



Partnering for School-Wide Impact: Administrator & Coach Collaboration

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Background:

- Our School
- Our School Division
- Our Goals





Building on Years 1 & 2:

- Division rollout of PLCs and Coaching Model
- Common Lesson Plan Template
- Frequent Professional Development (3x/month) focused on Student Engagement
- Leadership Team
- Climate

“Parallel” Working: Year 1 and Year 2

Principal

- Building Capacity
- Common planning/scheduling

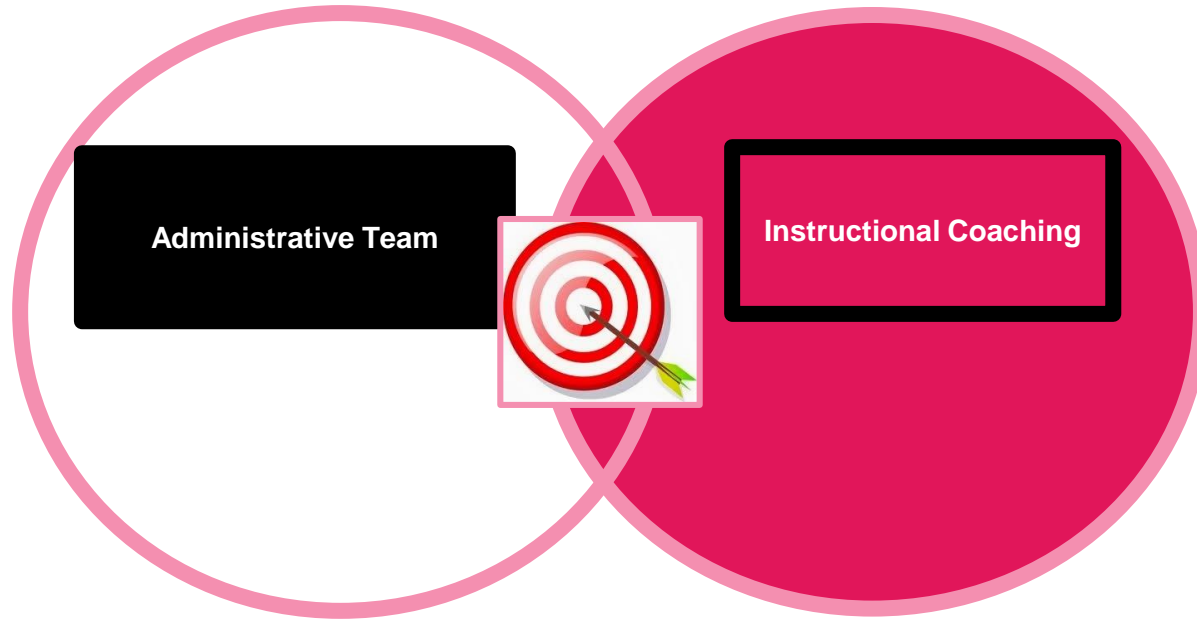
Assistant Principal

- Observations
- Climate

Instructional Coach

- PLCs
- Coaching
- Professional Learning

Starting Year 3: How could we move toward a more collaborative model?



Setting the Conditions

How do you set conditions for yourselves as leaders so you can have the greatest impact through setting the best conditions for your

Starting Year 3:

