Coaching into Innovation

Missouri Learning Forward 2022

tinyurl.com/coachingrules

LPS Innovation & Learning

Dr. Jeanette Westfall

Assistant Superintendent of Instructional Design

Ashley Duvall

Innovation & Learning Coach
Lewis & Clark
Shoal Creek Elementary

Carrie Gabriel

Innovation & Learning Coach
Discovery Middle School

Tara Harvey

Innovation & Learning Coach
Liberty North High School

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Learning Targets

- uncover coaching moves and opportunities to increase innovative practices in your school buildings and classrooms
- find and use models of success in order to build teacher efficacy and improve student learning
- design and reflect on a process to implement innovative coaching practices using internal and external sharing to improve student learning

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PARKING LOT

Access PADLET to add questions, comments, or resources that pertain to the presentation.

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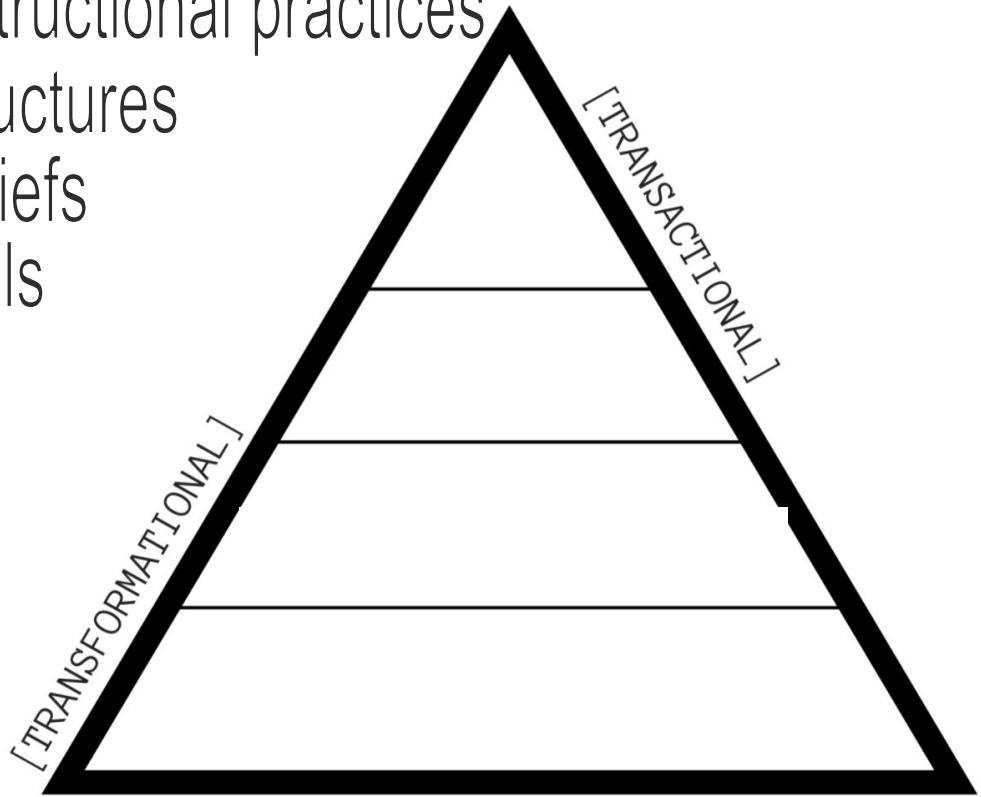
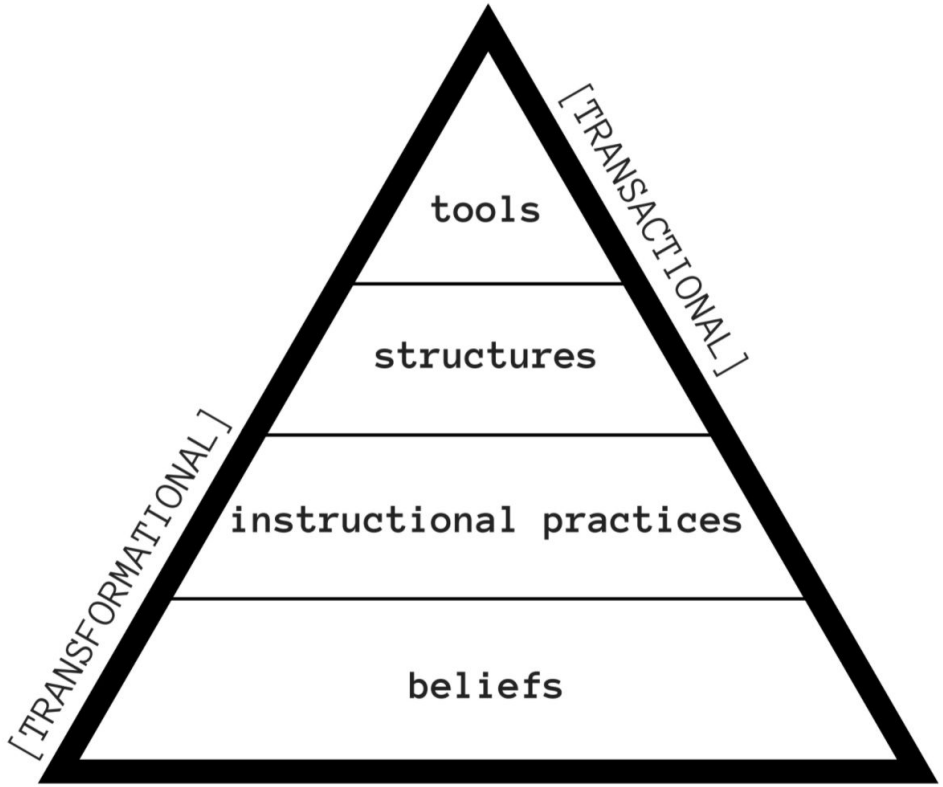
What does Innovation Mean to You?

