

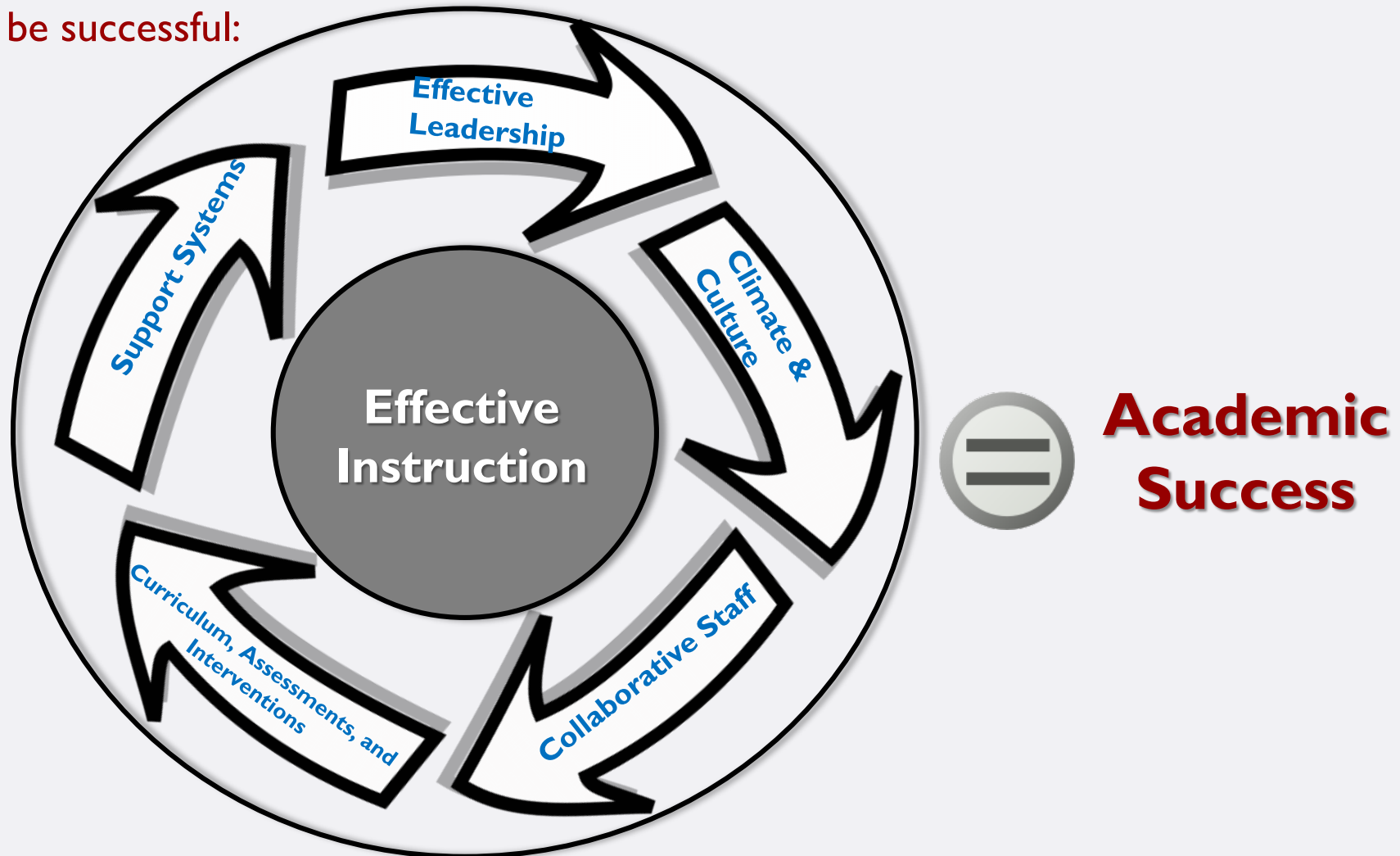
THE DRIVE OF TECHNOLOGY FOR SCHOOL CHANGE

*HOW PLA LEVERAGES TECHNOLOGICAL INTEGRATION OF CUSTOMIZED ONLINE PLATFORMS AND PLA'S
ACADEMIC PRIORITIES FOR SUCCESS TO ACCELERATE/SUPPORT RAPID SCHOOL TUR-AROUND.*



ACADEMIC PRIORITIES FOR SUCCESS

The key to school improvement and success is centered around our **Academic Priorities for Success**. Schools that implement these priorities with fidelity, will be successful:





PLA Coaching Cycle Platform

Our Belief

We believe we must get in front of our teachers before they get in front of our scholars.

Tip

PLA Coaching Cycle Mindset

If the principal observed every teacher in his or her school for 15 minutes every week, s(he) would be among the most diligent school leaders in the county. Yet, even at this breakneck pace, s(he) would only see **1 percent** of the week's learning and teaching time. We must divide and conquer. Our instructional leaders and coaches in the building should **ALL** be a part of facilitating the coaching cycle.

1%

of learning



The **PLA Coaching Cycle** is an online platform that allows leaders at both the network level and the school level to identify strengths and opportunities for improvement, both holistically for the school and individually for the teachers. Teachers immediately receive their observation feedback through email following the observation. The very sophisticated analytics provide leaders with feedback to ensure we are coaching up our teachers or coaching out ineffective teachers to ensure we provide our scholars with the high-quality seats they all deserve.



EFFECTIVE LEADERSHIP

School leadership has the skill set needed to lead the turnaround effort.



