

# Creating District Systems that Get Results:

*Increasing Student Performance in Low Performing Schools*

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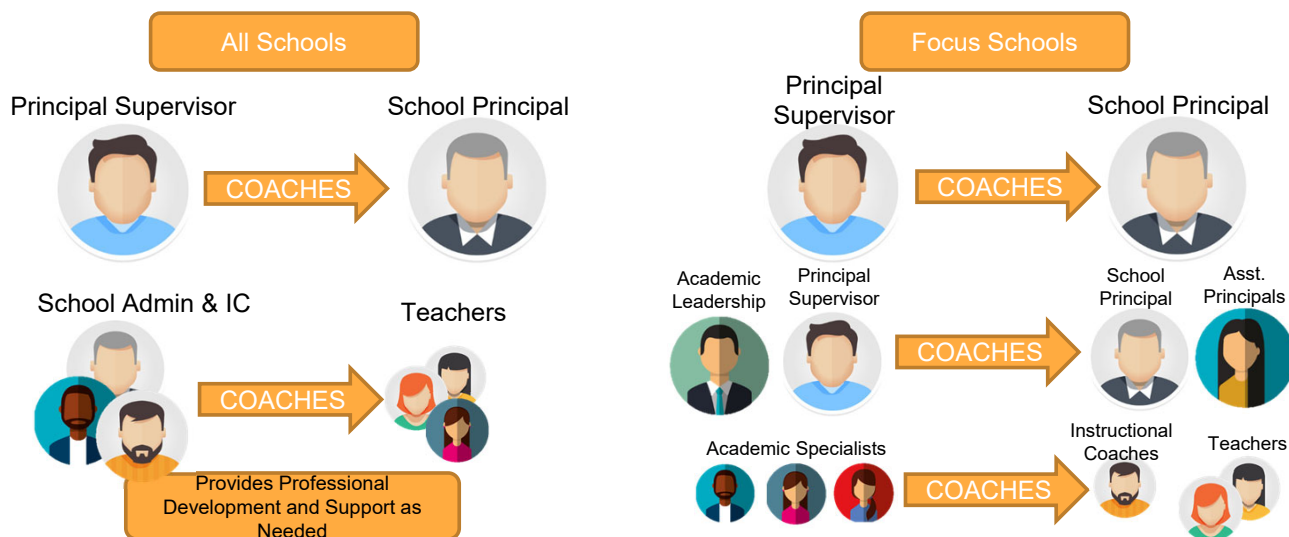
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## Continuous Professional Learning and Growth Model



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## GCSD Academic Division: “Our Why”

What We Do...	What We Don't Do...
<ul style="list-style-type: none"><li>• Provide <b>high quality</b> instruction to all students by <b>supporting administrators</b>, <b>coaching teachers</b> and <b>building capacity</b> in order to increase <b>knowledge</b>, <b>skills</b> and <b>pedagogy</b> (continuous improvement)</li></ul>	<ul style="list-style-type: none"><li>• Evaluate Teachers</li><li>• Police Compliance</li><li>• Provide only “resources”</li></ul>

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# Improvement



The act or process of getting better

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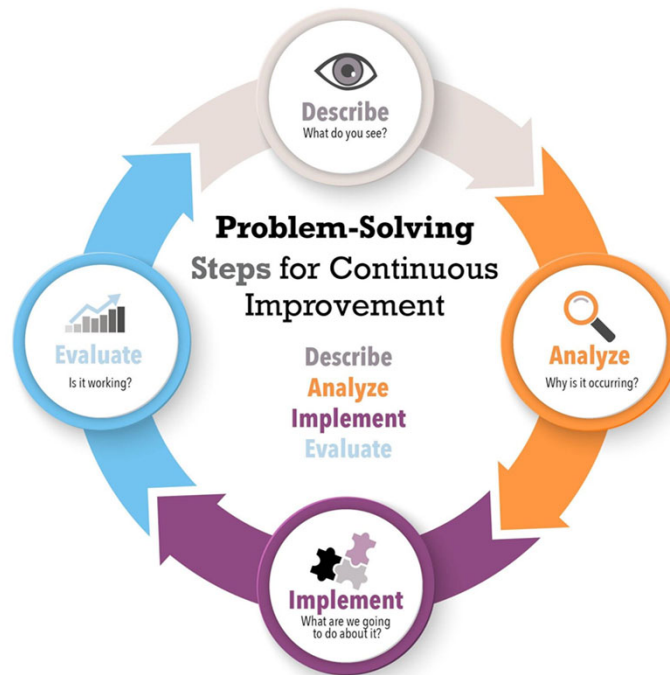
## **Against All Odds, LeBron James Is Still Getting Better**