Sustaining Innovation Triangle

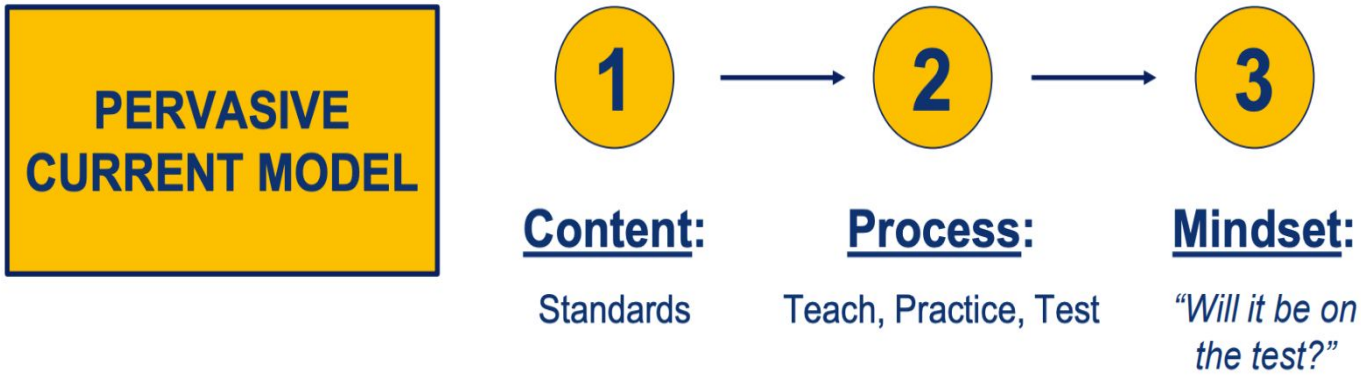
instructional practices
structures
beliefs
tools



Sustaining Innovation Triangle



How most school systems are designed and how most of us were trained.



***Process* drives *mindset* drives *content*.**

The *mindsets* of the learner enable absorption of *content*.

