

## ACADEMIC ACHIEVEMENT TEAM SAVINGS, REFLECTIONS, RESULTS, 2014

### Does the AA Team save money?

#### Without the AA Team Model

School Position	School Expense (Benefits Inc.)
Director of Instruction	\$140,000
Outsourced PD and Consultants (Ferraud, Data Processing, Houtchens)	\$25,500
Mastery Manager Teacher(s) ( have worked 2-4 periods)	\$49,875
<b>Total</b>	<b>\$215,375</b>

### Does the AA Team save money?

#### ▶ With AA Team

School Position	School Expense (Benefits Inc.)
Coaches (2 coaches with 3 and 1 coach with 2.5 periods)	\$ 133,875
Coordinator (Attendance)	\$ 23,667
Professional Development- In House	-----
Mastery Manager (Classified)	\$15,050
<b>Total</b>	<b>\$172,592</b>

### Savings

- ▶ \$42,783
- ▶ But even more than savings, the team is STILL onsite to help teachers one-on-one, in the classroom, support PLCs, and give workshops to ensure that the professional development becomes part of our instructional practice.
- ▶ =PRICELESS!!!!!!

### Who says? Educational Research says!

Article: "Studying the Impact of Instructional Coaching" Jim Knight and Jake Cornett, University of Kansas, 2009

- ▶ "Instructional coaching will increase the likelihood that teachers adopt new teaching practices."
- ▶ "Most teachers will not use new teaching practices inside the classroom if the learning opportunity available to them is a one-time in-service PD workshop."

### 2014-15 Calendar

- ▶ PCHS has 3 designated Professional Days and 2 Pupil Free Days.

If, we outsourced for PD on these days, the impact to the teachers' instructional practices would be minimal.

Remember, improvement/continued refinement of instructional practices and curriculum is correlated to improvement in STUDENT ACHIEVEMENT.

## Team Reflections

- ▶ On average PCHS one-to-one coaching case loads were 8 to 1.
- ▶ Recommended caseloads for effective coaching are 6 to 1.
- ▶ In order to lower this ratio, I would like to incorporate more NBC teachers/ Pali Pals.
- ▶ Coaches should continue their work in PLCs.
- ▶ More walk through protocols can be implemented to inform professional development.

## Teacher comments on coaches

- ▶ “There were no obstacles at all having my instructional coach. She was available every time I needed to talk with her. She provided encouragement and immediate feedback.”
  - ▶ “I have made my course more accessible to a variety of learners.”
  - ▶ “Comfort level with coaches is highest when planning a lesson.”
- Taken from Teacher Survey

## Reflections

- ▶ “At the beginning of the year, arrange for coaches to meet with the PLC leaders, so everyone can be clear about the wide range of support available (some people told me they thought coaches were for ‘struggling teachers’.)”
- ▶ “Working with assigned teachers needs more structure- initial meeting with teacher/ admin/coach that clearly outlines the goals of working with the coach.”

## Results

- ▶ Coaches supported teachers in a variety of areas, including lesson design, classroom management, assessment tools, and use of technology.
- ▶ Coaches are provided as support in the evaluation model.
- ▶ Coaches designed, implemented, and gave Professional Development to staff.
- ▶ Team was used to development plan for Common Core Shifting and consulted on the Common Core Budget.
- ▶ Team expanded Infinite Campus and Schoology capacity for both student and teachers.
- ▶ Team implemented Pyramid of Intervention practices
- ▶ Team supported PLC in protocol work and curriculum design
- ▶ Team distributed and responded to data that can now is more accessible in Mastery Manager and Infinite Campus