Forced to carry a heavier burden than ever this season, the 15-year NBA veteran is showing the basketball world he's not yet finished adding to his game.

ROBERT O'CONNELL DEC 19, 2017



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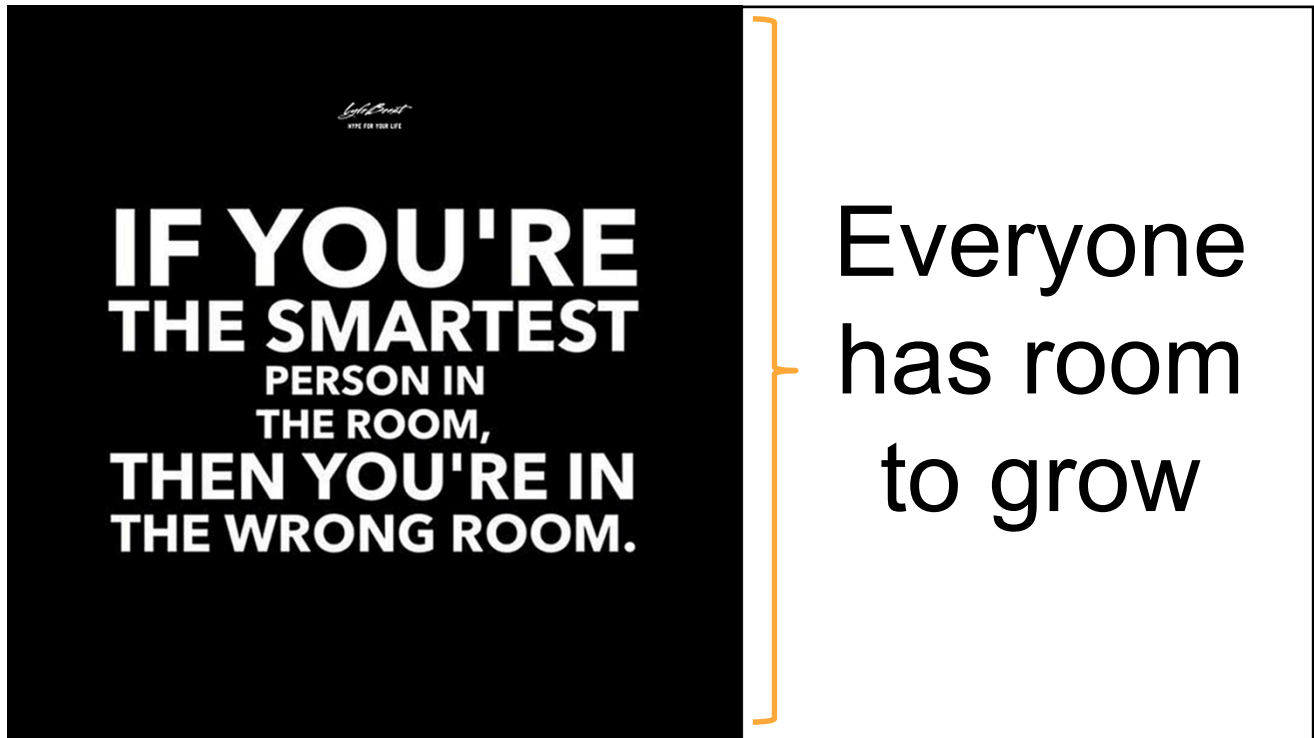
## Our Coaching Philosophy

“We believe **ALL** teachers, regardless of experience, expertise, knowledge or success **DESERVE** high quality coaching”.

