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Directions: If you arrived at this document... YOU are in charge of it. Collaborate with people in the room, make this an awesome resource page, edit as you see fit.

Session Title	F8: Coaching Teachers in a Competency-Based Education Model
Session Presenter	Cindy Goodchild, Angela Czak, Dawn Kuhns, Charleston CUSD 1
Purpose of Session	<p>Are you an instructional coach or teacher leader who is guiding others through the process of converting their instructional model from traditional to competency based education? This session will focus on helping teachers make the transition. We will look at how to support teachers, what a coaching cycle may look like, and what coaches do throughout the year to meet teachers where they are and move them forward in their understanding and implementation of competency based education in their classrooms.</p> <p>Telling Our Story: What We Tried, What We Found, How We Changed, Planning With Proficiency Scales, Data-Driven Instruction And Small Groups In A CBL Environment, Competency-Based Instructional Planning, Assessments In a CBL System</p>

Resources from the Presenter: [Coaching Teachers in a Competency Based Education Model.pdf](#)

Attendees: If you'd like to connect with the people you meet in this session, include you info here.

Name	Email/Twitter	Role & District
Cindy Goodchild (presenter)	goodchildc@charleston.k12.il.us	Instructional Coach, Charleston CUSD 1

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Dawn Kuhns (presenter)	drkuhns@charleston.k12.il.us	Instructional Coach/Charleston Community Unit School District 1
		Running out of room? Put your cursor in this cell and hit TAB a bunch of times!

Notes: (just keep typing):

Coaching model based on Jim Knight

- Not obligated to have a coaching cycle
- Administrators do not assign teachers to coaching models

Use Marzano compendium in coaching also

How do we support teachers? What do we do all day?

- Planning with teachers
- Model a lesson or strategy
- Cover a class for a colleague visit
- Help with resources
- Analyze student work and assessments and help teacher plan for future instruction
- Brainstorming
- Coaching cycles
 - Both within and outside of CBE - some cycles last longer than others
 - PEERS Goals (Powerful, Easy, Emotionally compelling, Reachable, Student-focused)

Levels of support

- Learning walks - district; not same as administrative walkthrough - like our Learning Rounds, but with feedback to teacher as well (sticky notes) - groups of teachers walk with a specific goal to visit other classrooms, teachers know they are coming ahead of time
- PLCs - began with facilitating these in the first year, but they have since been turned over to be teacher-led
- Coaching cycles - focused time with teachers individually

Learning walks

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- Teachers learning from each other
- Scheduled ahead of time
- Not evaluative - gain ideas from each other
- Monthly, voluntary - about 25 min once per month
- Note-taking form
- End with a glow for teachers after each visit

PLC work

- Coaches support, facilitated by teachers
- How do coaches support?
 - Identify and address trends and issues that are seen in CBE implementation - across PLCs
 - Answer questions, facilitate discussions, form consensus around proficiency scales
 - Offer perspectives from multiple levels and instructional model
 - Relationships are important - with teachers, building administrators, and assistant superintendent - meet with admin on a weekly basis and assistant superintendent on a biweekly basis

Pilot teachers

Each grade is in a different place on needs and implementation process

Should use some curriculum resource - otherwise teachers will find their own and they will be of varying quality

CBE coaching cycles

- Most coaching cycles fall into two categories
 - In the classroom
 - Behind the scenes

In the classroom

- Students track their own progress on learning targets
 - Model lessons on tracking progress for students in the classroom
 - Using pictures for kids who could not read
- Students use Empower (LMS0 to practice learning targets independently
 - Model for teacher how to teach students to do this

Behind the scenes

- Data analysis for target mastery compared to state assessment data and scores
- Students use rubrics with language at their level to help clarify proficiency
 - Worked with teacher to develop student-friendly language
- First year teachers: what is a proficiency scale and how to use them in the classroom

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First step in coaching cycle

- Identify - observation - clear picture of reality in class - know what you need track - student engagement observation - check to see if student is on task - present data to teacher, facts only - not perceptions - teacher chooses goals
- Learn - help teachers with strategies they choose - you can provide possible strategies for them to use, but it must be their choice - track data with weekly observations and data collection - share with teacher
- Improve - make modifications and changes based on weekly observations and data collection

Align proficiency scales and assessment

Sometimes as coaches our job is to be a learning partner with a person who wants to do the hard work

Need to meet teachers where they are sometimes - the work may not be where you want it to be yet

District work

- Supporting teachers who are writing proficiency scales
- Developing standard operating procedures for scoring
- Reciprocal relationship with administration to share trends and concerns with CBE implementations - focused on data
 - In the trenches with the teachers - work alongside teachers, not above them - must maintain confidentiality with teacher - you don't want to break the trust in the relationships with teachers
- Summer PD
 - Dipping your toes in CBE
 - First 10 days in CBE
 - Proficiency scales 101
 - Planning from proficiency scales
 - Student agency
- Alleviate fears as we move through the unknown

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