- High quality oversight
- High expectations, with a true sense of urgency
- Leaders are visible and consistent with expectations
- Holds all staff accountable for professional goals
- Focuses on sustaining academic growth
- Vision is ambitious and grounded in school performance data
- Conducts frequent, tiered coaching cycles with teachers
- Engages teachers in leadership opportunities
- Leaders participate in strong collaboration and fully embrace the PLA Model
- Identify and cultivate strong leaders



EFFECTIVE INSTRUCTION

Teachers utilize research-based, rigorous, and effective instruction to meet the needs of all scholars and align with state standards.



- Implementation of curriculum that is research-based and standards aligned
- High quality and aligned to student-learning objectives
- Design and implement instructional tasks that require higher-order, complex thinking
- Uses data to make informed decisions and adjust instruction to support all scholars
- Maximize learning opportunities for all scholars by differentiating and scaffolding instruction
- Retain over 85% of the high performing teachers



COLLABORATIVE STAFF

The staff works together to promote strong professional growth and a partnership in school improvement.



- Faculty and staff embrace a growth-oriented mindset
- PD is directly aligned to goals for improving instructional practices
- Coaching cycles include goal-setting, observations, data-collection, collaborative planning, reflection and support on next steps
- Systems for supporting new teachers are part of the professional culture and expectations
- Targeted, summer training sessions to support new teachers and additional training for all teachers

PLA Coaching Cycle Platform

The **PLA Coaching Cycle** platform includes 7 domains or focused areas of observations based on Charlotte Danielson's framework. The seven domains include:



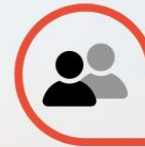
Culture and
Behavior
Management



Effective Lesson
Components



SEL Teaching
Practices



Level 1
Instructional
Execution



Classroom
Management and
Environment



Level 2
Instructional
Execution



Scholar
Engagement

56 Indicators for Success



*8 indicators for
each domain*

7 Domains

The PLA Coaching Cycle platform provides a very quick and efficient 10-12 minute observation for each domain and immediate feedback.

PLA Coaching Cycle Platform



The first step of the coaching cycle is to conduct intentional observations, looking for evidence of best practices being in place. Each observation should take no more than 10-12 minutes.



The second step of the cycle is to lead effective coaching conversations with each teacher. Relationship building is so important during this step of the process. During this step it is imperative that the coach coaches side by side, offers positive feedback, and asks leading questions that leads the teacher to identifying their own next steps. The next steps should be the teacher's, NOT the coaches. Get them to OWN IT and develop their growth mindset. Research says there is a 70% chance of implementation if feedback is delivered within 24 hours of observation. Timely feedback has a significant impact on implementation. It drops 10% each day it is not delivered.

 **70%**

chance of feedback
implementation in
the first 24 hours



The next step of the coaching cycle is to provide positive feedback and create the bite-sized goal for change **together with the teacher** to keep the cycle going and make both the teacher and coach accountable for the change.

 **10%**

drop each day not
implemented

PLA Coaching Cycle Platform

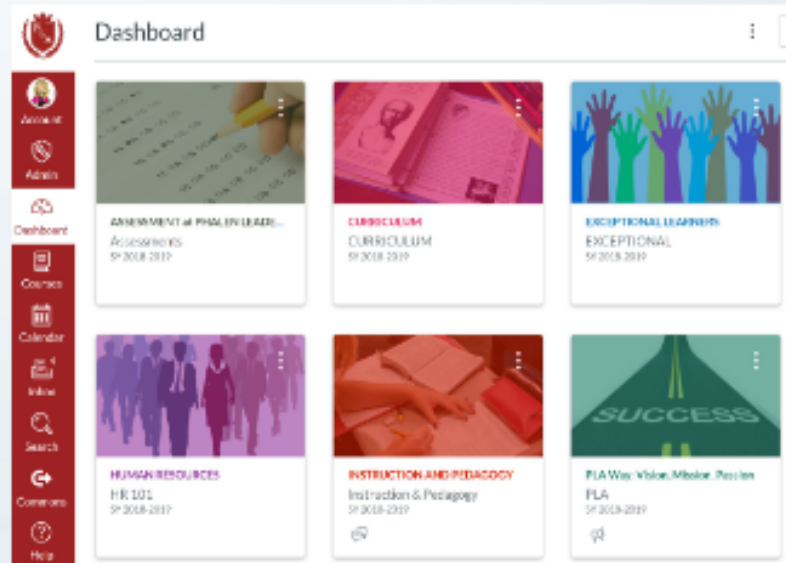


A toolbox of strategies and resources for each coaching area is available for the coach to use when working with the teacher. This toolbox allows the coach to click directly on the link and share with the teacher. It is recommended that the coach watch or go through the resource with the teacher to increase the likelihood of implementation if the time is available, then follow through by sharing the resource with them to revisit on their own time. The toolbox provides short video clips, activities, articles, book recommendations, and **PLA University** modules to assist with teacher growth.



The final step before the cycle repeats itself, and one of the most important steps, is a follow-up observation from the same domain, looking for evidence of change according the bite-sized goal they created.

The process continues to repeat itself throughout the year, moving through the continuum of domains, and slowing down to truly coach areas of deficits.



