



# Getting an “A” in Equity Instructional Coaching Overview



Prepared by:  
Edwin Lou Javius, Ed.D.  
EEquity, Inc. CEO/President



## *Purpose of EDEquity, Inc.*

The goal and mission of EDEquity, Inc., is to provide professional development assistance. The associates of EDEquity have over 100 years of educational experience working in high performing and low performing schools.

We do not profess to do everything for every school; however, we are committed to providing targeted research-based methodologies to close the Equity Gap!

The framework of *Getting an "A" Equity*<sup>™</sup> has provided California schools a coherent, congruent and committed approach to implementing the key principles of Equity: Awareness, Attitude, Analysis, Action, and Accountability.



# Instructional Coaching Model

## Module #1

### Understanding the Instructional Coaching Model and the Coaching Cycle

**Desired outcomes: Participants will possess the skills and knowledge to ...**

- a. Understand key components of a school's and district's change process in a professional learning community
- b. Understand the essential roles and responsibilities of the instructional coach and the relationship with the site principal ( if applicable)
- c. Gain deeper knowledge of the research of how schools/districts transform to a results oriented, data-driven organization
- d. Use strategies to collaborate with the site principal to support instructional change.
- e. Articulate and apply the instructional coaching cycle as a means of improving teachers' delivery of instruction
- f. Use the CBAM model to determine the teacher's instructional stage and level

*(full day session)*

## Module #2

### Effective use of Assessment Data to Increased Student Achievement

**Desired outcomes: Participants will possess the skills and knowledge to...**

- a. Use summative and formative data to assist teachers in developing focused instructional strategies to target specific needs
- b. Effectively guide teachers to use formative data to monitor the progress of targeted student groups
- c. Triangulate data sources to clearly define instructional goals
- d. Guide teachers in using data during grade level or department collaboration to validate instructional practices

*(full day session)*



## Module #3

### Understand and Applying the Key Principles of Educational Equity

**Desired outcomes: Participants will possess the skills and knowledge to...**

- a. Guide teachers to challenge their biases and expectations about targeted student groups.
- b. Facilitate the use of data to help develop teachers' mind-sets towards targeted student groups that need diverse instructional approaches to learning
- c. Facilitate deliberate dialogue regarding instruction and achievement for targeted student sub-groups (Special Ed., English Language Learners and under-performing students)
- d. Apply the key principles of Equity into daily instruction

## Module #4

### How to Design and Manage an Effective Classroom Environment to Support Teaching and Learning

**Desired outcomes: Participants will possess in the skills and knowledge to ...**

- a. Develop strategies that support teachers managing large and small group instruction
- b. Assist teachers in designing positive behavior support (PBS) structures
- c. Assist teachers in designing and implementing student self-monitoring strategies
- d. Effectively support teachers in developing structures to differentiate instruction

*(full day session)*



## Module #5

### Understanding and Implementing Elements of the Instructional Coaching Model to Establish an individual Professional Growth Plan (PGP)

**Desired outcomes: Participants will possess the skills and knowledge to ...**

- a. Identify their instructional coaching strengths and weaknesses
- b. Develop video logs to monitor progress of the instructional coaches' growth
- c. Develop goal setting plans for professional growth

*(full day session)*

## Module #6

### Developing Techniques of How to Use Different Reflective Questions to Support Teachers at Various Stages of Instructional Proficiency

**Desired outcomes: Participants will possess the skills and knowledge to...**

- a. Incorporate the effective use of consultative, collaborative and coaching questioning techniques as aligned with the levels of instructional proficiency
- b. Use questioning techniques during peer observations or during classroom Equity Walks™
- c. Guide teachers to develop inquiry-based questions in developing rigorous and relevant instruction

*(full day session)*



## Module #7

### Developing Effective Coaching Strategies to Increase Instructional Independence.

**Desired outcomes; Participants will possess the skills and knowledge to ...**

- a. How to effectively guide teachers to use self-reflection to independently to design and deliver effective instruction
- b. Guide teachers to critically observe their own instruction (via video) to develop areas of strength and areas of improvement
- c. Guide teachers to become strategic instructional risk-takers

*(full day session)*

## Module #8

### Developing Skills and Techniques to Facilitate Focused Instructional Small Group Meetings.

**Desired outcomes: Participants will possess the skills and knowledge to ...**

- a) Assist teachers in developing measurable grade level/department goals (Plan-Do-Study-Act/SMART Goals)
- b) Guide small groups to develop and monitor instructional strategies through the use student achievement data
- c) Collaborate with site principals in the use of research-based materials focusing instructional approaches for targeted student groups

*(full day session)*



## Progress Monitoring

The following sessions will be used to monitor the implementation progress of the instructional coaching model. During the sessions, the instructional coaches will be provided collaborative time to monitor areas of growth from their professional growth plan.

### **Desired outcomes:**

- a) Progress monitoring will be conducted for small group review and discussion of the coaches' coaching logs
- b) Data review with their teachers will be conducted to monitor improved student achievement
- c) Implementation Rubric will be designed to ensure effective implementation of the coaching model

Note: The spring progress monitoring meeting will be used to plan for year II support.