“If I would have received this level of coaching and experience during my early years, *I wouldn't be leaving the profession...*”

--Former GCS Teacher (10 years)

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## Building the Foundation

A strong **coaching culture** is built on a foundation of **collaboration** and **shared ownership**.

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### Teaching is a Team Effort

- Professional Growth is critical for the entire team to perform well and for students to have the best possible opportunities
- Collaboration is key to ensure that best practices and strategies that work are used with all students—continuous improvement



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### Culture: It Begins and Ends with the Adults

The culture of your students will  
*never rise above the culture of your  
staff...*

--New Tech Network

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Attitudes are the most difficult to change...and sometimes you have to **prove** them wrong.

OUR STUDENTS **CAN'T**  
VS  
OUR STUDENTS **CAN**

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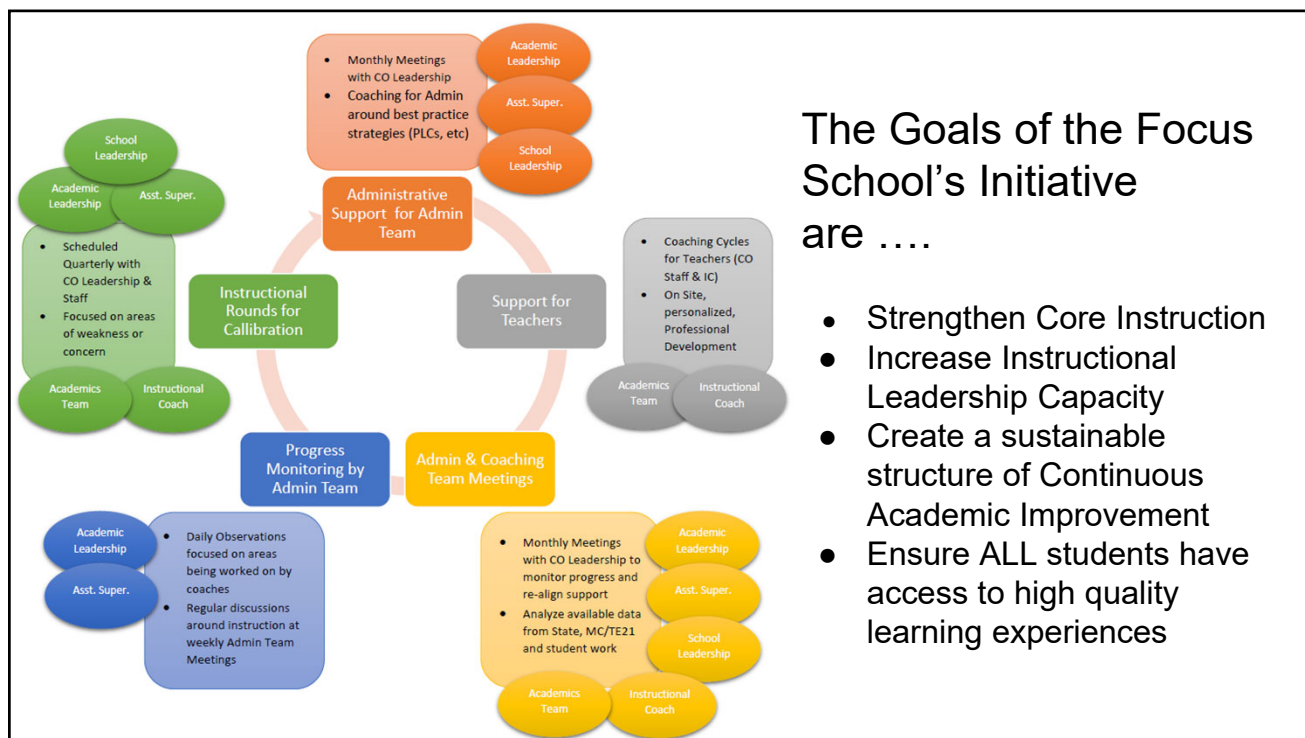
## GCS Focus School Initiative