Tiered Support
For Our TEACHERS

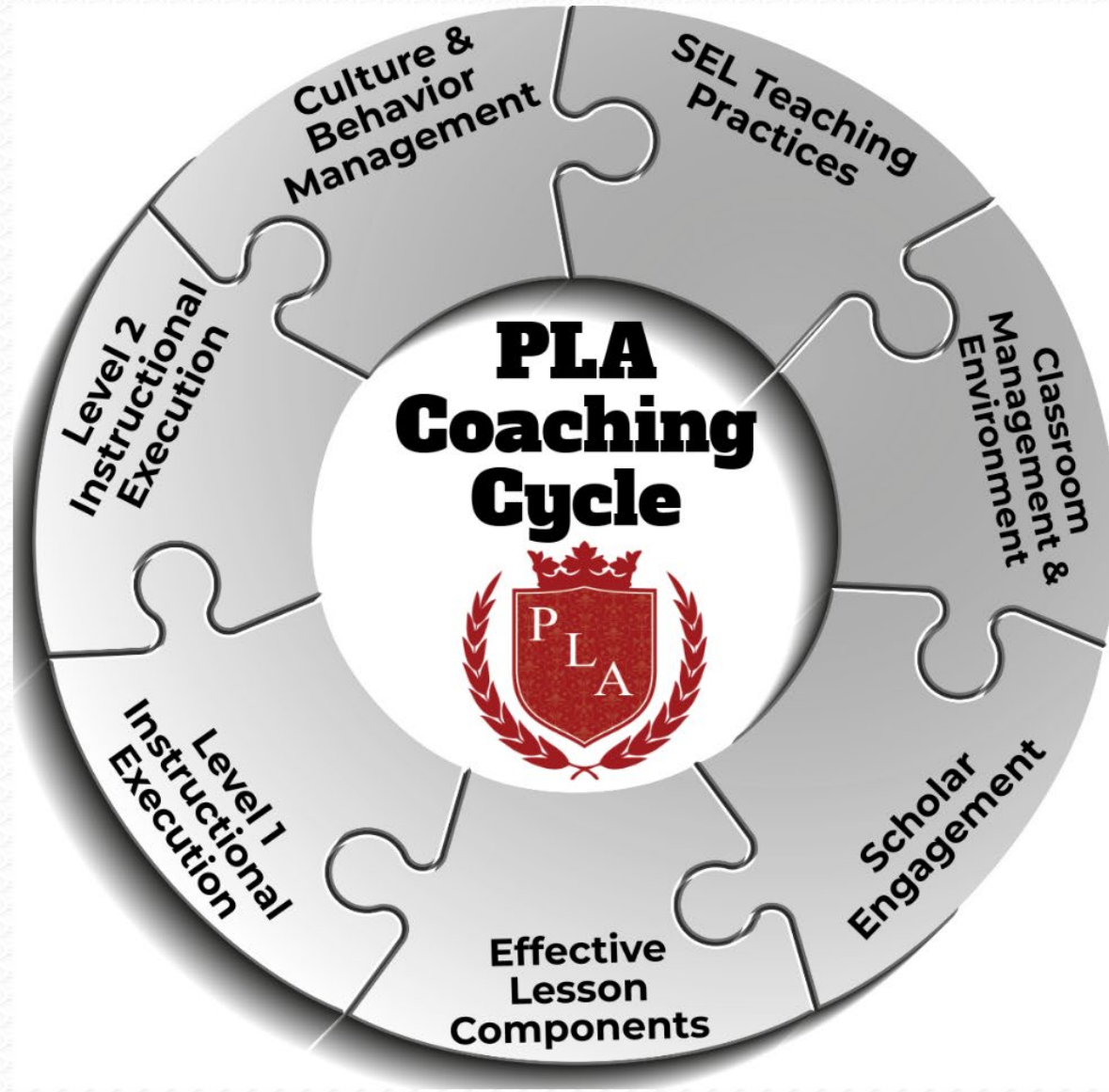
PLA Coaching Cycle Platform

the

COACHING CYCLE

Expectations

The expectation is that all PLA schools use the Coaching Cycle platform and process outlined with fidelity.



National & Regional View

Cumulative score for the entire domain for the entire network

Culture and Behavior Management

Breakdown of each indicator and the network performance percentage

Average Score: 2.87

Start Date

mm/dd/yyyy

End Date

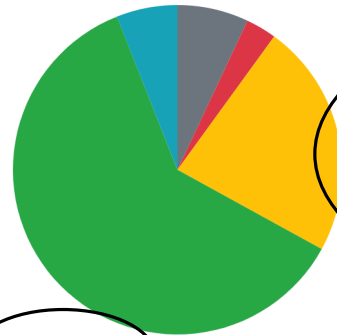
mm/dd/yyyy

Grade

Subject

Search

1.1 Lesson progresses at an appropriate pace so that scholars are rarely disengaged with inattentive or disruptive behavior.



Score

Percent

Not Observed/Not an Appropriate Time	7%
Requires Action	3%
Improvement Necessary	23%
Effective	61%
Highly Effective	6%

Teachers

Drill down of teachers in each indicator to see who is in each performance level

Home / Analytics / Culture and Behavior Management

Average Score: 2.87

Start Date

mm/dd/yyyy

End Date

mm/dd/yyyy

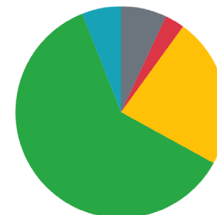
Grade

Subject

Search

Culture and Behavior Management

1.1 Lesson progresses at an appropriate pace so that scholars are rarely disengaged with inattentive or disruptive behavior.