NEXT GEN LEARNING

Process:

Personalized, experiential, discovery, embedded, authentic

Mindset:

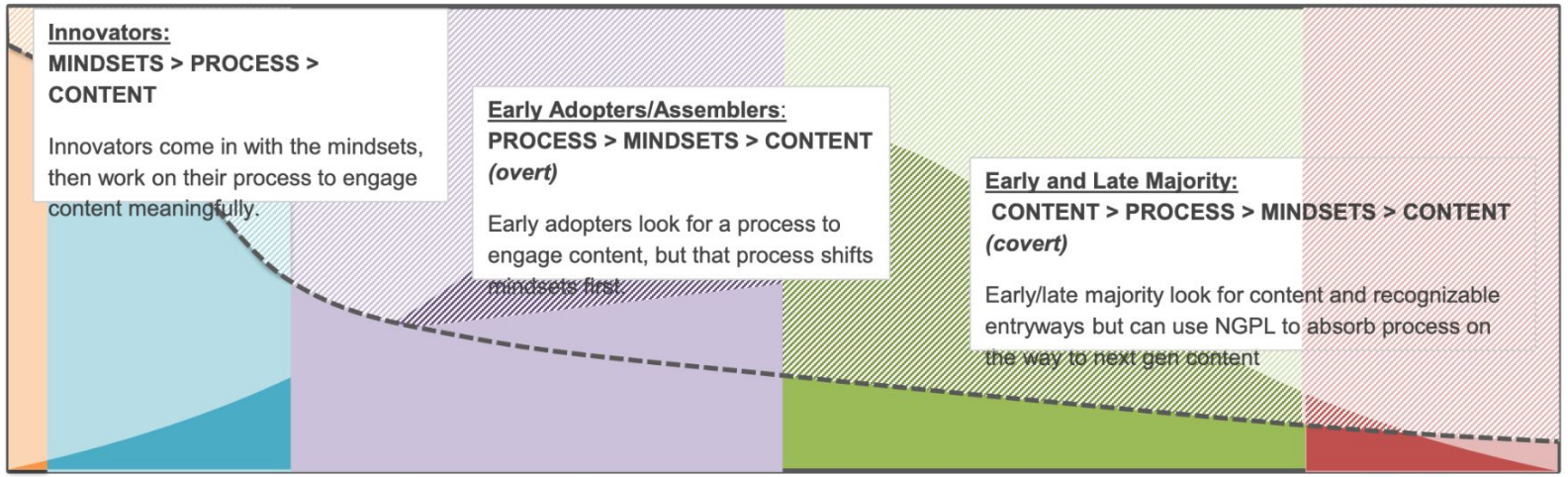
"I am learning with purpose."

Content:

