-Wide Goals

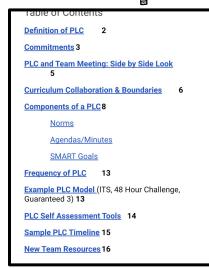
Building
Based
Differentiation

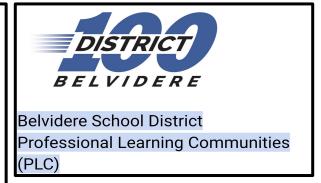
PLC Development

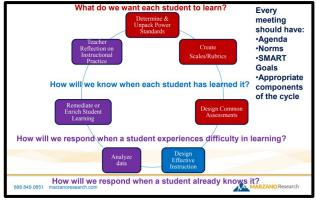


But First... Everyone Operates in a "PLC"

- → Weekly Secondary IC PLC
 - ◆ Tech & Building
- → MS Leadership
- → Chat
 - ◆ Secondary Building ICs
 - ◆ PBG Middle School
 - ◆ IC District Level Team
- Collaboration as ICs
 - Morning Meeting (Admin & ICs)
 - ◆ PLCs & Flexibility
 - Time & Space (meet around projects)
 - Central Office Monthly Meeting
 - District Level







PLC's Self Assess

PLC Continuum Checklist

Stage 3 Stage		Stage 4	Stage 5		
3	Use a team	Focus of discussion	Frequent use of	P	
	approach to plan	shifted to learning (Ask	data analysis	provo	
g	lessons	"What is evidence of		to the	
	Strate delication	successful learning" and	Identify trends in	individ	
	Different	"What does mastery	student learning both	100,000	
	members take	look like")	strengths and	l e	
	responsibility for	,	weaknesses	Appro	
	sets of lessons and	Develop shared		interve	
	then share with the	assessments	Analyze the	enrich	
	team	(Component based)	appropriateness of the		
Jt	loani	(component bases)	assessment and	Te	
"	Focus of	Formative	instruction (Ask "Are	colled	
	attention is on	Assessments-	students learning what	individ	
				F-92 12 (0.23)	
	teaching and	Assessments for	they are supposed to	respo	
	instruction	learning to drive future	be learning")	stude	

	Continuum Descriptor	BIG Idea	INDICATORS OF PRACTICE in (Indicators are observed to a degree that conveys regula
6	Students utilize scales to track	Student Monitoring/	Students can be observed using an age-appropriate monitori demonstrated proficiency. Primary age students may do this a
	their progress.	Goal Setting	🗅 Students reference their data and evidence when talking abou
	Students are using scales & rubrics to	Student	Students can verbalize what proficiency will look or sound like
5	talk about goals for their learning and	Reflection	☐ Students attempt to self-assess their current proficiency level
	about their progress.		☐ Students attempt to identify when practice or additional instru
	Teacher uses scales & rubrics to talk to		 Individual teachers provide feedback to students about their p feedback on performances or products.
4	students about	Providing Feedback	 Individual teachers provide opportunities for students to use fi performances.

Student Centered Learning Look Fors: Proficiency Based





Teacher communicates class goals based on scale.

Teacher creates and modifies class content.

Teacher creates or finds assessments





Student and teacher collaborate to create goals based on scales.

Teacher monitors and guides conversation with student about growth.

tudont and toachor collaborate

Learner Owned



Student creates academic goals based on scales.

Student develops own system for monitoring growth and self feedback based on scales and communicates to teacher.

PLC's Set Goals

SMS Scorecard

Strategies

Develop and implement strategies around supporting all learners (scaffolding to reach proficiency)

Discuss and refine PBG implementation using effective PLC's

CMS Scorecard

Revise PBG practices through PLC process using the PBG Measurement Plan

C&I Scorecard

PBG CONTINUUM

Scales refresher training in all buildings (MS completed in SY19)

Coaching plans aligned to PBG Continuum & building's proficiency needs

Build IC UDL expertise

Rounding

PLCs Develop at Their Own Pace w/ Support

- Core & Non-Core Rounds
 - ◆ PLC Cycle 1; PBG & Curriculum Updates
 - ◆ PLC Cycle 2; Reflecting on Evidence and PBG
 - ◆ PLC Cycle 3: Opportunities to Use Feedback
 - Feedback & Trend Driven



PLC's Focus on Student Centered Look-Fors

Student Centered Learning Look Fors: Personalized



Teacher Driven



Teacher makes plans for learning and finds all resources.

One common learning goal for the entire class and the class moves forward together.

Teacher sets content pacing: hard deadlines for assessments.

Teacher drives classroom and school culture.

Teacher assigns curriculum based on need for life skills and standards.

Teacher creates activities based on real-life experiences and demonstrates the connection.

Student creates an activity or learning experience which will enhance their connection to real-life.

Learner Centered



Teacher created resources in such a way that students are able to be involved in making the plan for their

Teacher creates work plans for students based on need and interest. Students move at individual pace

Teacher allows for flexibility in pacing of mastering concepts and assessment

Teacher and students work together to create a classroom/school culture

Learner Owned



Student is empowered to create/research resources to further their learning plan

Student creates their own work plan based on an understanding of their own strengths and weaknesses as well as interests

With a given set of skills (i.e. standards/scales) student decides when and how they will work toward and demonstrate mastery

Students take ownership of the culture of learning and the classroom environment

Relevance

Student Centered Learning Look Fors: Proficiency Based



Teacher Driven



Teacher communicates class goals based on scale.

Teacher creates and modifies class content.

Teacher creates or finds assessments for class.