Score

Percent

Not Observed/Not an Appropriate Time	7%
Requires Action	3%
Improvement Necessary	23%
Effective	61%
Highly Effective	6%

Teachers

Not Observed/Not an Appropriate Time

Tynesia Bowe
Caroline Brooks
Ashley Cherry
Issac Culver
LaMyia Dukes
Tanya Ellis
Tasha Fuller
Sherrie Gooch
Latiesha Hollowell

Requires Action

Joy Elliston
Kortina Gates
Gustan Joseph
Leighton Kessner
Christopher Lee
Tariq Shaheed

Improvement Necessary

Gianna Alessi
Tammilita Alford
Mikael Badgett
Rowena Banks
Corey Brown
Karen Cavanagh
Alice Chess
Danielle Coombs
Stephanie Daniels-Winn
Rachel Derico

Drill down by specific dates, grade levels, or subject areas

[Home](#) / [Analytics](#) / Culture and Behavior Management

Average Score:
2.87

Start Date

08/01/2018

End Date

12/21/2018

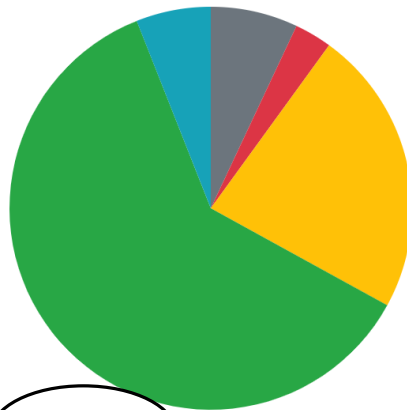
Grade

Subject

Search

Culture and Behavior Management

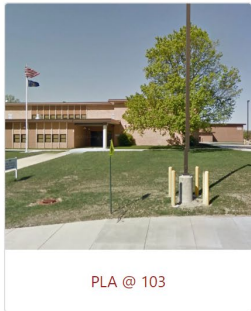
1.1 Lesson progresses at an appropriate pace so that scholars are rarely disengaged with inattentive or disruptive behavior.



► Teachers

Sort by teachers within specific filtering parameters

1.2 Scholars are engaged in meaningful work during wait time (i.e. taking attendance) because clear procedures are in place.



Analytics

- Culture and Behavior Management
- SEL Teaching Practices
- Classroom Management and Environment
- Scholar Engagement**
- Effective Lesson Components
- Level 1 Instructional Execution
- Level 2 Instructional Execution

Choose the domain you want to view

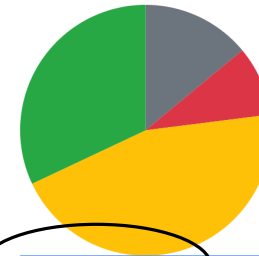
Click on the [Teacher] button to see the performance levels of teachers to differentiate PD sessions

Drill down by date, grade, and subject



Scholar Engagement

3.1 Lesson provides the appropriate level of scaffolding so that scholars are engaged in the learning activities that promote scholar understanding.



Score	Percent
Not Observed/Not an Appropriate Time	14%
Requires Action	9%
Improvement Necessary	45%
Effective	32%
Highly Effective	0%

Average Score:
2.66

Teachers

Start Date

mm/dd/yyyy

End Date

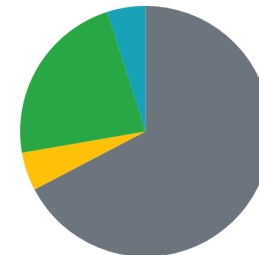
mm/dd/yyyy

Grade

Subject

Search

3.2 Scholars who finish early have something else meaningful to do.



Score	Percent
Not Observed/Not an Appropriate Time	68%
Requires Action	0%
Improvement Necessary	5%
Effective	23%
Highly Effective	5%

Teachers

School View: Teacher Profile & Recent Activity

This column allows you to see the 10 most recent activities. Click on [See all activity] to see ALL activity during the SY

Fill in information to create a new teacher. After you click [create] they will receive an email to the Coaching Cycle Platform

First Name

Last Name

Email

Photo

Browse

Hired On

mm/dd/yyyy

Grade

All

Subject

Algebra I

Create

Recent Activity

[See all activity](#)



June 13, 2019

Andrea Robinson completed an observation for Andrea Practice



May 31, 2019

Matt Rimer completed an evaluation for Karen Cavanagh



May 31, 2019

Matt Rimer completed an evaluation for Mackcine Jordan



May 31, 2019

Matt Rimer completed an evaluation for Latiesha Hollowell



May 31, 2019

Matt Rimer completed an evaluation for Sohna Duff



May 31, 2019

Matt Rimer completed an evaluation for Carla Gunning



May 31, 2019

Matt Rimer completed an evaluation for Kayla Walker



May 31, 2019

Matt Rimer completed an evaluation for Dottie Lerche



May 31, 2019

Matt Rimer completed an evaluation for Angela Hill



May 31, 2019


Matt Rimer completed an evaluation for John Spafford

This is where you click to start an observation or evaluation


Teacher Profile Page:
What does the teacher see?

Click here to edit the teacher's profile


Home / Indianapolis Region / PLA @ 103 / Andrea Practice / 2018



Andrea Practice

 Edit

Andrea Practice

Email  targetedcoach@comcast.net

Grade 4th

Subject All

NEW

Start Observation

Start Evaluation

NEW

Observations Evaluations Coaching Conversations Goal

Observations for 2018

May 7, 2019
Scholar Engagement
Andrea Robinson

June 13, 2019
Level 1 Instructional Execution
Andrea Robinson

Archived Observations

2018

Average Score This Year:
2.81

Culture and Behavior Management:
0.00

SEL Teaching Practices:
0.00

Classroom Management and Environment:
0.00

Scholar Engagement:
3.25

Effective Lesson Components:
0.00

Level 1 Instructional Execution:
2.38

Level 2 Instructional Execution:
0.00

Tabs to see past Observations, Evaluations, Coaching Conversations, and Goals

Archived folders that store observations and evaluations from previous years

Teacher's cumulative score


Individual domain scores

Completing an Observation: Coaching Conversation and Adding Files

Direct link to PLA University to get
resources that support the bite-size
goal

PLA University Files Home

Home / Indianapolis Region / PLA @ 103 / Andrea Practice / Coaching Conversations / July 5, 2019



Andrea Practice

Edit

Observation	July 5, 2019 12:20 pm
Conversation	July 5, 2019 3:30 pm
Follow-Up	July 11, 2019 3:30 pm

Positive from the observation
Scholars had a clear part in developing common rules and procedures. Love the signed contract on the wall.

