

My Teaching Partner: Proven strengths-based coaching model that raises student achievement and engagement

Welcome! We will begin shortly.

If you can see the slide and hear the music, you are all set.

All attendees are muted upon entry.
Please use the chat feature for comments and
the Q&A feature for questions during the webinar.

MY TEACHING PARTNER
SSECONDARY PROJECT

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION



October 28, 2020

Let's get started



Elizabeth Foster

Vice President
Research &
Standards

Learning Forward



Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector

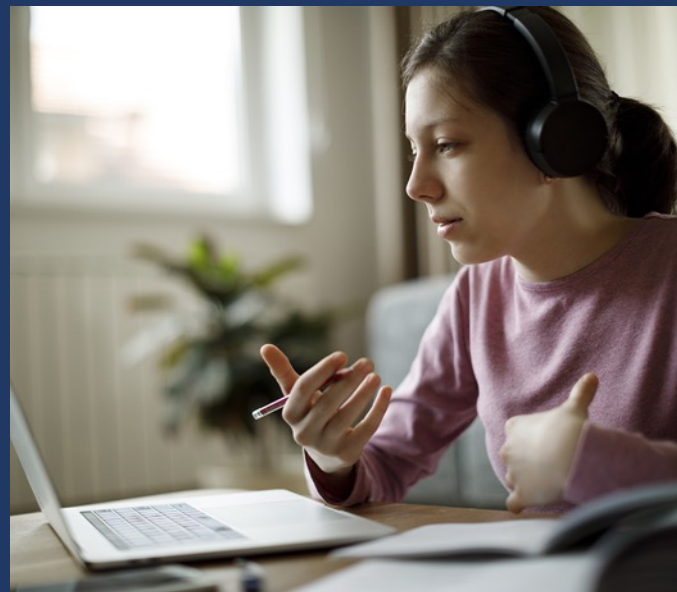
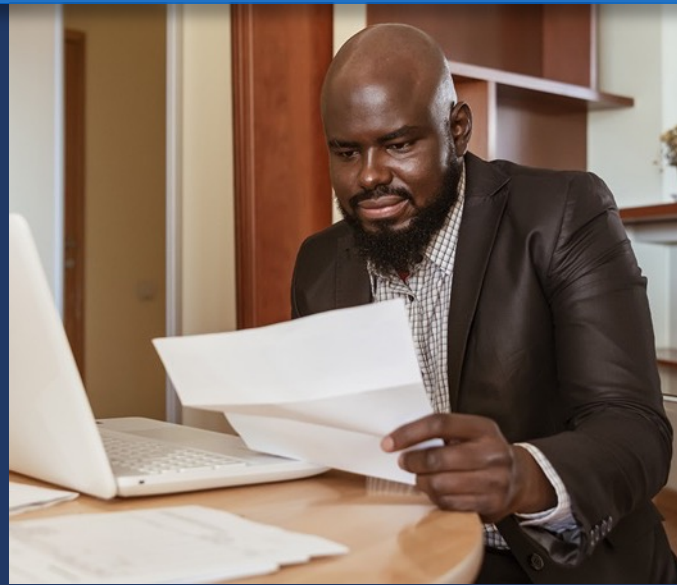
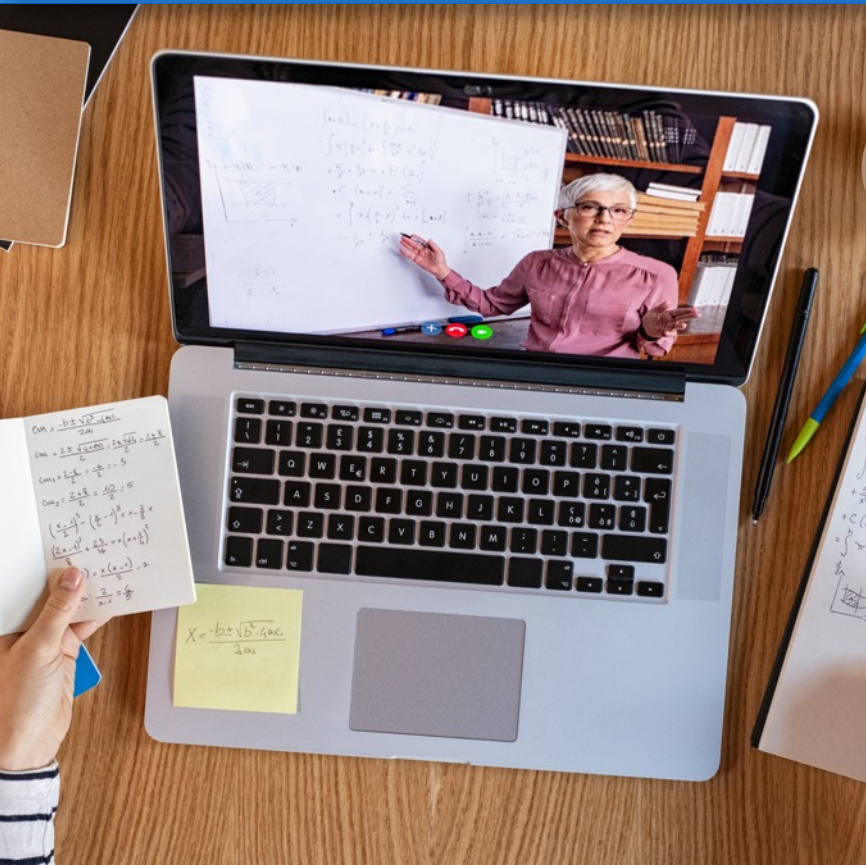


