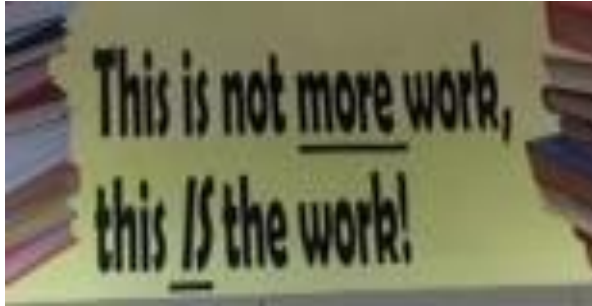


School/District: **Salinas Union High School District**

County: **Monterey**

Implementation Stage: **Pilot**

We saw



1. Needs

- Decrease the achievement gap between ELs and non-ELs.
- Increase teacher efficacy and leadership
- Support teachers as they implement district initiatives through Instructional Coaching (IC)

We committed ourselves to pursue goals



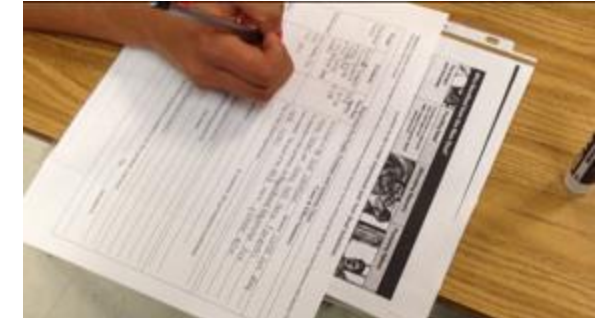
2. Outcomes

- Teachers will:
- implement district initiatives
 - evaluate student work to identify if students met the stated learning goal.
 - Constructive Meaning (CM) trained teachers will participate in two professional sharing opportunities



3. Participant Identification

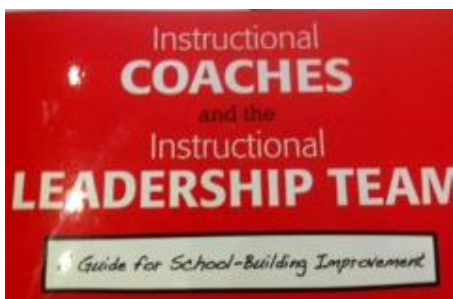
- IC teams at each site provide district instructional initiative professional development, incorporating elements of *A.L.L.* into the district coaching model
- ICs trained in *A.L.L.* attend *A.L.L.* follow-up sessions



4. Focus and Approach

- Focus Area II and III:
- Planning
 - Applying Best Teaching and Learning Strategies
- Approach: coaching
- All sites working toward the goal of training teachers to participate in professional sharing opportunities

We acted



“This cycle has allowed me to co-plan, which is not an opportunity that is offered much. I was able to hear the ideas of others and it benefitted my students and instruction. It was also AWESOME to see another teacher teach. The cycle went smoothly and gave us ample time to dive into our curriculum and focus language.”

-WMS Teacher

5. Action Steps

- A Lead Instructional Coach supported all ICs to share district initiatives.
- All site IC teams presented the Instructional Coaching Initiative to all staff members at the first professional development day. All sites conducted a self-assessment based on the GRR/CM Instructional Rubric developed by ICs
- Teachers provided CM and Instructional Coaching training, and ICs were trained and expected to be CM certified facilitators or presenters
- ICs supported teachers at monthly collaborative meetings
- ICs provided on-going professional development to review GRR and/or CM strategies at all sites

We achieved and reflected



6. Results

- Increase in staff awareness of:
- EL instructional needs
 - GRR/CM
 - Instructional Coaching
- Calibration of GRR/CM practice occurred in various professional development sessions
 - Teachers expanded or refined their repertoires of research-based instructional strategies.
 - Teachers collaborated regularly, and instructional conversations have increased.



7. Lessons Learned/Next Steps

- The need for teachers to spend time working collaboratively and engaging in instructional conversations continues, especially considering the demands of the Common Core and students' on-going needs
- Next Steps:
- Continue to refine our documents
 - Create a bank of demonstration lessons for teachers to reference
 - Develop and include student reflection into our Instructional Coaching documents