Clear single, bite-size goal
Develop a system for reminders when scholars don't hear or listen to directions so they don't ask you, ie, repeat directions back using first, ask a buddy first, write steps on the board or projector

Name

Video from observation

Observation Video.mp4 Browse

Add File

Name

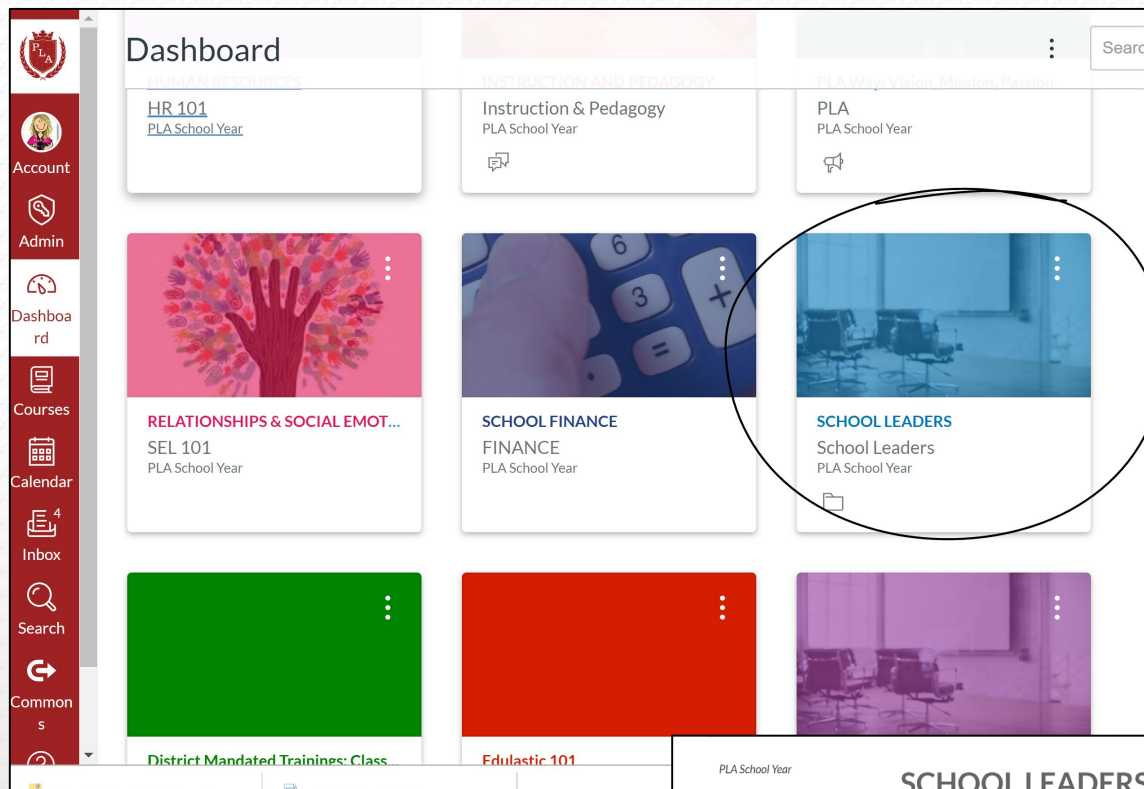
URL

Add Link

Add video and other
document files here

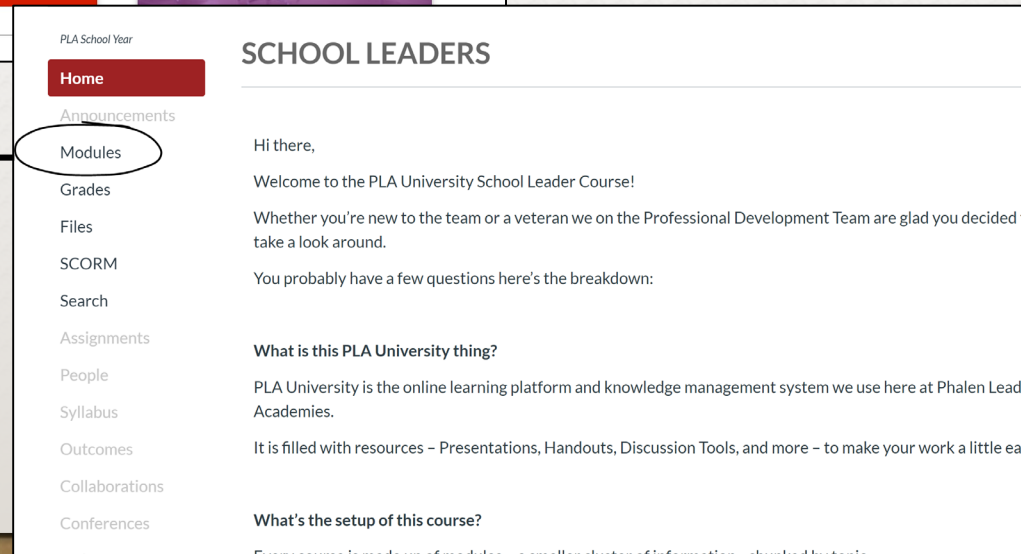
Add links to websites to
support the bite-size goal
here. This is a great place
to add the URL for the
PLA University resource

Completing an Observation: PLA University Resources



Choose the course titled
[School Leaders]