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Intended outcomes

- Learn about the elements that make MTP coaching unique: a focus on classroom interactions, a strengths-based approach to engaging teachers, and use of video clips as a focus for reflection
- Learn about the research that shows MTP's effectiveness in improving student outcomes and makes MTP an "evidence-based" program
- Develop an understanding of what strengths-based coaching really is and how it supports teacher growth and improved student outcomes
- Ask questions relevant to your own situation in an extended 90-minute format

MTP-S one-on-one video coaching model



**MY TEACHING PARTNER
SECONDARY PROJECT**

Poll — Please type your answers in the chat box

- What coaching approach/model do you use currently?
-

- How well do you feel your coaching model is working?

Not at all

Not sure

Somewhat

Entirely

- To what extent is the coaching strengths-based?

Not at all

Not sure

Somewhat

Entirely

- To what extent is your coaching focused on student engagement?

Not at all

Not sure

Somewhat

Entirely

Panel discussion



Andrew Wayne

Managing
Researcher
American Institutes
for Research
Washington, DC



Meg Ryan

MTP Coach
Louisa County
Public Schools (VA)



**Destiny Shantell
Woodbury**

Founder and CEO
The Anchor School
Houston (TX)



Betty Underwood

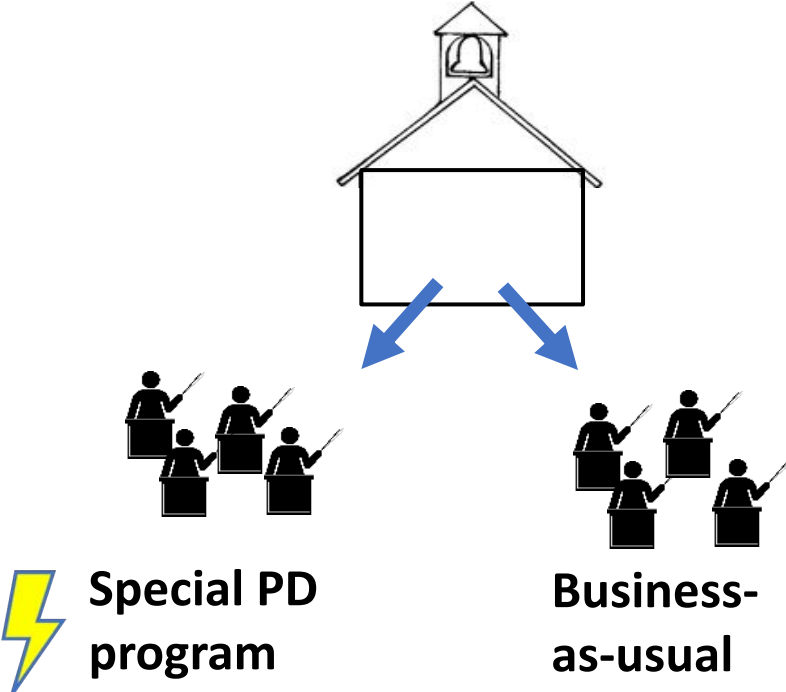
Rewarding Educator
Achievement and
Performance (REAP)
Project Director and
MTP Champion
Lansing School
District (MI)

