



Date: December 7, 2021

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: Recommendation to approve the Educator Effectiveness Plans for Gilroy Prep, Hollister Prep and Watsonville Prep

Background

LEAs and State Special Schools that receive funding pursuant to California *Education Code (EC)* Section 41480(a) are required to develop and adopt a plan, by December 30 , 2021, that delineates the expenditure of funds apportioned including the professional development of teachers, administrators, paraprofessionals and classified staff. The plan shall be presented in a public meeting of the governing board before its adoption in a subsequent meeting.

LEAs will have 5 fiscal years to spend the funds beginning with 2021-22 and going through 2025-26, with expenditure reporting due each September. GPS will receive \$123,810, HPS will receive \$129,608 and WPS will receive \$70,058.

Recommendation

It is recommended that the Board approve the Educator Effectiveness Plans for Gilroy Prep, Hollister Prep and Watsonville Prep

GPS Educator Effectiveness Plan

Navigator will use the Educator Effectiveness funds to help ensure all Small Group Instructors are effectively coached and trained in instructional strategies, curriculum, and school culture. These funds will be utilized to support the salary of the Instructional Support Coordinator who provides weekly coaching to all Small Group Instructors.

Professional Development

Ongoing feedback on best instructional practices is the cornerstone of continuous improvement in classrooms. Navigator uses observation and feedback, three-way coaching, live coaching, data meetings, and staff development to accelerate instructional development.

Observation and Feedback - Navigator's teaching methodology is supported through an extensive, continuous observation/feedback cycle. The site leadership team oversees this cycle utilizing the Navigator Schools Observation and Feedback checklist. The checklist has three major phases: classroom management, instructional rigor, and differentiation/special projects. Each phase is further divided into action steps delineated by date of expected mastery. Academic coaches play a key role in the observation/feedback cycle. The assigned coach begins each weekly meeting with praise for the educator's current and ongoing strengths. After identifying the strengths, the coach encourages the educator to self-evaluate, identifying areas for improvement through probing questions that guide the educator toward the action items. One or two action steps are assigned. Action steps must be measurable, high impact, and bite-sized. These action items are practiced with the coach during the feedback meeting. The final step of the weekly meeting is to schedule a time for the coach to view the action steps within the classroom.

The weekly evaluations are saved, charted, and available for future reference. The academic coaches and principals must effectively balance evaluating the educator's overall success with identifying the specific action steps for the educator to master. The emphasis throughout the process is always on strengthening classroom instruction by developing the educator. Because academic coaching is so critical in a teacher's development, Navigator has taken great pains to develop a culture of improvement that begins as early as the first interview. During the hiring process, new instructors are given the opportunity to teach a lesson to students and immediately receive feedback from one of the site's academic coaches.

Three-way coaching - Three-way coaching is part of the Navigator commitment to excellence. In the event that an educator is struggling with implementing a new action step, or in order to see a new technique in action, the coach will initiate three-way coaching. The classroom teacher is released by a substitute to observe a colleague along with their coach. The observing teacher is asked to focus on specific instructional or classroom management strategies as an area of focus for the observation. The coach facilitates a discussion with the observing teacher to develop a plan to implement the strategies in the teacher's classroom. At Navigator, three-way coaching has been shown to be one of the most efficient manners of helping accelerate a

teacher's implementation of new techniques in the classroom. Most three-way coaching sessions take less than thirty minutes to implement.

Live coaching - This technique leads to an immediate change in instructional practice due to its "in the moment" nature. Live coaching occurs when the coach becomes an active participant during the teacher's instruction, preferably using the least invasive method of support. To help support the implementation of a new action step or new instructional technique, the coach can use a series of increasing levels of support to help redirect the teacher during instruction. Some of these live coaching support strategies could include the use of hands signals or other visible indicators to remind the teacher to use the technique, or the coach may take over the class for 15 to 30 seconds and demonstrate the new technique for the teacher. The teacher understands the modeling is for their development, and the students most often do not realize that live coaching is occurring.

Data meetings - A variation of the weekly observation and feedback meeting is the data meeting. In these meetings the educator is coached on analyzing student achievement data. The outcome from this meeting is to develop a re-teaching plan to help support students that did not meet satisfactory levels of achievement. These meetings happen weekly during after school professional development time, but can also take place at the discretion of the coach based on daily check-for-understanding (CFU) results or formative quizzes. Ultimately, the teacher leaves the meeting with a clear plan for students needing additional instruction.

Instructional Planning

Navigator teachers are released quarterly to work on unit planning. With the support of the Data and Curriculum Specialist, teachers use backwards design to plan their upcoming instructional units. The team begins by unpacking each Common Core standard and determines what students need to know and do in order to achieve mastery. Teachers discuss common misconceptions that may prevent students from mastering the standard and share strategies that may be used to address these misconceptions. Teachers then write objectives for each standard and determine how they will measure student proficiency using formal and informal assessments. Exemplars are created for all assessments. These exemplars will be used before, during, and after instruction as a "roadmap for rigor." Student work will be compared to the teacher exemplar in order to analyze gaps in understanding and to plan appropriate next steps for student mastery. Once standards are unpacked, objectives are written, assessments and exemplars are created, and teachers proceed to plan their daily lessons. Teachers use "double planning" when creating their daily lessons; not only do they plan what the teacher will say and do during each lesson, but also what the students will say and do. This allows the teacher to further anticipate student error and to identify strategies that may be used for necessary in-the-moment adjustments.

HPS Educator Effectiveness Plan

Navigator will use the Educator Effectiveness funds to help ensure all Small Group Instructors are effectively coached and trained in instructional strategies, curriculum, and school culture. These funds will be utilized to support the salary of the Instructional Support Coordinator who provides weekly coaching to all Small Group Instructors.

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WPS Educator Effectiveness Plan

Navigator will use the Educator Effectiveness funds to help ensure all Small Group Instructors are effectively coached and trained in instructional strategies, curriculum, and school culture. These funds will be utilized to support the salary of the Operations Lead who provides weekly coaching to all Small Group Instructors.

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