Then click on [Modules] to
go to the modules
available to school leaders



Account

Admin

Dashboard

Courses

Calendar

Inbox

Search

Common

Modules

Grades

Files

SCORM

Search

Assignments

People

Syllabus

Outcomes

Collaborations

Conferences

Quizzes

Discussions

Pages

Badges

Settings

1. PLA Academic Model

A. Presentation: PLA Academic Model

B. Resources: PLA Academic Model

2. PLA COACHING CYCLE

A. Presentation: Intro to PLA Coaching Cycle

B. Link: Login to the Coaching Cycle Platform

C. Resources: PLA Coaching Cycle-2

D. The Coaching Cycle Quiz
100 pts

E. Badge: The PLA Coach

3. What's New in ILEARN?

A. Presentation: ILEARN

Completing an Observation:
PLA University Resources

Choose [PLA Coaching Cycle] Module
and then [Resources: PLA Coaching
Cycle- 2.0]

Then go to the indicator
that meets the needs of
the bite-size goal from the
coaching conversation

C. Resources: PLA Coaching Cycle-2

Domain 1

Domain 2

Domain 3

Domain 4

Domain 5

Domain 6

Domain 7

Domain 2: SEL Teaching Practices

NEW

Indicator 2.1

[Managing the Classroom by Teaching Emotional Regulation](#)

[How to Teach Self-Regulation](#)

[10 Tips for Teaching Emotional Regulation \(& Improving Classroom Behavior at the Same Time\)](#)

[7 Soothing Yin Yoga Poses to Calm Anxiety](#)

[Restorative Justice in School: An Overview](#)

[Building Emotional Literacy](#)

Indicator 2.2

[The Key to Effective Classroom Management](#)

[Positive Words Go a Long Way](#)

[Classroom Culture vs. Classroom Management](#)



Andrea Practice

Edit



Andrea Practice

Email targetedcoach@comcast.net
Grade 4th
Subject All

Start Observation

Start Evaluation

Observations Evaluations Coaching Conversations Goal

Observation June 13, 2019 9:50 am
Conversation June 13, 2019
Follow-Up June 13, 2019
Positive from the observation
Great questioning techniques.
Clear single, bite-size goal
Pacing: how could you improve your lesson pacing to reach more students?
 Edit Add Attachments

This is what the Coaching Conversation Journal looks like after adding the feedback and resources

Observation July 5, 2019 12:20 pm Effective Feedback
Conversation July 5, 2019 3:30 pm
Follow-Up July 11, 2019 3:30 pm
Positive from the observation
Scholars had a clear part in developing common rules and procedures. Love the signed contract on the wall.
Clear single, bite-size goal
Develop a system for reminders when scholars don't hear or listen to directions so they don't ask you. ie. repeat directions back using fist, ask a buddy first, write steps on the board or projector
 Edit Add Attachments

The observer can continue to add attachments and edit the conversation here



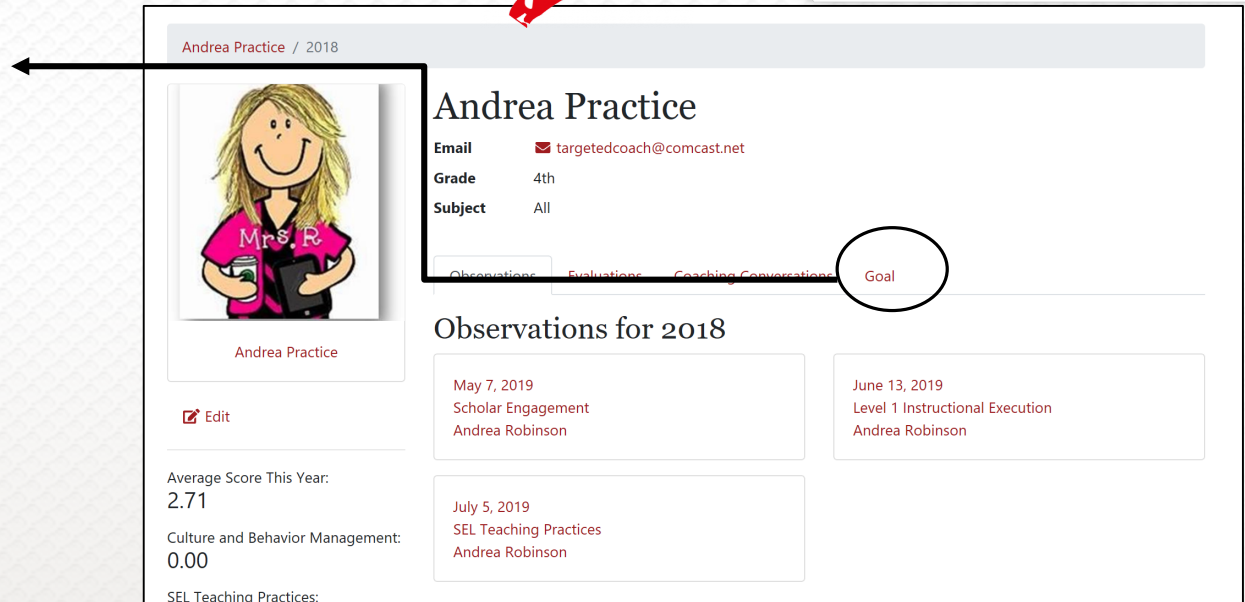
**PHALEN LEADERSHIP
ACADEMIES**

Goal Setting & Evaluation



NEW

Teachers will be required to set a SMART goal for academic growth using the formative assessment data