Remarks by Andrew Wayne, AIR

- 1. The context for me: “What went wrong?”**
- 2. The two impact studies of MTP-S**
- 3. A very basic description of MTP-S**

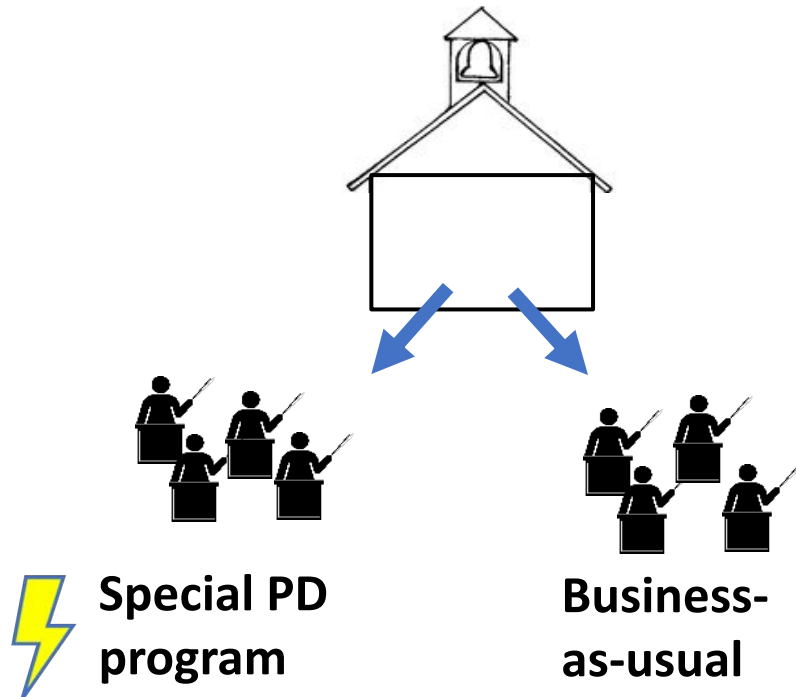
Testing the Impact of a PD Program

Randomly assign half of the volunteering teachers to get it



Testing the Impact of a PD Program

Randomly assign half of the volunteering teachers to get it



First trial of MTP-S

In rural & small-town districts

12 middle & high schools

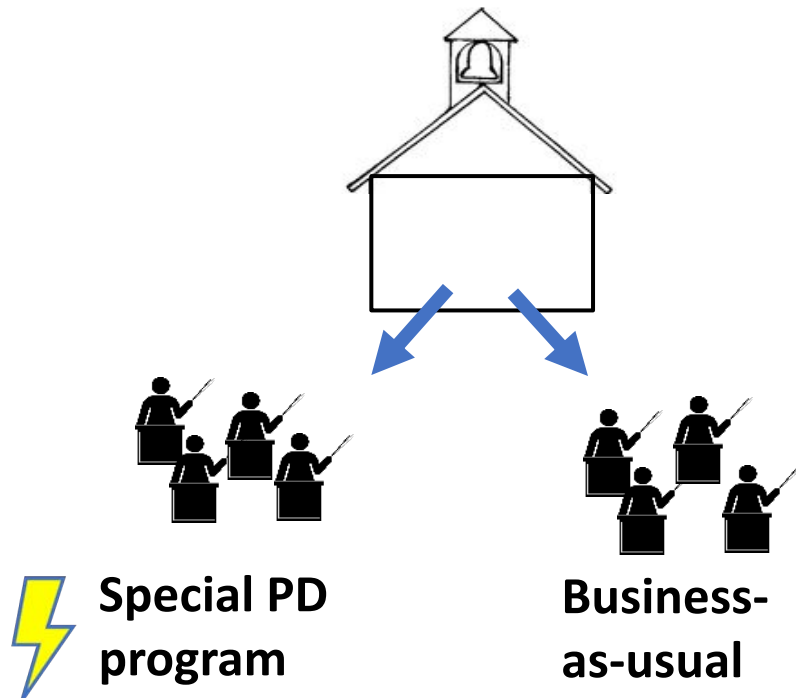
78 teachers of core subjects

Impacts

- Student achievement on state tests
- Student engagement
- Peer interactions

Testing the Impact of a PD Program

Randomly assign half of the volunteering teachers to get it



The Two Impact Studies of MTP-S

First trial	Second trial
In rural & small-town districts	In one diverse urban district
12 middle & high schools	5 middle & high schools
78 teachers of core subjects	97 teachers of core subjects
<u>Impacts</u> <ul style="list-style-type: none">• Student achievement on state tests• Student engagement• Peer interactions	<u>Impacts</u> <ul style="list-style-type: none">• Student achievement on state tests• (reduction in) Disparity in use of exclusionary discipline

A very basic description of MTP-S

- 1. An instructional coaching program, lasting 1-2 years**
- 2. Repeated, 2-week cycles that always follow the same process**
- 3. Teachers reflect on what happens that drives student engagement**

“What went right?”

MTP-Secondary Instructional Coaching

What drives student engagement?

CLASS Framework Domains

- Emotional Support
- Classroom Organization
- Instructional Support

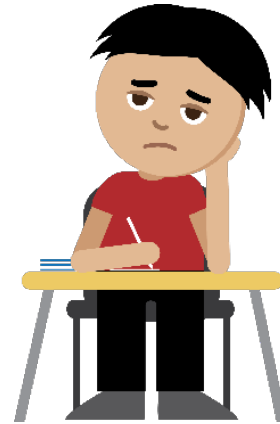
High Engagement

