

Innovative Changes at Owego-Apalachin

GOAL Time and Instructional Coaching



Traditional RTI

Traditional RTI (Response to Intervention) - mostly pull-out

- ❖ Students miss core instructional time
- ❖ Disconnect between Classroom Instruction and Intervention
- ❖ Not as flexible
- ❖ May have to wait longer to get Intervention
- ❖ Students often didn't make the gains we would like
- ❖ Some students received AIS based solely on state test scores
- ❖ Doesn't address extended learning

GOAL Time

Grade Level

Opportunities

to **A**ccelerate

Learning



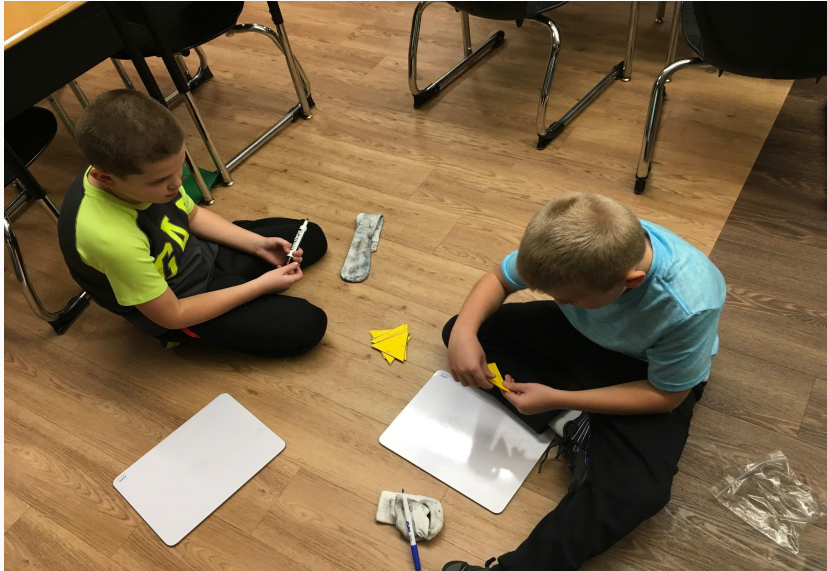
How GOAL Time works:

- ❖ Time to intervene, practice what was just taught, or extend learning without pulling kids out of core instruction - not just a study hall
- ❖ ALL students get what they need - determined at PLC time
- ❖ Teachers can pull small groups to reteach using a different strategy
- ❖ AIS/TA/SPED/ELL support can push in or pull out
- ❖ Teachers can share kids amongst a grade level
- ❖ Flexible grouping to meet individual needs at that time
- ❖ Data driven based on check-in data and benchmark assessments
- ❖ Immediate response

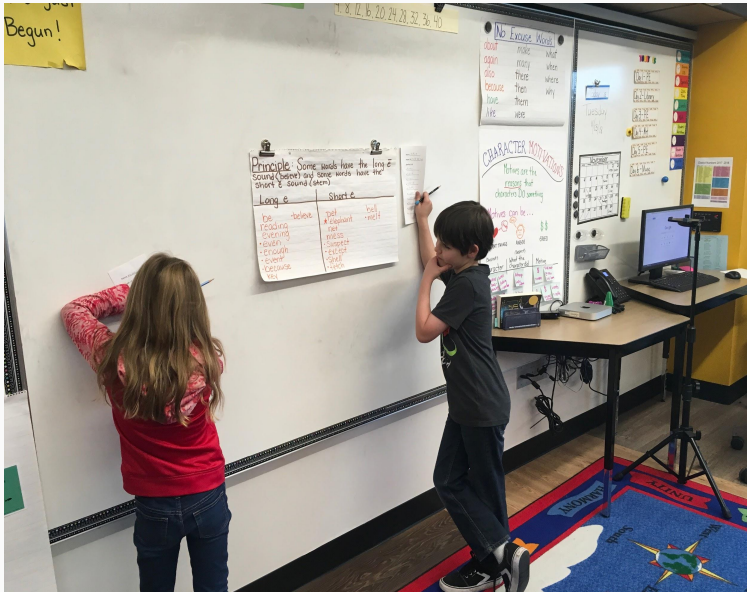
The purpose of our GOAL time is to systematically provide every child with the additional time and support needed to learn at high levels.



Kids might work in small groups, large groups, pairs, or individually - depending on their needs.



Students cannot miss new essential learning to get extra help. Interventions must be in addition to core instruction, not in place of it.