Andrea Practice / 2018

Andrea Practice

Email: targetedcoach@comcast.net
Grade: 4th
Subject: All

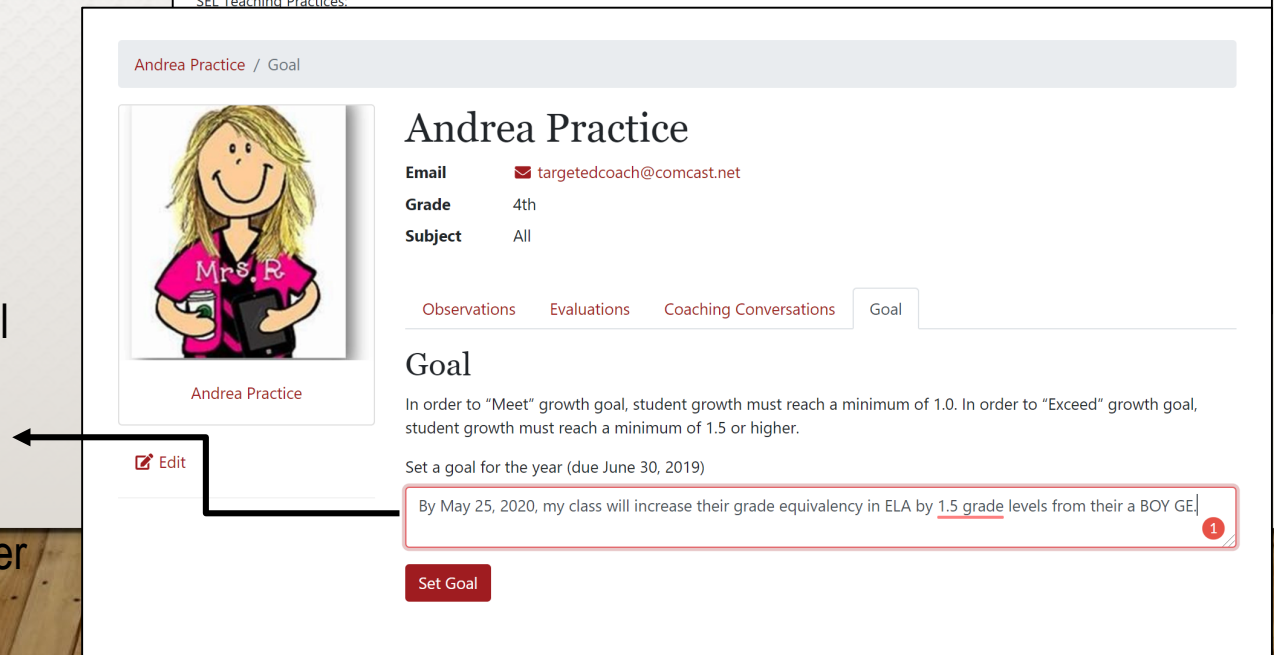
Observations Evaluations Coaching Conversations **Goal**

Observations for 2018

Date	Category	Teacher
May 7, 2019	Scholar Engagement	Andrea Robinson
June 13, 2019	Level 1 Instructional Execution	Andrea Robinson
July 5, 2019	SEL Teaching Practices	Andrea Robinson

Average Score This Year: 2.71
Culture and Behavior Management: 0.00
SEL Teaching Practices:

Teachers will write their goal using the criteria above the space for their goal. They will click [Set Goal] after constructing the goal. Goals need to be finalized and approved by the school leader prior to September 20th



Andrea Practice / Goal

Andrea Practice

Email: targetedcoach@comcast.net
Grade: 4th
Subject: All

Observations Evaluations Coaching Conversations **Goal**

Goal

In order to "Meet" growth goal, student growth must reach a minimum of 1.0. In order to "Exceed" growth goal, student growth must reach a minimum of 1.5 or higher.

Set a goal for the year (due June 30, 2019)

By May 25, 2020, my class will increase their grade equivalency in ELA by 1.5 grade levels from their a BOY GE

Set Goal

PLA Coaching Cycle Platform


Andrea Practice / Goal



Andrea Practice

Edit

Andrea Practice

Email  targetedcoach@comcast.net

Grade 4th

Subject All

Observations

Evaluations

Coaching Conversations

Goal

Goal

In order to "Meet" growth goal, student growth must reach a minimum of 1.0. In order to "Exceed" growth goal, student growth must reach a minimum of 1.5 or higher.

Set a goal for the year (due September 30, 2019)

Set Goal

Teacher Profile Page:
Goal Setting Feature

Final goal must be approved by principal and set by 9/30

SMART



Specific



Measurable



Attainable



Relevant



Time Based

EXAMPLE

Goals must be written in SMART format:

By June 2020, the average grade-equivalency growth in ELA in my class will increase by 1.5 at the EOY using the NWEA formative assessment.

PLA Coaching Cycle Platform

Teacher Profile Page:
Goal Setting Feature

Andrea Practice / Goal



Andrea Practice

Edit

Andrea Practice

Email targetedcoach@comcast.net
Grade 4th
Subject All

NEW

Observations Evaluations Coaching Conversations **Goal**

Goal

In order to "Meet" growth goal, student growth must reach a minimum of 1.0. In order to "Exceed" growth goal, student growth must reach a minimum of 1.5 or higher.