MTP-Secondary Instructional Coaching

What drives student engagement?

CLASS Framework Domains

- Emotional Support
- Classroom Organization
- Instructional Support



Low engagement



High Engagement

MTP-Secondary Instructional Coaching



A Coaching Process That Engages Teachers

- Non-evaluative
- Strengths-based
- Actionable
- Video-based
- Content neutral
- Reflective process
- Validated instructional framework

MTP-Secondary Instructional Coaching

“One of the best things for me that came from the MTP process was all of the positive feedback and reinforcement that I was really making a difference in the lives of my students academically and socially.

Who doesn't like to hear that?

Having this available in a non-judgmental, non-evaluative manner is truly a gift that can help teachers grow.”

Rachel Green, LCMS Math Teacher

Goals

Teachers and Coaches

Destiny Shantell Woodbury

Founder and CEO, The Anchor School

Goals for Teachers

- Goal #1: Become better observers
- Goal #2: Use the CLASS lens
- Goal #3: Feel more effective
- Goal #4: Intentionally create learning opportunities
- Goal #5: Improve implementation of curricula



Goals for Coaches

1. Maintain supportive, non-supervisory relationships.



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2. Use the CLASS tool as a lens.



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1. Maintain supportive, non-supervisory relationships.
2. Use the CLASS tool as a lens.
3. Provide teachers with individualized, regular feedback.



Goals for Coaches

1. Maintain supportive, non-supervisory relationships.
2. Use the CLASS tool as a lens.
3. Provide teachers with individualized, regular feedback.
4. Collaborate with teachers.