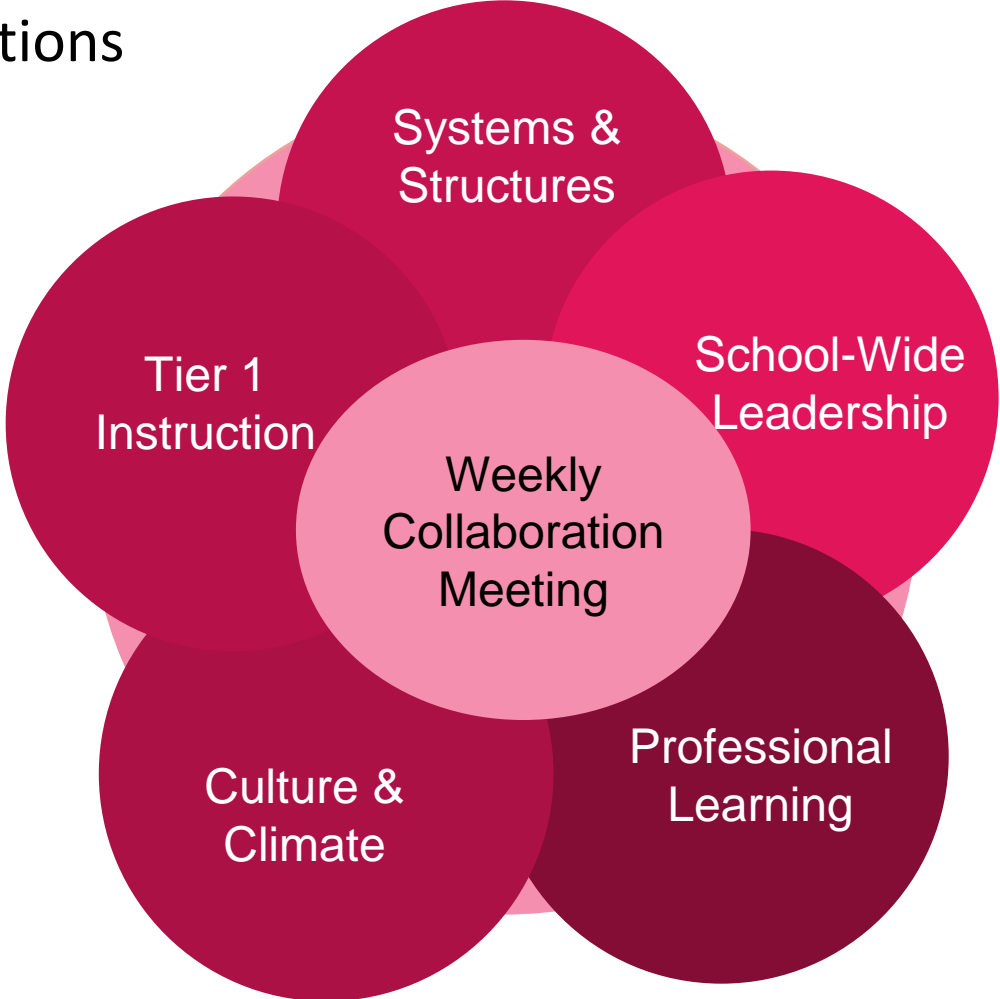
What did we need to make happen to move forward?

- New Team: Administration & Instructional Coach
 - 1) [Working Agreements](#)
 - 2) Regular Meeting Time
 - 3) Long-Term Leadership Team Goal: Create Team Leader Position

Systems & Structures

What gets scheduled gets done!

Setting the Conditions



Year 3: 16-17

Systems & Structures



1. Weekly Monday Meeting
2. Professional Learning Plan



Reoccurring Admin/Leadership Meeting Agenda

- Members Present:
- PL Update (25):
- Instructional/Data Pulse (15):
- PLC Update (10):
- Logistics (10):

Systems & Structures



1. Weekly Monday Meeting

1. Professional Learning Plan




Professional Learning Plan Components

- Essential Questions
- Year Long View
 - When?
 - Topic & Outcome?
 - Support Mechanisms?
 - Monitoring Components
- Other Dates Marked Out:
 - Division Professional Learning
 - Leadership Team PLC
 - Weekly PLCs
 - Data Meetings
 - Other Committee Meetings

School-Wide Leadership



1. Leadership Team PLC 
 - a. Restructuring the Purpose
 - b. Outcomes of 16-17
 - i. [Job Description](#)
 - ii. [PLC Negotiables](#)
 - iii. Need for more PLC Time

Leadership Team PLC

- Build Collective Ownership to get the Right People on Board
- Honoring time
- Goals

Professional Learning

1. PL Plan
2. Topics:
 - a. Book Study: Student-Engaged Assessment
 - b. Others: Lesson Plan Workshop, Paired Text, and Engaging Hooks
 - c. Student Led Conferences