Set a goal for the year (due September 30, 2019)

Set Goal

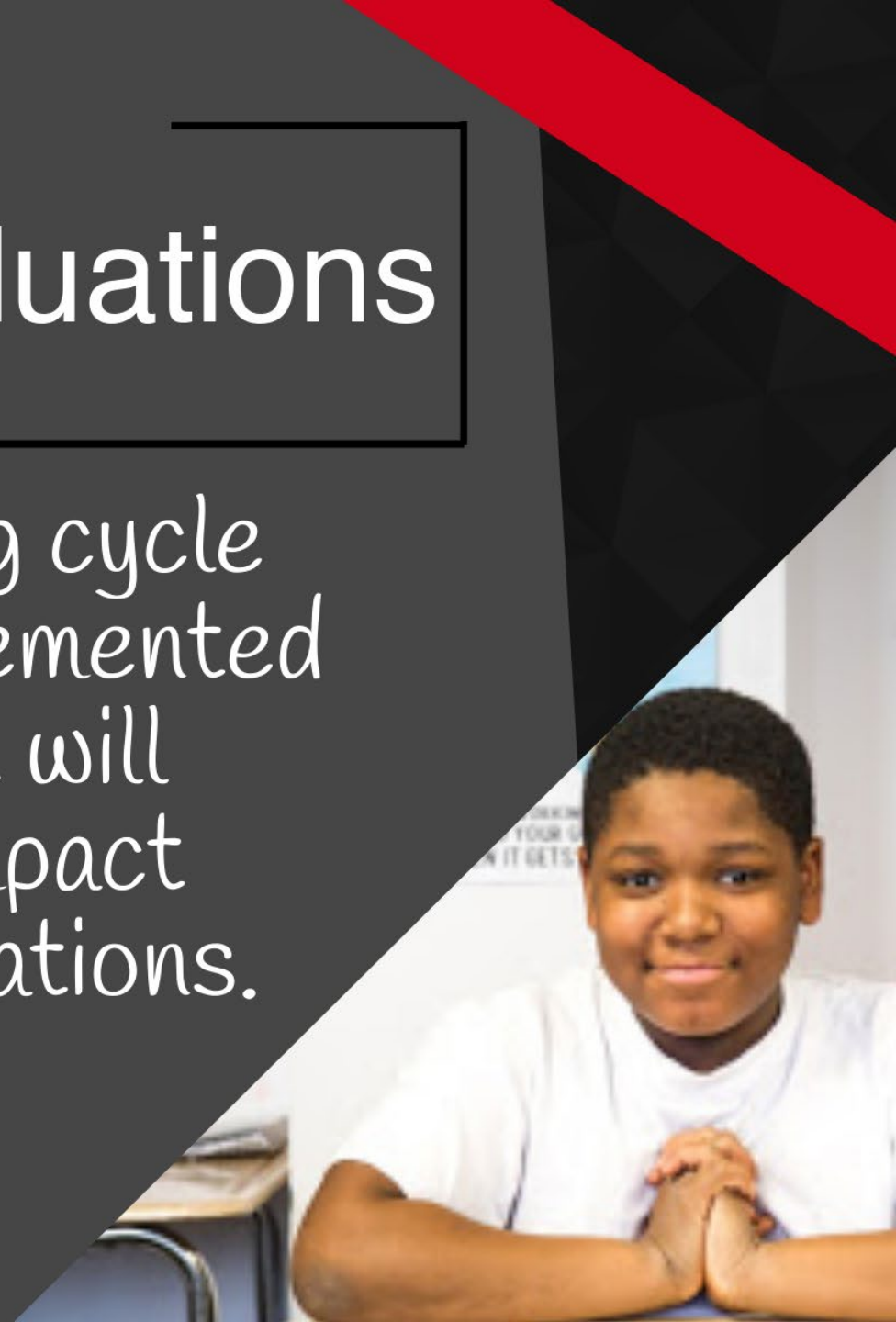
Click on [Goal] to write
and set your new school
year goal

In order to "Meet" growth goal, student growth must reach a minimum of 1.0. In order to "Exceed" growth goal, student growth must reach a minimum of 1.5 or higher.

PLA

Teacher Evaluations

If the coaching cycle process is implemented correctly, it will positively impact teacher evaluations.



PLA Evaluation Process

Overall note section

Notes

► Domain 1: Purposeful Planning ▼ Domain 2: Effective Instruction

2.1: Develop student understanding and mastery of lesson objectives

Ineffective

Improvement Necessary

Effective

Highly Effective

Click on rating box

Notes

Highly Effective

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

- Students can explain what they are learning and why it is important, beyond repeating the stated objective
- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection

Effective

- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson
- Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms
- Importance of the objective is explained so that students understand why they are learning what they are learning
- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students
- Lesson is well-organized to move students towards mastery of the objective

Improvement Necessary

- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable
- Objective is stated, but not in a student-friendly manner that leads to understanding
- Teacher attempts explanation of importance of objective, but students fail to understand
- Lesson generally does not build on prior knowledge of students or students fail to make this connection
- Organization of the lesson may not always be connected to mastery of the objective

Ineffective

- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. -There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.
- Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.
- There may be no effort to connect objective to prior knowledge of students
- Lesson is disorganized and does not lead to mastery of objective.

Note section for individual indicators



PLA @ 103

Evaluations for PLA @ 103, 2018

Ineffective	Improvement Necessary	Effective	Highly Effective
-------------	--------------------------	-----------	---------------------

1.0 Points 1.75 Points 2.5 Points 3.5 Points 4.0 Points

Teacher	Mid-Year Check-In	End-of-Year Check-In	Mid-Year Evaluation	End-of-Year Evaluation	Overall Score
			3.25	3.33	3.29
			3.39	3.10	3.24
			3.25	3.10	3.17
			3.25	3.10	3.17
			3.10	3.20	3.15
			3.10	3.17	3.13
			3.17	3.10	3.13
			3.12	3.10	3.11
			0.0	3.10	3.10
			3.10	3.10	3.10
			3.10	3.10	3.10
			3.10	3.10	3.10

Scores are displayed in descending order of Overall Score. This window is also available to download in Excel. Don't forget you will need to complete goal check-ins each evaluation window as well. They are reflected here. The goal is to have [Exceeds] or [Meets] by End of Year Check-In.

ADDITIONAL PLA CUSTOMIZED PLATFORMS

-  PLA University
-  Kickboard
-  PLA Data Dashboard

THANK YOU!

