Wyoming Department of Education School-Based Instructional Facilitators/ Instructional Coaches Grant Update

Joint Education Interim Committee

November 4-5, 2009
Casper, Wyoming

Presented by
Jillian Balow, Instructional Facilitator Program Manager (in transition) and
Joe Simpson, Deputy Superintendent

Authority: Legislation/Statutes

- House Bill 139, 2006
- W.S. 21-13-335, Senate File 70, *Reauthorized* 2008

History: Perspective/Process

- House Bill 139 (2006) was established to assist schools with providing ongoing instructional coaching and mentoring.
- Recommendations from the recalibration report by Picus and Odden (2005) included recommendations regarding the responsibilities of instructional facilitators:
    - Coordinate and work with others to improve instructional programs, including technology.
    - Provide ongoing instructional coaching to all teachers.
    - Spend time in the classrooms embedding professional development for teachers (modeling lessons, observing teachers, and giving feedback to teachers).
- Additionally, Picus and Odden (2005) identified instructional facilitators as catalysts for the most effective professional development because they provide a systematic, ongoing, and school-wide approach to improvement.
- W.S. 21-13-335, Senate File 70 (2008) reauthorized financial assistance for instructional facilitators and instructional coaches as a supplemental resource for school district professional development programs which required districts to provide documentation of the following program components:
    - Evidence of a research-based approach to instructional facilitator program implementation.
    - A plan for evaluation of the instructional facilitator program over time.

- Since the inception of the Instructional Facilitator Grant program, much has been learned about the roles and responsibilities of instructional facilitators. Of note, instructional facilitators:
    - Can have profound impacts on the professional practice of teachers and overall improvement of instruction.
    - Have evolved into the role of data analyst.
    - Have a different role in elementary schools versus secondary schools.
- The Instructional Facilitator Task Force, composed of administrators from Wyoming school districts and WDE staff members, provides direction, leadership, and information to support the implementation of the Instructional Facilitator Grant program. Activities of the task force include coordinating professional development for instructional facilitators and sharing evidence-based practices throughout the state.

Actions: Data/Participation/Trainings

- An evaluation by Young and Rush (2009) analyzed the work of instructional facilitators with teachers in Wyoming. Results follow:
- 83% of respondents reported having worked with an instructional facilitator.
- The highest reported activities with instructional facilitators were:
    - Participating in collaborative meetings (often called data or professional learning community (PLC) meetings).
    - Choosing instructional strategies.
- Elementary teachers as well as K-12/other teachers placed the most value on modeled instructional strategies by the instructional facilitator.
- Secondary teachers preferred the support of the instructional facilitator when embedding technology and when choosing evidence-based instructional strategies.
- Teachers ranked their agreement with a variety of statements regarding their work with instructional facilitators (see Figure 1). In general, very positive perceptions from all three groups of teachers were found regarding work with instructional facilitators on teaching practice, reflection, and the impact on student performance. Teachers also perceived that instructional facilitators were available to help them and had the knowledge they needed to do their jobs. Weaker perceptions were found regarding the impact of instructional facilitators on development of collegial relationships among teachers. Elementary teachers were more positive compared to the other two groups of teachers.