- An initiative began 3 years ago to support schools who....
  - Needed help improving core instruction and increasing student achievement
  - Requested help in order to strengthen instructional leadership and increase student achievement
- 12-14 Schools per year participate in the initiative
  - Typically a 1-3 year cohort

GOAL: **SUSTAINABILITY**

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## Focus School Structure--Monthly Meetings

- Who
  - School Principal
  - Instructional Coaches
  - Administrators
  - District Academic Specialists
  - Principal Supervisor (Asst. Supt)
  - Academics Lead (Associate Supt or Exec Director)
- What
  - Discuss Current Coaching Cycles
  - Discuss Obstacles and Weaknesses
  - Review Data (TE21, State Tests, etc.
  - Coach and Model Instructional Leadership Strategies

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## During the Month

- Academic Specialists run Coaching Cycles with Teachers
  - School Instructional Coach shadows and runs their own coaching cycles
- Administrators Observe teachers who are undergoing coaching cycles to provide specific feedback on the goal of the cycle
- All coaching documented in coaching logs which can be reviewed by administrators and district leaders for continuous growth among ALL parties involved in the coaching process
- Regular check-ins with administrators (Capacity Building)
- Instructional Rounds with school personnel at least 2x a year
- Curriculum Audit Days (school based with support)

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<div> <div>High</div> <div>Low</div> </div>	<div>High Will/Low Skill</div> <ul style="list-style-type: none"> <li>Attend faculty meetings on time and participate enthusiastically</li> <li>Tend to struggle with classroom management</li> <li>Create lesson plans focused on activities versus mastery objectives</li> <li>May not fully understand the curriculum scope, and sequence, or developmentally appropriate pedagogy</li> <li>Create lessons that may look good on paper but fail in execution</li> <li>Invite leaders to their classrooms and actively seek feedback</li> <li>Attend staff development training enthusiastically</li> <li>Stay after school and during lunch to work with students</li> <li>Have a hard time anticipating lesson elements that will confuse students</li> <li>Allow students to pull them off track or engage in side discussions</li> <li>May take feedback personally and get discouraged</li> <li>Tend to work very hard but struggle to see an impact from their efforts</li> </ul>	<div>High Will/High Skill</div> <ul style="list-style-type: none"> <li>Have strong curricular and pedagogical understanding</li> <li>Are tapped by leaders to mentor new and younger teachers or by the district to write curriculum and conduct training</li> <li>Will engage in professional development but are careful about what activities they choose</li> <li>Are cooperative during staff meeting but often get impatient with what they consider "fluff"</li> <li>Share their materials with other teachers</li> <li>Have high expectations of students</li> <li>Provide rigorous instruction</li> <li>Have few classroom management issues</li> <li>Empower student to be accountable for their behavior and learning</li> <li>Avoid the teachers' lounge or other place where people complain</li> <li>Work independently for the good of the school and students</li> <li>Have good relationships with students and colleagues</li> <li>May take on too much additional work but do so because they feel it's in the best interest of students.</li> </ul>
	<div>Low Will/Low Skill</div> <ul style="list-style-type: none"> <li>Show up late to meetings and contribute little if anything to the discussion</li> <li>Are the last ones in the building and the first ones to leave</li> <li>Do not seek out professional development activities</li> <li>Use the same lesson plans year after year</li> <li>Spend their planning period socializing or running errands</li> <li>Rarely participate in professional development</li> <li>Are resistant to feedback (this resistance may be passive)</li> <li>Focus on coverage rather than mastery</li> <li>May rationalize instructional shortcomings by pointing out the other extra-curricular support they provide in the school building such as coaching, sponsoring a club or activity or ordering supplies</li> <li>Have a hard time articulating the connections between classroom activities and the content or skills students need to master</li> <li>Fail to anticipate elements of the lesson that will confuse students</li> </ul>	<div>Low Will/High Skill</div> <ul style="list-style-type: none"> <li>Blame the parents</li> <li>Blame the students</li> <li>Resistant to feedback and refuse to take ownership for problems</li> <li>Resent reflective conversations/unwilling to be self-reflective</li> <li>May have high content or pedagogical knowledge but may not implement knowledge effectively with all students</li> <li>Tend to be saboteurs undermining new initiatives</li> <li>Negatively contribute to meetings</li> <li>Complain during professional development activities that "we know this already" or "this is nothing new."</li> <li>Tend to have low expectations of students (or ability based beliefs—the smart kids will do great, we're wasting our time with the ones who will never get it)</li> <li>Spend a lot of time denying or shifting the blame</li> <li>May struggle with relationships with students.</li> </ul>
	<div> <div>Low</div> <div>High</div> </div>	