Advancement determined by age (k-8) or credit (9-12).

Teacher builds resources aligned to

scales and assigns specific tools for

determined by teacher

student use within specific time frame

Learner Centered



Student and teacher collaborate to create goals based on scales.

Teacher monitors and guides conversation with student about arowth.

Student and teacher collaborate to determine appropriate mode of assessment given choices.

Advancement determined upon mastery of a scale within calendar parameters.

Learner Owned



DISTRICT

Student creates academic goals based on scales.

Student develops own system for monitoring growth and self feedback based on scales and communicates to teacher.

Student creates mode of mastery and demonstration.

Advancement determined by demonstrated proficiency exclusive of scheduling constraints, (ex. Time, age, classroom assignment)

Technology Enhanced

Student chooses from a menu of options and co-create learning path with feedback

Student owns learning by tracking competencies, setting learning goals, and building personal experiences



TRY IT Challenge! What will you try first with PLCs?

PLC Self Assessment Tools

Focus on
Student
Centered
Look-Fors

PLC Goal Setting

Grow at Their
Own Pace

Transforming Culture













Provide Communication Tools

NEWLY REVISED AND UPDATED

National Bestseller

FIERCE CONVERSATIONS

- Achieving Success at Work & in Life, One Conversation at a Time
 - SUSAN SCOTT

Foreword by KEN BLANCHARD, PhD

The Confrontation Model

- Preparation
- Name the issue
- Select a specific example that illustrates the behavior or situation you want to change
- Describe the emotions around the issue
- Clarify why it is important what is at stake to gain or lose for you, for others, for the teams, or for the organization
- Identify your contribution(s) to this problem
- Indicate your wish to resolve the issue
- Invite your partner to responds

Team Leader/Facilitator Conversation Tools

1. ORID Model: Focused Conversations

Reflecting on Disruptive Behavior

Team Reflection on a Change of Practice

Reflecting on Professional Growth/School Improvement

Implementing Recommendations for Change

Making a Mid-Course Correction of an Action Plan

2. FIERCE Conversations

Mineral Rights Mode

Beach Ball

Waypoint Model

Confrontation Model

Team Leader ing Agenda September 10, 2019

To work at our best when we are all together, we will...

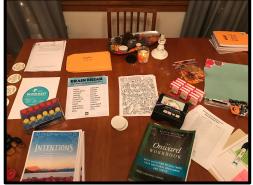
- Be willing to take risks
 - Focus on our goals/vision
 - Acknowledge that it will all work out if we can support each other by focusing on positive solutions
 - Be trusting, honest, and openly share ideas
 - Be positive which encourages people to share new ideas
 - Show patience by listening to all voices
 - Communicate, collaborate and cooperate in a relaxed, fun environment
 - BE IN THIS TOGETHER

Agenda Items:

- Onward Resilience Box: <u>September's Focus is</u>
 <u>Community</u> ..."culture eats strategy for
 - breakfast" Peter Drucker (5 mins)
 - 60 Ways to Build Community (all)
 - What to Say When People Don't Talk Nicely About Kids or Their Families

Model and Develop Resiliency





Talk To YouRSelf AS You WoulD ...

YOUR BFF

NOBODY DESERVES
THIS MORE
THAN YOU! YOU ARE
THE MOST
FABULOUS!

A CHILD

I KNOW ITS

A LITTLE SCARY

BUT I KNOW

YOU'LL BE OKAY

Do You NeeD Some HELP WITH THAT?

YOUR PET

We CAN STOP
IN FOR ONE TREAT
BUT THEN WE
NEED TO KEEP
GOING!

YOUR LOVE

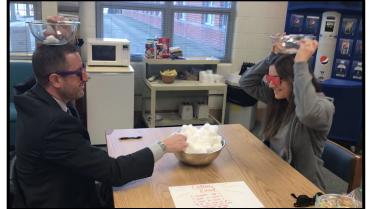
You KNOW
WHAT I LIKE
So MUCH ABOUT
YOU?

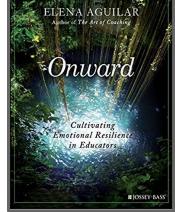
Your FAVORITE INDULGENCE

A STRANGER

YES.
YOU ARE 100%
WORTH IT.
EVERY SINGLE
PENNY.

Plan	ned shift! Howing students choose how they reach their Fireso goals.
Will the shift be purposeful?	YES- it will help them be more motivated because it is what they do better with
Have you defined that purpose?	and the same of th
Why will you make this shift?	I see some students are having a had time getting motivated in class
What are your goals?	Giving choice amongst fitness daup
How will this shift be learner-centered?	They choose what works best for the
How will the shift be personalized?	Stylents will decide and create how they will practice each fitness component
How will this shift affect your students?	They will be more engaged because the will be working in the way they choose
What other effects might you observe?	and the distance of the fit





Focus on Staff SEL













shared Ownership



Central Office to the classroom.



TRY IT Challenge!



What will you try first to transform culture?

Provide Communication Tools

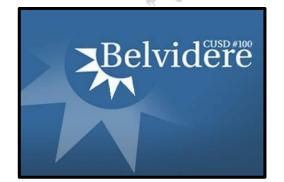
Model & Develop Resiliency

Focus on Staff SEL

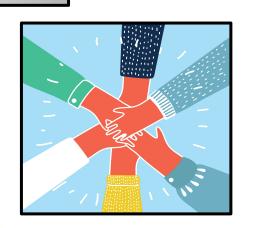
Shared Ownership
From CO to Principal
to Classroom to
Home

What Questions?











Resources and Inspiration