Climate & Culture

1. Reading Culture: School-Wide
Hot Reads
2. School-Wide Morning
Meetings
3. Student Led Conferences

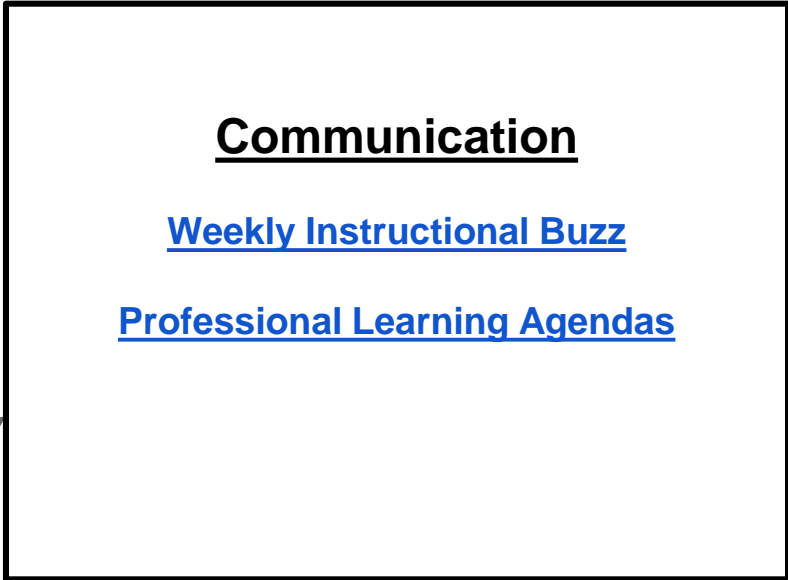
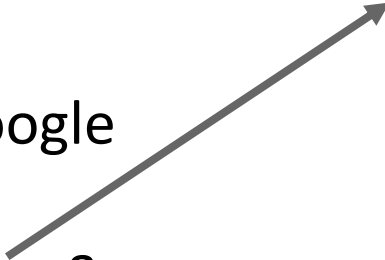


Year 4: 17-18

Moving from updates to action

Systems & Structures

1. Continued from 16-17
2. Streamlined
Communication:
 - a. School-Wide Google Drive Folder
 - b. Instructional Buzz & Weekly Calendar
3. PL Calendar



Communication

Weekly Instructional Buzz

Professional Learning Agendas

School-Wide Leadership



What systems and structures does do PLC teams need?



School-Wide Leadership



What systems and structures does do PLC teams need?



My Goals for 17-18:

Capacity in our
School-Leadership
Team

School-Wide Leadership



1. Needed Systems and Structures:

- a. Regular Check-Ins

- a. Team Leader Coaching & Regular Feedback

- a. Few things well:

- i. [Work Plans](#)

- ii. Understanding by Design

Professional Learning

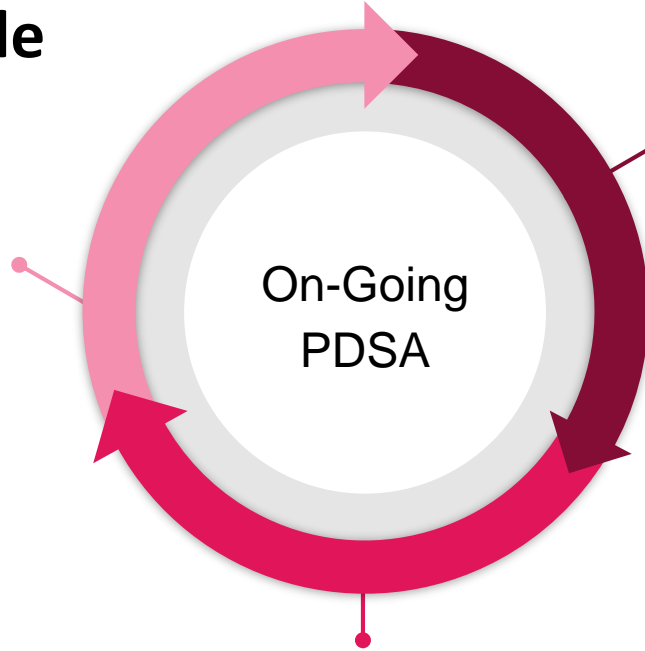


1. PL Plan
 - a. Book Study Cycle
 - b. On-Going Cycle
2. New to Clark PL

Data (student or walk-through) informs the growth area!

Professional Learning Response Cycle

Instructional
Buzz/Share
Examples

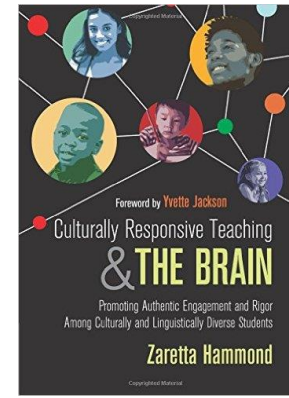


Observational
Rounds:
Trends/Needs
Observed

Professional
Learning on the
Need

PL Long-Term PDSA: Book Study 17-18:

What does it mean to be an independent learner?