Richer/deeper definitions of student success

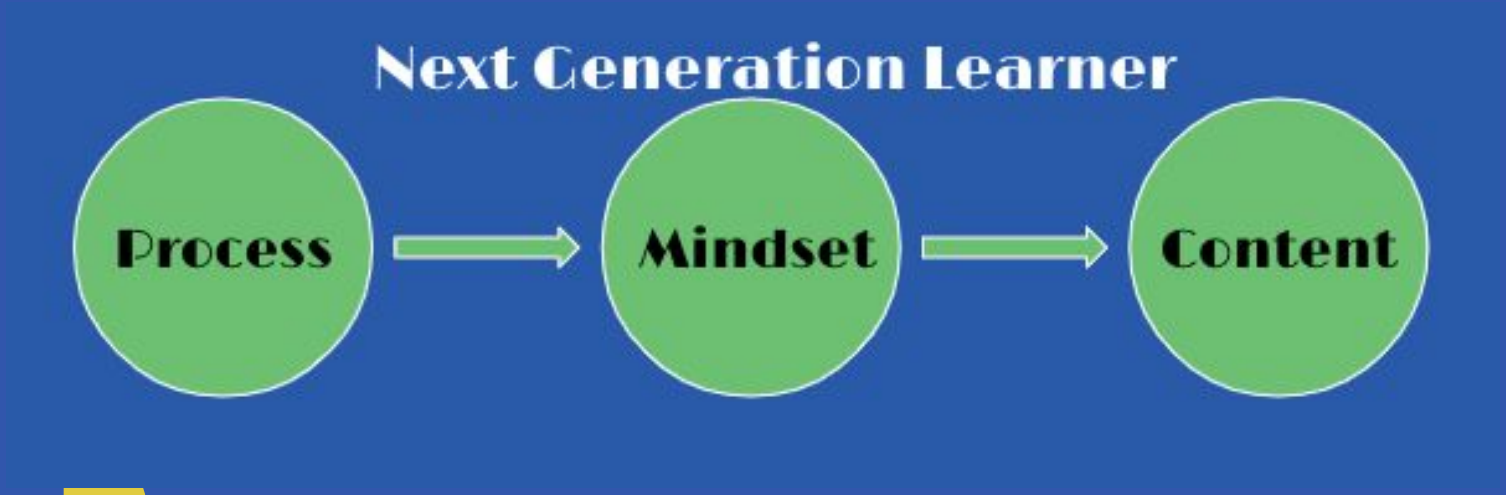
Entryways change at different points on the curve.

While mindsets, processes, and content are optimally connected and reinforcing in a continuous cycle, we believe educators and education systems use different points in that cycle as entryways, depending on where they are in the Adoption Curve. We believe this understanding is crucial to maximizing NGPL for impact.



talk

Pervasive Current Model


Next Generation Learner
Process
Mindset
Content

LEAD LEARNER

Moves or Models

What is the move or the model for innovation that you can identity as an entry point?

Models of Success

"Inspiration not replication"

Liberty North High School

Vision | **Clarity** | **Urgency** | **Inspiration** | **Implementation**

North Nation by Design

Mission: Cultivating a community of learners to invest in society through **inclusion**, **instruction**, & **innovation**.

GOALS

Ignite students' passion for inquiry & learning.
Inspire students to make a difference in their lives & the lives of others.
Involve students in our community locally & globally.
Initiate students' real-world experiences to grow leadership & creativity.

How is this **like** the traditional 4 core classes?

- Teaching the same subjects and skills
- Subject specific teachers
- Gaining the same graduation requirements
- Inclusive to all levels of learners
- Extra curricular and activities are still encouraged

How is this **unlike** traditional core 4 classes?

- Relevant learning experiences personalized, project based learning structure
- Creating a community & relationships within the school that is trusting, safe
- Career exploration and risk taking opportunities encouraged

Involve
*In step 1, we introduce the project and they find the *why*.

- Empathetic
- Civically Engaged
- Active Listener
  - Effective Communicator
- Collaborative
  - Dependable
- Culturally/Globally Aware
  - Values Network
- Reflective

Inquire
*In step 2, students research to answer their *why.*

- Critical Thinker
- Curious Learner
- Problem Solver
- Analytical
- Self-directed

Initiate
*In step 3, students will apply their research to show *how* it will answer their why.

- Critical thinker
- Goal Oriented
- Learner
- Self-directed
- Creative
- Adaptable

Inspire
*In step 4, students will showcase the *impact* of their learning to an authentic audience.

- Civically engaged
- Leads with integrity
- Creative
- Reflective
- Culturally/Globally Aware
  - Values Network

*These are part of the graduate profile and will be the framework from which we begin each unit.