Infant

Toddler

Pre-K

K-3

Upper
Elementary

Secondary

effective
teacher-child
interactions



warm
sensitive
individualized

predictable
proactive
engaging

stimulating
language-rich
responsive



CLASS Domains and Dimensions

Birth-18 Months	15-36 Months	3-5 Years	5-8 Years	4th-6th Grade	7th-12th Grade
INFANT	TODDLER	PRE-K	K-3	UPPER ELEMENTARY	SECONDARY
RESPONSIVE CAREGIVING	EMOTIONAL & BEHAVIORAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT
Relational Climate	Positive Climate	Positive Climate	Positive Climate	Positive Climate	Positive Climate
Teacher Sensitivity	Negative Climate	Negative Climate	Negative Climate	Teacher Sensitivity	Teacher Sensitivity
Facilitated Exploration	Regard for Child Perspectives	Teacher Sensitivity	Teacher Sensitivity	Regard for Student Perspectives	Regard for Adolescent Perspectives
Early Language Support	Behavior Guidance	Regard for Student Perspectives	Regard for Student Perspectives		
	Teacher Sensitivity			CLASSROOM ORGANIZATION	CLASSROOM ORGANIZATION
	ENGAGED SUPPORT FOR LEARNING	CLASSROOM ORGANIZATION	CLASSROOM ORGANIZATION	Behavior Management	Behavior Management
	Facilitation of Learning & Development	Behavior Management	Behavior Management	Productivity	Productivity
	Quality of Feedback	Productivity	Productivity	Negative Climate	Negative Climate
	Language Modeling	Instructional Learning Formats	Instructional Learning Formats	INSTRUCTIONAL SUPPORT	INSTRUCTIONAL SUPPORT
		INSTRUCTIONAL SUPPORT	INSTRUCTIONAL SUPPORT	Instructional Learning Formats	Instructional Learning Formats
		Concept Development	Concept Development	Content Understanding	Content Understanding
		Quality of Feedback	Quality of Feedback	Analysis & Inquiry	Analysis & Inquiry
		Language Modeling	Language Modeling	Quality of Feedback	Quality of Feedback
				Instructional Dialogue	Instructional Dialogue
				Student Engagement	Student Engagement



The MTP Coaching Cycle



Purpose of Video Segments/Prompts

- **Segment 1: Nice Work**—to focus teachers' attention on positive aspects of their teaching related to a specific CLASS dimension or indicator
- **Segment 2: Consider This**—to improve teachers' classroom observation skills, focusing specifically on how teachers' words and actions impact the children
- **Segment 3: Making the Most**—to focus the teachers' attention on teacher-child interactions during content-based activities



What does MTP-S look like in Lansing?

- One of three participating districts
- 2 coaches – 13 teachers
- Strength-based process
- CLASS framework and MTP model support student voice and equity where teachers are aware and responsive to student needs
- Engagement from teachers – emerging as leaders
 - Gaining in confidence and success in classroom and with CLASS language
 - Willing to connect and share with peers
 - Scaling/sustaining outside individual teachers' classrooms

iCollaborate Project

- Teacher observations through an outside lens
 - EduSnap (PK-3) and CLASS (PK-12)
- Self-examination of data used to identify strengths and improve instructional practice, drives professional learning agenda, topics, and activities and uses funding resources more coherently – School/District Improvement Plans
- Provides district coherence and shared language
- Opportunity to monitor change over time

Rewarding Educator Achievement Performance

Growing Our Own

Lansing

How do iCollaborate and MTP-S connect?

- Use classroom process data as a focal point for discussion and exploration about student voice
- Improve instructional effectiveness through a focus on teacher's own practice
- Develop district coherence and shared language
- Build a culture of mutual respect, collaboration, trust, and shared responsibility



REAP
Rewarding Educator Achievement Performance

Growing Our Own

What does the future hold?