Trend from 16-17: Academic Dependency

- Amount of time on guided practice
- Who was doing the work in the guided practice?
- “Independent” work not aligned, busy work

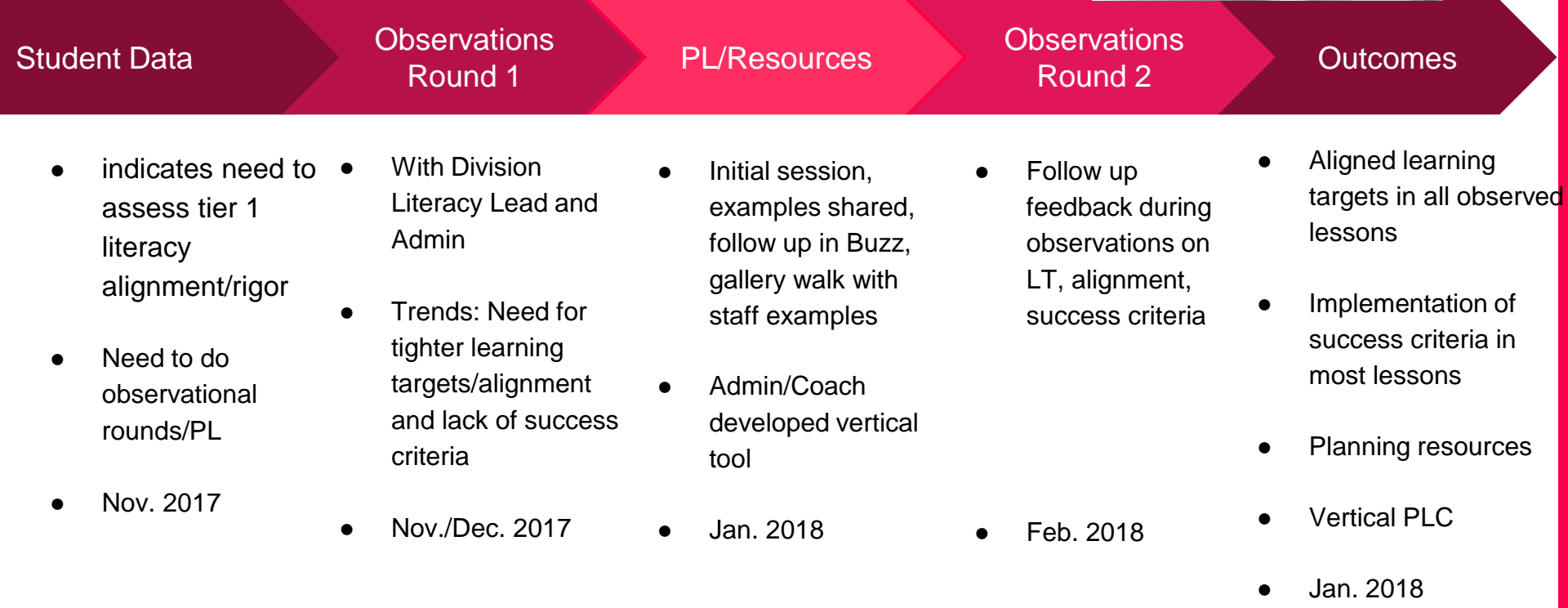
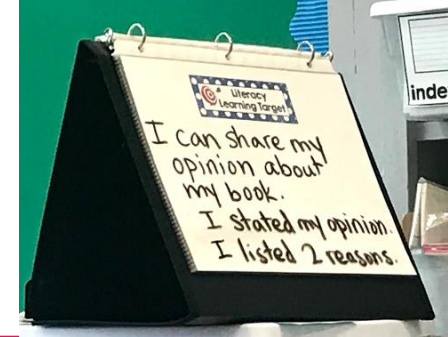
Fall 2017: School-Wide focus on CRT

- Definition of a Dependent Learner
- Why Classroom and School-Wide Culture are important?
- Brain Science

Outcomes

- What does independent mean?
- Scaffolding for Independence
- School-Wide Mindset Shift: Warm Demander