NORTH NATION BY DESIGN: I CAN STATEMENTS

Skill 1: Critical thinking & researching

Subject	Developing	Meeting	Exceeding
Biology	❑ I can plan & conduct an accurate experiment to produce reliable data with support. ❑ I can select variables & accurately measure my results with precision with support. ❑ I can identify limitations on the precision of the data (e.g., number of trials, cost, risk, time), & refine the design accordingly with support. ❑ I can use research to develop my experiment & to verify my results with support.	❑ I can plan & conduct an accurate experiment to produce reliable data independently. ❑ I can select variables & accurately measure my results with precision independently. ❑ I can identify limitations on the precision of the data (e.g., number of trials, cost, risk, time), & refine the design accordingly independently. ❑ I can use research to develop my experiment & to verify my results independently.	***See Honors/Adv Choice Board***
ELA	❑ I can effectively use expository writing to explain my research. ❑ I can use limited elements of research writing to begin to support my claim. ❑ I am making progress in my interpretation of informational texts to guide my thinking.	❑ I can effectively use expository writing to explain my research. ❑ I can effectively use a variety of elements of research writing to support my claim. ❑ I can comprehend informational texts to guide the thinking behind my research.	***See Honors/Adv Choice Board***
American History	❑ I can use secondary sources to find data, but am making progress toward collecting the data to my claim. ❑ I can use primary sources that relate to my topic, but am making progress toward using them to effectively support my claim.	❑ I can use secondary sources to collect data, & I understand how it can support my claim accurately. ❑ I can find primary sources that relate to my topic & know how to use them effectively to support my claim.	***N/A***
Algebra	❑ I can collect data, but am making progress of which type of graph would best be used to display the data.	❑ I can collect data & can appropriately graph & organize the data (scatter plot, frequency table, linear, exponential, etc).	***N/A***

Discovery Middle School

VL Dispositions

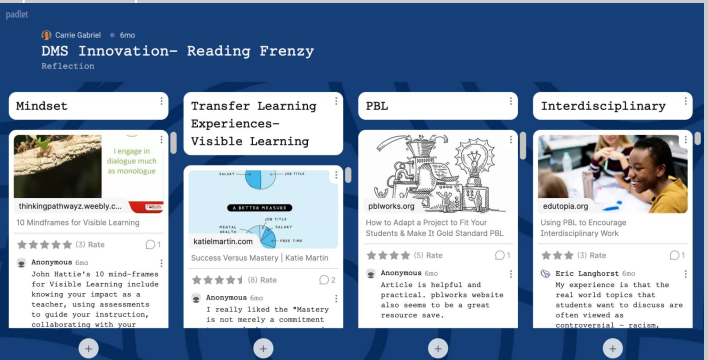
Differentiated PD

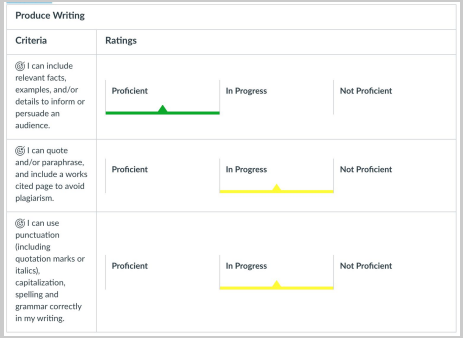
CBL Pilot

Co-Create Success Criteria

Individual/Group Support

Competency 1: Evaluation of Information						Competency 2: Problem Solving					
Pathway 1 Asking Questions and Defining Problems		Pathway 2 Developing and Using Models		Pathway 3 Analyzing and Interpreting Data		Pathway 4 Planning and Carrying out Investigations		Pathway 5 Using Mathematics and Computational Thinking		Pathway 6 Constructing Explanations and Designing Solutions	
Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard
PS2.B.1 PS2.B.2	MS-PS2-3 Motion and Stability: Forces and Interactions	PS1.A.1	MS-PS1-1 Matter and its Interactions	PS1.A.2	MS-PS1-2 Matter and its Interactions	PS2.A.2	MS-PS2-2 Motion and Stability: Forces and Interactions	PS4.A.1	MS-PS4-1 Waves and their Applications in Technologies for Information Transfer	PS1.B.2	MS-PS1-6 Matter and its Interactions





Using Success Criteria to Guide Student Learning

Success criteria describes what the student will do or say to understand the learning intention. It is "how" students show their learning.