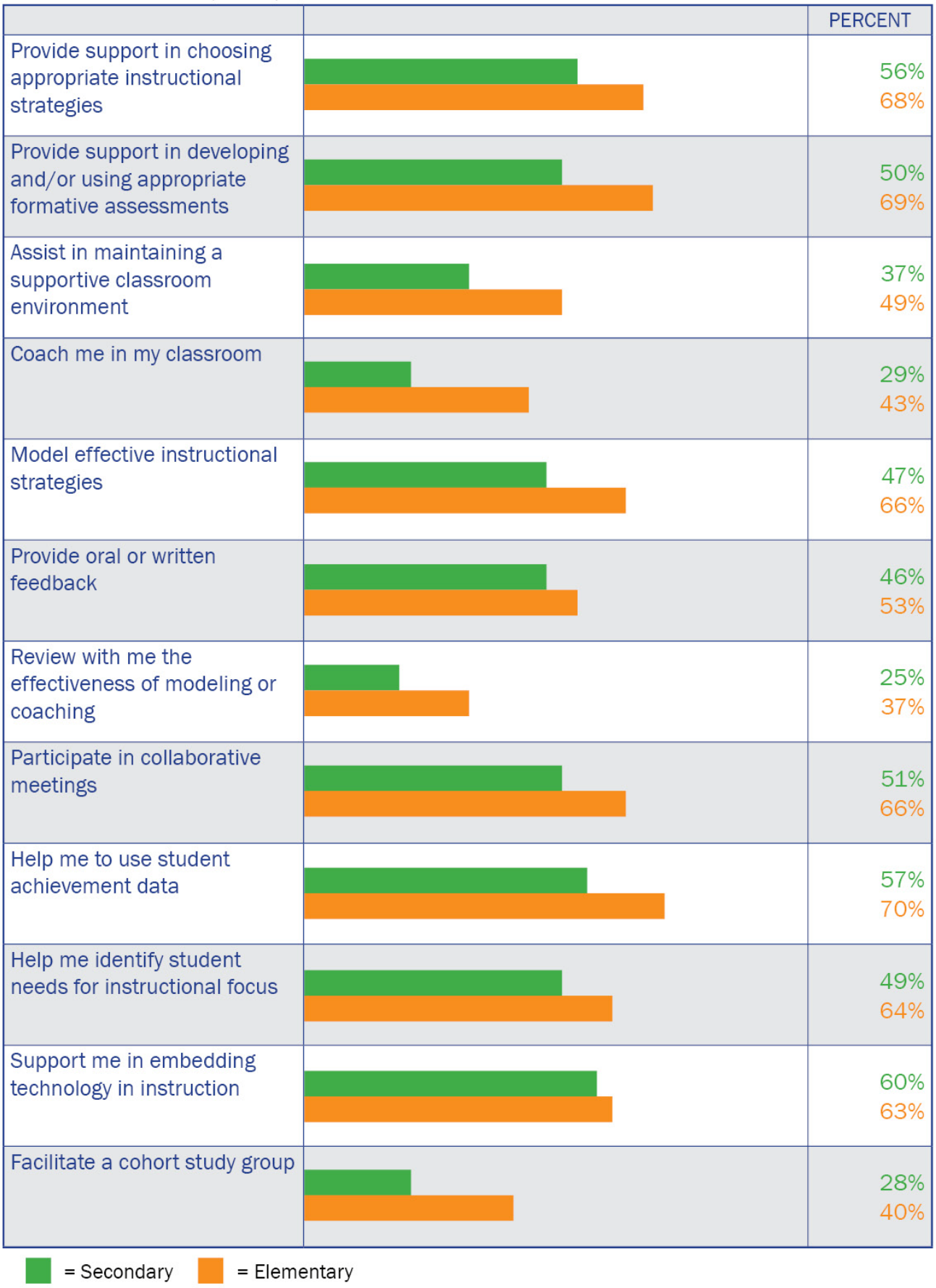
Figure 1: **Elementary, Secondary, and K-12/Other Teachers' Perceptions of the Impact of Their Work with Instructional Facilitators**

	Elementary Teachers N=507	Secondary Teachers N=537	K-12/Other Teachers N=125
The Instructional Facilitators with whom I work have the knowledge they need to do their jobs effectively.	4.17	3.94	3.94
Instructional Facilitators in my building are easily available to me.	3.75	3.94	3.81
My teaching practice has improved because of my work with an Instructional Facilitator.	3.71	3.40	3.40
My work with an Instructional Facilitator has helped me reflect on my teaching.	3.80	3.59	3.55
My students' performance has improved because of my work with an Instructional Facilitator.	3.67	3.30	3.37
Working with an Instructional Facilitator has helped me to develop a better relationship with my colleagues.	3.26	3.14	3.06
Overall	**3.64**	**3.47**	**3.46**

*Note: response values range from 1 (strongly disagree) to 5 (strongly agree)

- Secondary teachers would most like to work, or continue working, with instructional facilitators to embed technology, use achievement data, choose instructional strategies, and participate in collaborative meetings (see Figure 2).
- Elementary teachers would most like to work, or continue working, with instructional facilitators to use achievement data, develop and use assessments, choose and model instructional strategies, and participate in collaborative meetings (see Figure 2).

Figure 2: Activities Elementary and Secondary Teachers Would Like to Work on with an Instructional Facilitator (n+686).



Actions: Data/Participation/Trainings, continued

- Teachers indicated that the Wyoming Instructional Facilitators Grant program is a wise investment of Wyoming's money and they desire to continue to work with instructional facilitators in the future.
- Recommendations from the Young and Rush (2009) evaluation of the Wyoming Instructional Facilitator Grant program include:
    - Address the differentiated work of instructional facilitators who work in elementary schools versus secondary schools.
    - Align the roles, responsibilities, and priorities for instructional facilitators with regard to demands at different grade levels.
- In the report, *The Wyoming Improving School: School use of resources study* by Picus and Odden (2008), twenty educational leaders commented on current professional practices of instructional facilitators. Comments include:
    - Professional development is aided by district and school instructional facilitators, who support the work of all teachers.
    - Instructional facilitators model the best ways to deliver instruction and facilitate discussion about best and successful practices among teachers.
    - Instructional facilitators help teachers develop instruction around essential learnings, develop and administer relevant assessments, analyze data from assessments, and reflect on the success and shortcomings to improve instruction and student performance.
    - Instructional facilitators provide considerable instructional leadership.