- Support from district leadership team
- Integral part of district plan
- Connection with Instructional Coaching Model
- Continuation of support for teachers – 25% of ELA and Math
- Celebration of what has been done through teacher/coach testimonials

REAP
Rewarding Educator Achievement Performance

Growing Our Own



Discussion and Questions

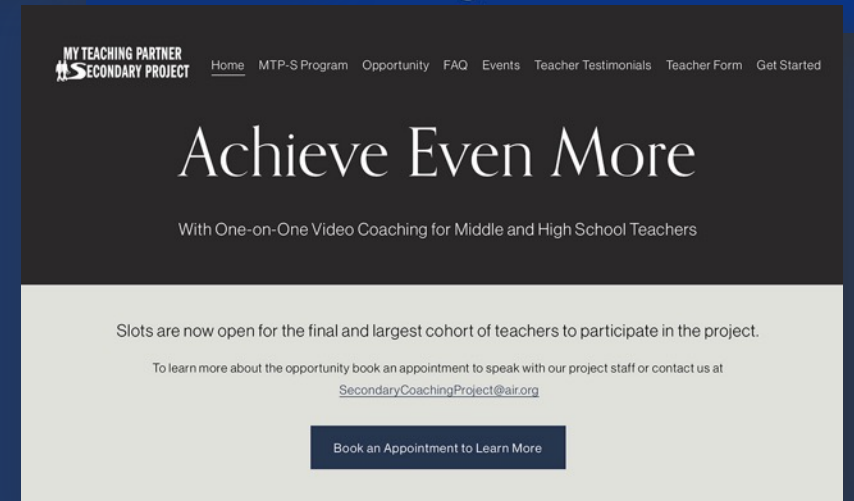
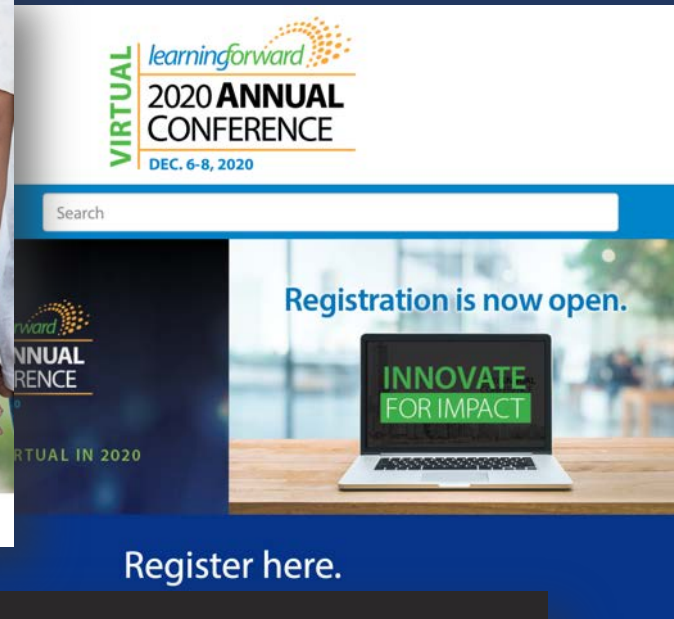


Online resources

Look for follow-up resources, including a recording of this webinar and slides.

Visit:

- [MTP Secondary Project](#)
- [2020 Annual Learning Forward Conference Registration](#)
- [*Accentuate the Positive*](#)
- [*When teachers listen, students learn*](#)
- [*A Window into Teaching*](#)



Resources for attendees

Try out MTP-S with grant support

- Visit <https://www.secondarycoaching.org/> for info and testimonials
- Or, email the AIR project team at: secondarycoachingproject@air.org

Read articles in *The Learning Professional* about MTP-S

- Stephanie Hirsh's interview with the designer of MTP-S, in December 2019
- By Lansing's coach, Liesel Carlson, in October 2020
- By Waco's coach, Jody Flowers, in December 2019
- By Teachstone's Yvonne Godber, in June 2020

Read peer-reviewed articles from the two impact studies of MTP-S

• From the first MTP-S trial

- Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 19, 1034–1037.
- Gregory, A., Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (2014). Effects of a professional development program on behavioral engagement of students in middle and high school. *Psychology in the Schools*, 51, 143–163.
- Mikami, A., Gregory, A., Allen, J. P., Pianta, R. C. & Lun, J. (2011). Effects of a teacher professional development intervention on peer relationships in secondary classrooms. *School Psychology Review*, 40, 367–385.