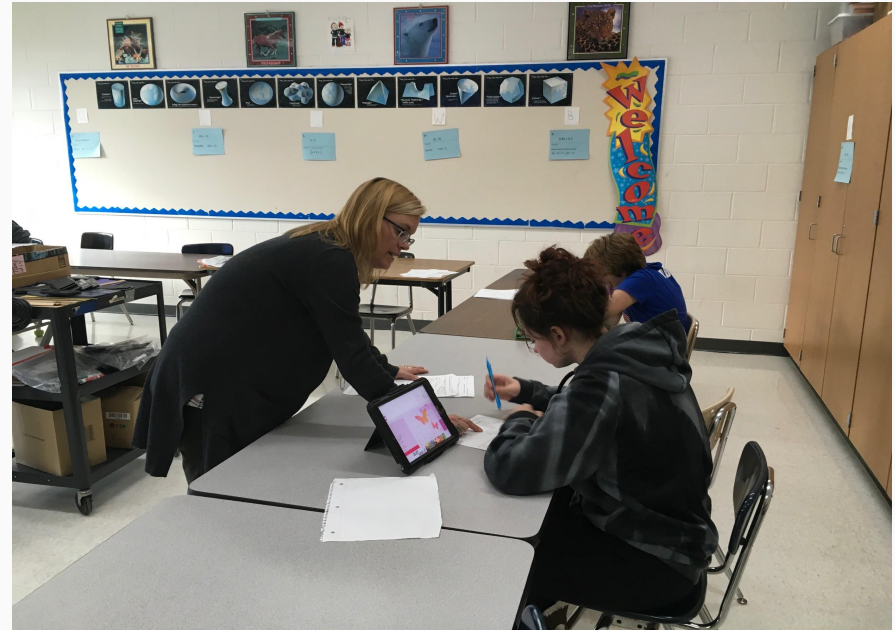
For those students who have already mastered essential grade-level curriculum, we will provide them with additional time and support to extend their learning and master more rigorous curriculum.



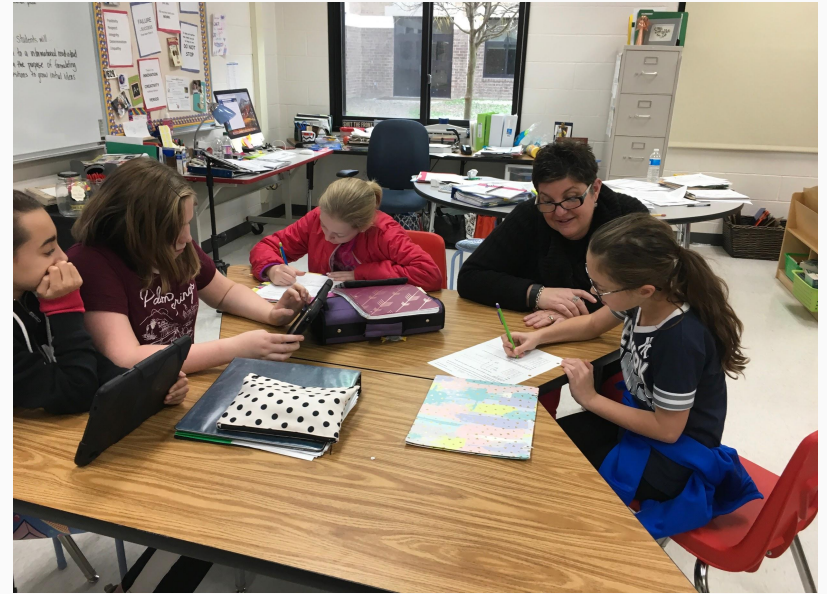
The opportunity to learn must move beyond the question, “Was it taught?” to the more important question, “Was it learned?”



We want students to develop what Carol Dweck (2006) refers to as a *growth mindset* - that one's abilities are not based on innate talents, but can be developed through one's dedication and effort.



Targeting each student's specific needs is critical to responding effectively.



Instructional



COACHING

❖ History

- We have had Instructional Coaches in Literacy at the Elementary Level for over a decade
- Provide coaching, modeling, professional development, and support
- Collaborative PD model that is highly effective
- Effective professional learning is: highly collaborative, intensive and on-going, on the job, focused on classroom needs and aligned with school's educational goals (Foltos, 2013)

❖ Now we are exploring Instructional Coaching at the Secondary Level

- Administrators learned about Instructional Coaching through PD from Windsor
- Phil is learning more about Instructional Coaching through BOCES
- We hope to lead Praise Walks starting in January as a way for teachers to feel comfortable opening their doors to others and creating a feeling of trust and respect

When effective instructional coaching is paired with the teaching of a new skill, the rate of transfer rises from 10% to 95%. (Bush, 1994; Truesdale, 2003)

“It is the process of team members collaboratively building shared knowledge and collectively making decisions about curriculum and assessment that results in adult learning and improved professional practice.” (DuFour, Dufour, Eaker, Many and Mattos, 2016)

Educators need to understand that coaching is an investment in educators and the school’s capacity to improve teaching and learning. (Foltos, 2013)

ALL MEANS ALL

These are not someone else's students; they are all *our* students.

Questions?