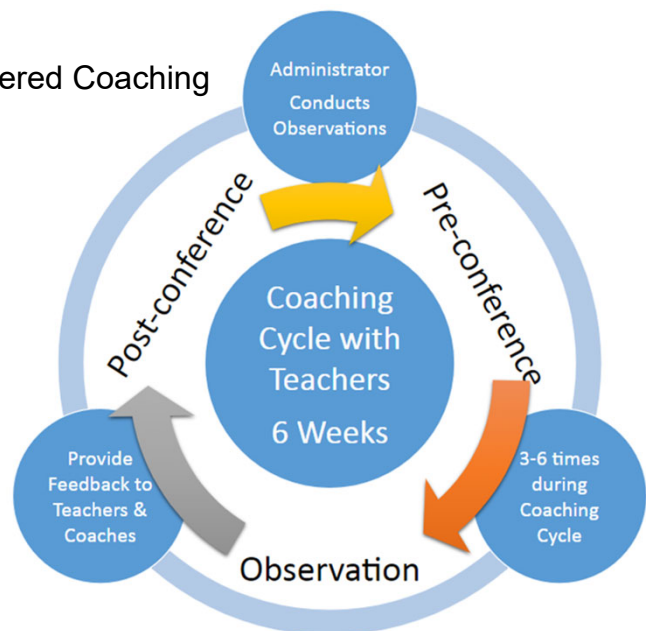
How do your coaching strategies change base on the Will and Skill of your teachers?

developed by Mindsteps  
([www.mindstepsinc.com](http://www.mindstepsinc.com))

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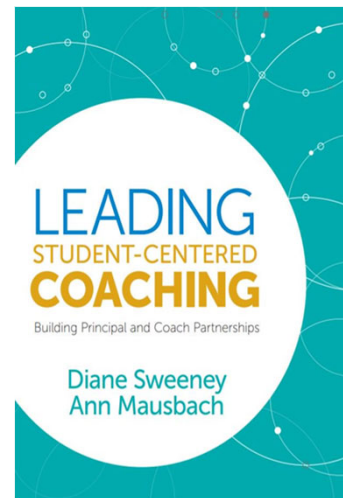
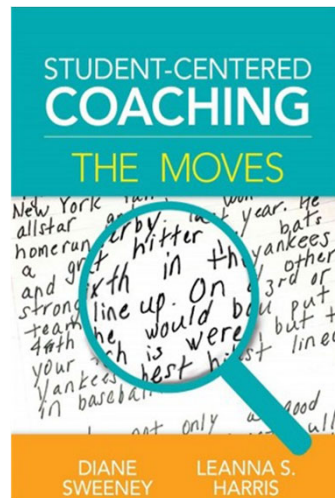
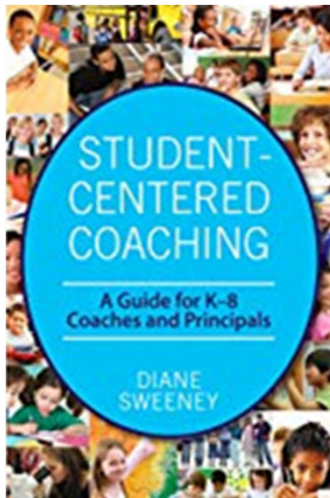
## Coaching Cycles

Based on Diane Sweeney Student Centered Coaching



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## Student Centered Coaching (Diane Sweeney)



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“Coaching without administrative follow-up is simply a **suggestion** and rarely leads to **systematic change** in **pedagogy** or **practice**.”