• From the second MTP-S trial

- Allen, J. P., Hafen, C. A., Gregory, A., Mikami, A., & Pianta, R. C. (2015). Enhancing secondary school instruction and student achievement: Replication and extension of the My Teaching Partner—Secondary Intervention. *Journal of Research on Educational Effectiveness*, 8, 475–489.
- Gregory, A., Hafen, C. A., Ruzek, E. A., Mikami, A. Y., Allen, J. P., & Pianta, R. C. (2016). Closing the racial discipline gap in classrooms by changing teacher practice. *School Psychology Review*, 45, 171–191.

Mark your calendars

**Thursday
November 12
3 pm ET**

Engaging young children and their families: Best practices for remote and hybrid learning

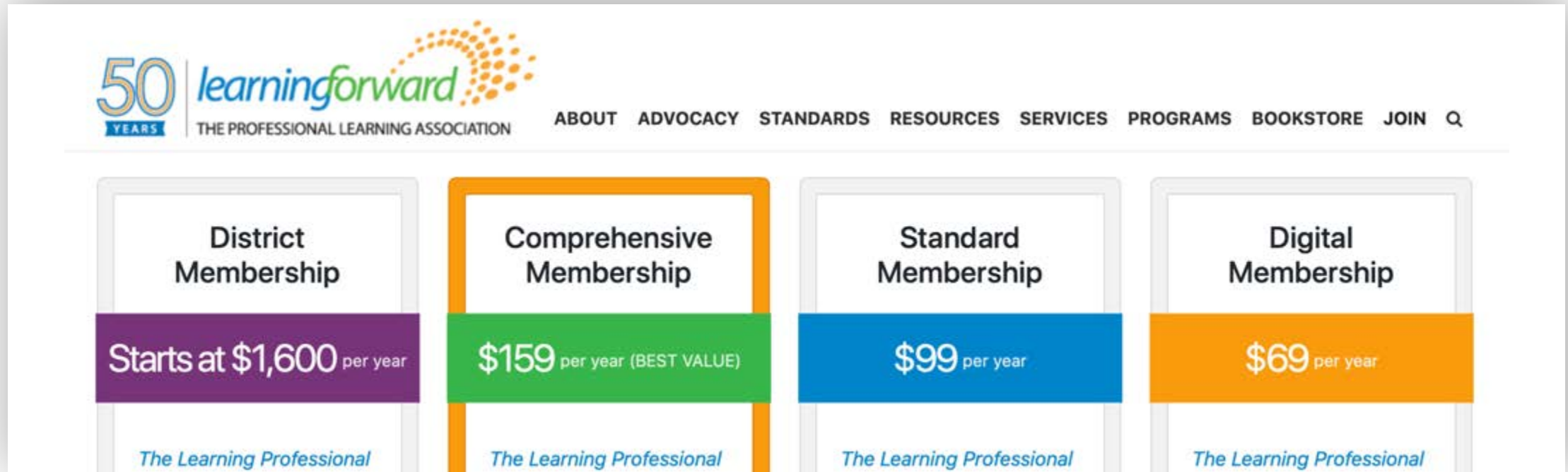
**Thursday
November 19
3 pm ET**

Virtual Professional Learning Structures and Strategies

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The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS | learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation are four membership options presented in cards:

Membership Type	Price	Value
District Membership	Starts at \$1,600 per year	
Comprehensive Membership	\$159 per year	(BEST VALUE)
Standard Membership	\$99 per year	
Digital Membership	\$69 per year	

Each membership card also includes the text "The Learning Professional" at the bottom.

Thank you!