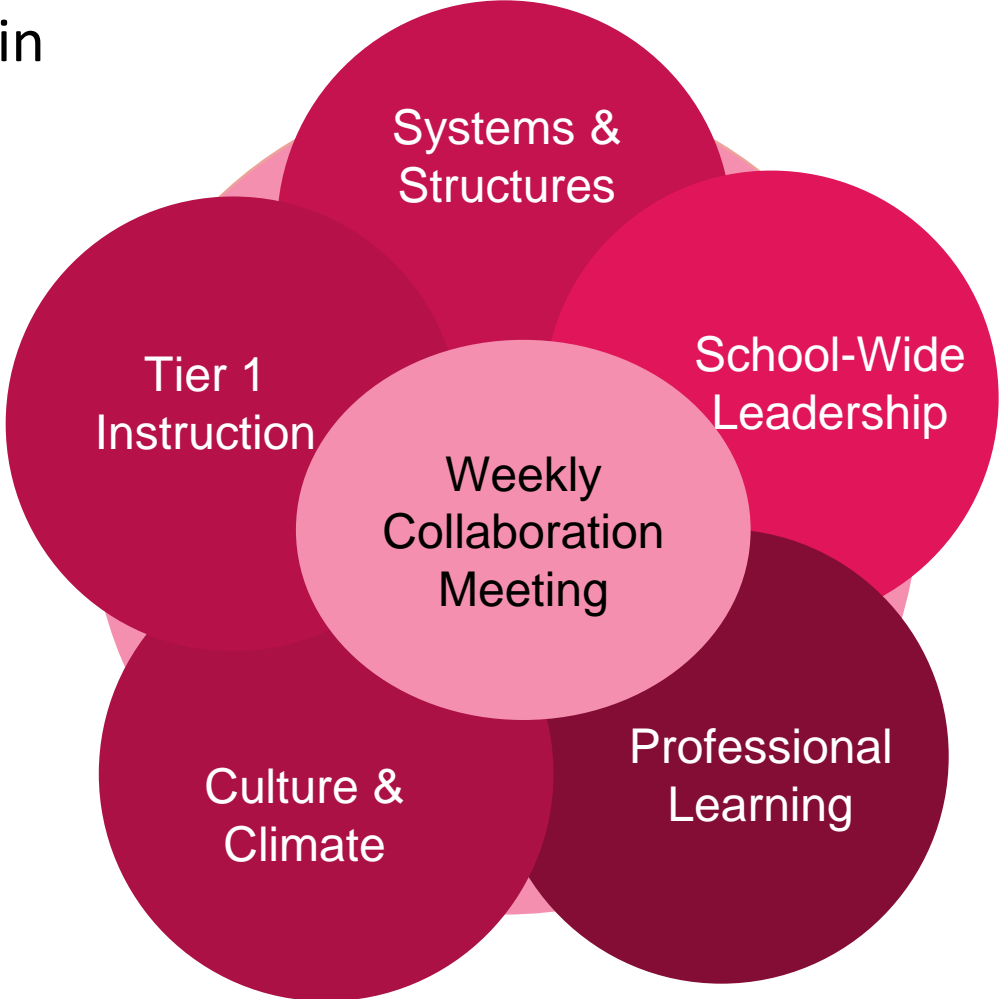
PL Short-Term: PDSA



Our Reflection:

- Action Oriented
- Develop Capacity
- Year 5: Tier 1

Actionable Steps in these Areas



Outcomes

What school-wide shifts have been made as a result of this collaboration?

What have been the school-wide outcomes as a result of the shift in our collaboration?

Tier 1 Instruction

- Aligned Learning Targets and Success Criteria
- Common Mindset: Developing Independent Learners
- What is good for all students?

School-Wide Leadership

- Team Leader Capacity
- Teacher Leadership Initiative: Vertical PLC
- Teachers taking action
- Teachers leading PL

Professional Learning

- Overall PL plan based on observed needs
- PL sessions with follow ups/feedback in observations and then adjustments as needed
- Action oriented

Climate and Culture

- On-going celebrations/Making Work Visible
- Wanting to learn from each other
- Increased Twitter/social networking and highlighting

Your Reflection

Four
Corners
Share
Out

Corner 1 = Administrators

Corner 2 = Teachers,
Coaches, etc

Corner 3 = Coordinators,
Division Leadership

Corner 4= Other



Thanks!!

Any questions?

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