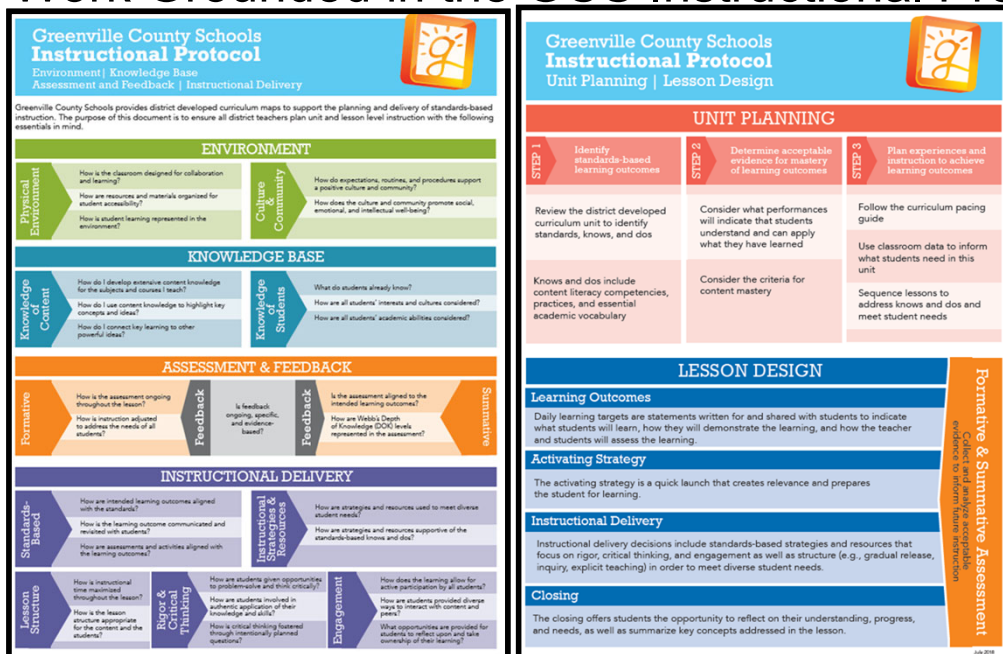
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# Monitoring Coaching

- How do you ensure the time spent coaching teachers is resulting in **improved instructional practice**?
- What **Coaching Tools** are in place to help coaches **organize coaching** and administrators **monitor coaching**?
- How do you **prioritize** coaching to make sure teachers who need **“first level care”** receive the critical help they need to survive without ignoring the needs of the other teachers?
  - Systematic change occurs when the **“system” moves**, not a few individuals.

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# All Work Grounded in the GCS Instructional Protocol



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# Instructional Walkthrough

- Aligns to the GCS Instructional Protocol & AdvancED walkthrough
- Requires observers to focus on **WHAT** the students are doing
  - Requires asking students **what they are learning, why they are learning it and how they will be assessed on it**
- Takes the defensiveness out of observations since observation is focused on **student actions**

## Environment

Observed Behavior (E) Evident (S) Somewhat Evident (N) Not Evident (N/O) Not Observed	E	S	N	N/O	Specific, objective evidence of the indicator observed.
Learners collaborate, discuss and interact in a safe physical environment/arrangement that supports learning.	E	S	N	N/O	
Learners understand the learning, behavioral and procedural expectations as evidenced by the student and teacher interactions.	E	S	N	N/O	
Learner interactions with peers and the teacher support social, emotional and intellectual well-being of all students.	E	S	N	N/O	
Learners take academic risks in a respectful, inclusive classroom culture where teachers and learners support each other in their learning.	E	S	N	N/O	
SCHOOL CHOSEN OBSERVABLE BEHAVIOR	E	S	N	N/O	