Self-Reflection	Always	Sometimes	Never
Do you **HAVE** success criteria for learning?			
Do you **USE** success criteria when planning for learning?			
Do students **USE** success criteria throughout the learning process to monitor learning? (Not just at the beginning or end of learning)			
Do students have a way to **track** understanding and **reflect** on learning through the use of success criteria?			

Elementary

We believe ALL students can show growth when learning is authentic, engaging and personal. When students are clear with where they are in their learning journey, they are more motivated to continue to gr… d.

Collective Efficacy

Learning

CLARITY

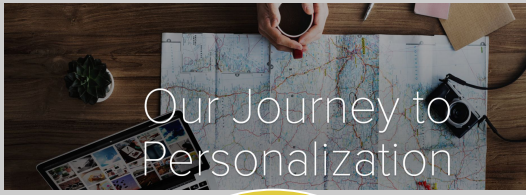
Monitoring Learning

Inspiring Others

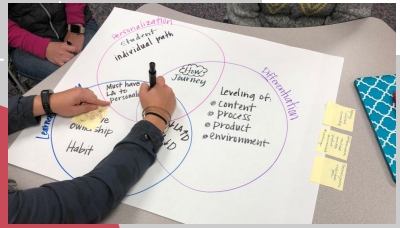
Standard: NBT.A.1 Understand three-digit numbers are composed of hundreds, tens and ones.	
Targets ❑ I can group 10 ones as one group of ten. ❑ I can group 10 tens as one group of one hundred. ❑ I can represent each digit of a three digit number using hundreds, tens, and ones. ❑ I can explain the value of each digit in a three-digit number (place value).	
Comprehensive Resources	Place Value Math Menu - 2nd Grade Manor Hill

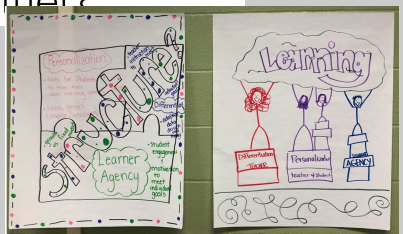
Target #1 I can group 10 ones as one group of ten.

Value Song For Kids | Ones, … nd Hundreds | 1st Grade, 2… rd Grade



How do Learner Agency, Differentiation and Personalization fit together?





…rouping when necessary.

Use the numbers 7, 9, and 5 to so…

5 0 2
+ 2 7
5

Explain how you solved the problem using words, base ten blocks or pictures. .

Use base ten blocks to solve the problem:

851
+ 158

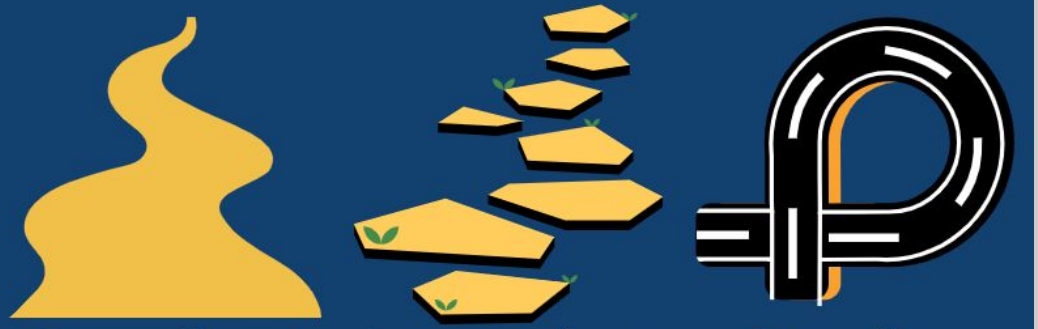
Then explain your work by drawing a place value representation.

MAKING MATHEMATICS PERSONAL

talk

Learning Zones

Leave the comfort zone
Let's not panic
Lean into learning



Comfort Zone

Learning Zone

Panic Zone

Thanks!

Do you have any questions?
youremail@freepik.com | +91 620 421 838
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