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Environment						Assessment & Feedback					
Observed Behavior (E) Evident (S) Somewhat Evident (N) Not Evident (N/O) Not Observed	E	S	N	N/O	Specific, objective evidence of the indicator observed.	Observed Behavior (E) Evident (S) Somewhat Evident (N) Not Evident (N/O) Not Observed	E	S	N	N/O	Specific, objective evidence of the indicator observed.
Learners collaborate, discuss and interact in a safe physical environment/arrangement that supports learning.	E	S	N	N/O		Learners demonstrate new learning and receive academically focused and frequent feedback to maximize their progress.	E	S	N	N/O	
Learners understand the learning, behavioral and procedural expectations as evidenced by the student and teacher interactions.	E	S	N	N/O		Learners engage in a variety of activities, projects and/or formal and informal assessments at multiple Depth of Knowledge (DOK) levels.	E	S	N	N/O	
Learner interactions with peers and the teacher support social, emotional and intellectual well-being of all students.	E	S	N	N/O		Learners demonstrate ownership for mastery of daily learning target(s) and can articulate what they are learning and why.	E	S	N	N/O	
Learners take academic risks in a respectful, inclusive classroom culture where teachers and learners support each other in their learning.	E	S	N	N/O		Learners can explain the success criteria of the learning target(s) and their progress towards mastery.	E	S	N	N/O	
SCHOOL CHOSEN OBSERVABLE BEHAVIOR	E	S	N	N/O		SCHOOL CHOSEN OBSERVABLE BEHAVIOR	E	S	N	N/O	
Knowledge Base						Instructional Delivery					
Observed Behavior (E) Evident (S) Somewhat Evident (N) Not Evident (N/O) Not Observed	E	S	N	N/O	Specific, objective evidence of the indicator observed.	Observed Behavior (E) Evident (S) Somewhat Evident (N) Not Evident (N/O) Not Observed	E	S	N	N/O	Specific, objective evidence of the indicator observed.
Learners demonstrate understanding of content and skills aligned to the grade level standards or skill competencies.	E	S	N	N/O		Learners know the learning targets for the day and can define success when targets are mastered.	E	S	N	N/O	
Learners engage in planned rigorous activities designed to challenge them at their instructional and developmental level.	E	S	N	N/O		Learners connect instruction, activities and assessments to the learning targets.	E	S	N	N/O	
Learners engage in planned learning activities that incorporate their interests and cultures.	E	S	N	N/O		Learners engage in strategies and use instructional supports that meet their individual/diverse needs.	E	S	N	N/O	
Learners connect key learning to prior knowledge and real-world applications.	E	S	N	N/O		Learners maximize time in challenging, but attainable problem solving and critical thinking activities.	E	S	N	N/O	
Learners demonstrate understanding of concepts and skills that have enduring value, transfer to other curricula or link to future learning experiences.	E	S	N	N/O		Learners think critically and demonstrate knowledge through planned questions at multiple DOK Levels.	E	S	N	N/O	
SCHOOL CHOSEN OBSERVABLE BEHAVIOR	E	S	N	N/O		Learners participate in active learning processes (peer-to-peer collaborations, discussions, projects, performances, etc.).	E	S	N	N/O	
						Learners reflect on their learning through carefully designed instruction and consider next steps.	E	S	N	N/O	
						Learners use technology in a transformational way (ref. SAMR) to solve problems, communicate efficiently and effectively and create original works.	E	S	N	N/O	
						Learners maximize learning time.	E	S	N	N/O	
						SCHOOL CHOSEN OBSERVABLE BEHAVIOR	E	S	N	N/O	

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## Environment

Observed Behavior (E) Evident (S) Somewhat Evident (N) Not Evident (N/O) Not Observed	Evident	Somewhat Evident
Learners collaborate, discuss and interact in a safe physical environment/arrangement that supports learning.		
Learners understand the learning, behavioral and procedural expectations as evidenced by the student and teacher interactions.		
Learner interactions with peers and the teacher support social, emotional and intellectual well-being of all students.		
Learners take academic risks in a respectful, inclusive classroom culture where teachers and learners support each other in their learning.		

What does it look like when students are “doing” the observed behavior?

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## Teacher Observations

What is the **goal** of your teacher observations?

Do your teacher observations lead to **instructional improvement**?



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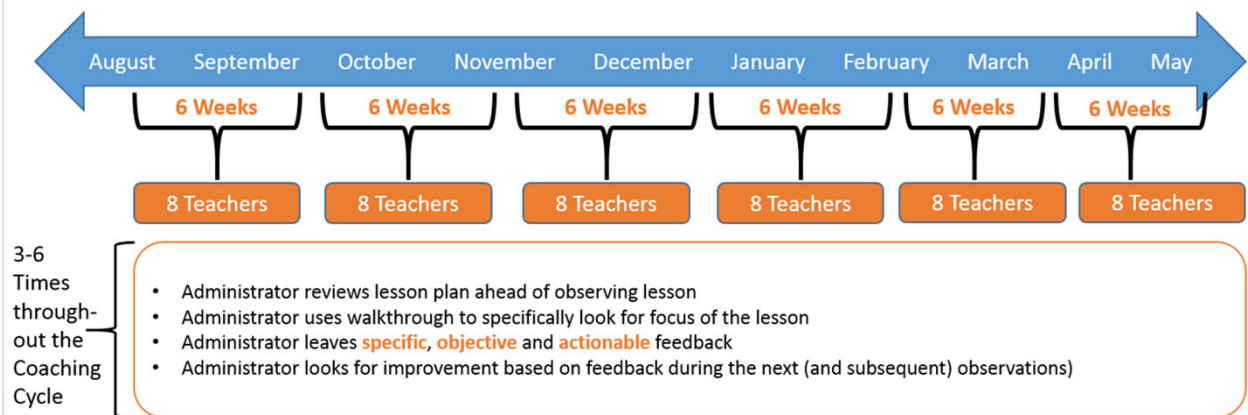
# How **could** you structure observations to actually **improve instruction?**



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## Admin Walkthrough (Coaching Cycles)

### Walkthroughs: Coaching Cycles



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## Ongoing Professional Development

- School based professional development
  - Administrative Team - Instructional Calibration
  - Small Group PLCs and Monthly PD Structure
  - Curriculum Audit Days and Summer Planning Days
  - Instructional Support for AP and IB
- District based professional development

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## The Results!

### English Language Arts

School	2017	2018	2019	Diff
School 1	21%	31%	39%	13%
School 2	29%	28%	38%	9%
School 3	36%	39%	54%	18%
School 4	20%	23%	32%	12%
School 5	26%	26%	35%	9%
School 6	non-focus school year	24%	31%	7%
School 7	non-focus school year	34%	46%	12%
School 8	non-focus school year	24%	31%	7%
School 9	14%	17%	19%	5%
School 10	32%	33%	42%	10%
School 11	21%	24%	36%	14%
School 12	68%	74%	71%	3%

### Math

School	2017	2018	2019	Diff
School 1	34%	44%	51%	17%
School 2	36%	42%	44%	8%
School 3	38%	53%	62%	24%
School 4	29%	43%	55%	26%
School 5	27%	37%	44%	27%
School 6	non-focus school year	36%	38%	2%
School 7	non-focus school year	43%	56%	13%
School 8	Non-focus school year	33%	34%	1%
School 9	13%	17%	15%	2%
School 10	32%	33%	32%	0%
School 11	21%	24%	20%	-1%
School 12	68%	57%	43%	-25%

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### 3 Key Take Aways

- True Transformation will not happen unless there is top level support from the board, senior leadership, and school leadership.
- True Transformation takes time. Changing culture, staff perceptions, leadership and teaching practices takes sustained work.
- With the right leadership, commitment to practice and a focus on students, all students can succeed.