Financial: Expenditures to Date/Anticipated Other Costs

- Grant awards are distributed to districts for salaries and benefits costs only. Resources for supplies, materials, professional development, assessment, and training are resourced through the Wyoming funding model (see Figure 3).
- Amount awarded to school districts in 2008-09: **$22,852,468**
- Amount awarded to school districts for 2009-10: **$19,825,481**

Figure 3: Instructional Facilitator Grant Awards 2006-07 through 2009-10

		2006-07			2007-08			2008-09			2009-10
District ID	District Name	Grant Award	Expenditures	Difference	Grant Award	Expenditures	Difference	Grant Award	Expenditures	Difference	Grant Award
0101000	Albany #1	622,402.39	534,872.90	(87,529.49)	636,523.05	634,003.10	(2,519.95)	830,547.77	792,180.71	(38,367.06)	743,943.89
0201000	Big Horn #1	121,721.06	121,721.06	-	112,293.25	112,293.25	-	148,910.37	148,910.81	0.44	131,978.40
0202000	Big Horn #2	120,120.14	117,707.78	(2,412.36)	123,393.17	122,315.26	(1,077.91)	162,755.98	171,563.41	8,807.43	142,767.20
0203000	Big Horn #3	97,770.31	97,770.31	-	97,832.60	97,832.60	-	128,166.86	128,166.86	-	113,925.13
0204000	Big Horn #4	59,796.48	60,060.84	264.36	62,665.36	68,619.02	5,953.66	81,870.37	80,175.48	(1,694.89)	68,766.39
0301000	Campbell #1	1,420,158.55	1,371,173.49	(48,985.06)	1,477,356.45	1,445,158.98	(32,197.47)	1,973,427.09	1,952,595.13	(20,831.96)	1,859,466.17
0401000	Carbon #1	297,793.72	199,477.96	(98,315.76)	304,023.19	287,428.54	(16,594.65)	416,901.08	423,517.56	6,616.48	381,020.49
0402000	Carbon #2	111,348.60	74,174.20	(37,174.40)	114,498.66	127,220.91	12,722.25	156,336.11	141,316.66	(15,019.45)	139,013.32
0501000	Converse #1	298,520.80	298,520.80	-	308,900.81	308,130.18	(770.63)	429,882.20	410,683.28	(19,198.92)	373,168.01
0502000	Converse #2	70,103.00	70,103.00	-	132,225.78	81,819.57	(50,406.21)	170,258.70	-	(170,258.70)	156,769.80
0601000	Crook #1	190,996.21	190,996.21	-	201,129.66	210,955.29	9,825.63	273,298.40	154,046.80	(119,251.60)	244,527.67
0701000	Fremont #1	330,760.44	330,760.44	-	330,581.14	448,203.52	117,622.38	440,334.31	570,940.15	130,605.84	380,673.05
0702000	Fremont #2	51,536.99	51,536.99	-	49,327.58	49,968.46	640.88	61,495.15	61,811.99	316.84	49,814.37
0706000	Fremont #6	64,545.67	64,545.67	-	67,008.43	67,008.43	-	90,852.70	90,852.70	-	84,168.12
0714000	Fremont #14	109,531.81	109,531.82	0.01	107,482.19	107,482.19	-	144,427.64	144,427.64	-	132,579.17
0721000	Fremont #21	60,894.60	60,894.60	-	63,652.83	61,043.79	(2,609.04)	97,930.53	87,680.01	(10,250.52)	95,744.79
0724000	Fremont #24	47,442.05	46,857.55	(584.50)	58,772.29	55,686.52	(3,085.77)	85,202.88	72,946.99	(12,255.89)	69,297.87
0725000	Fremont #25	462,263.49	462,263.49	-	474,931.83	474,931.83	-	614,120.11	614,120.11	-	556,603.12
0738000	Fremont #38	52,031.42	-	(52,031.42)	64,082.55	12,834.79	(51,247.76)	-	-	-	69,092.47
0801000	Goshen #1	351,896.43	351,893.43	(3.00)	350,789.94	350,265.04	(524.90)	458,207.15	480,132.20	21,925.05	403,439.27
0901000	Hot Springs #1	131,493.94	119,440.47	(12,053.47)	131,854.21	148,775.19	16,920.98	167,520.40	161,350.84	(6,169.56)	150,611.93
1001000	Johnson #1	232,473.91	232,473.91	-	240,428.11	-	(240,428.11)	317,815.77	317,815.77	-	275,986.94
1101000	Laramie #1	2,561,086.73	2,544,785.84	(16,300.89)	2,547,425.48	3,594,351.15	1,046,925.67	3,390,866.96	4,383,003.03	992,136.07	3,035,835.01
1102000	Laramie #2	167,376.41	147,375.05	(20,001.36)	166,441.28	186,442.64	20,001.36	220,339.94	220,339.94	-	182,493.57
1201000	Lincoln #1	117,552.07	-	(117,552.07)	119,157.55	366,537.65	247,380.10	156,816.73	137,073.61	(19,743.12)	130,753.97
1202000	Lincoln #2	473,957.92	473,680.04	(277.88)	473,129.39	483,926.23	10,796.84	642,964.64	483,705.14	(159,259.50)	592,369.07
1301000	Natrona #1	2,289,908.20	2,289,908.20	-	2,326,366.60	2,742,226.44	415,859.84	3,041,765.45	3,430,706.24	388,940.79	2,715,421.95
1401000	Niobrara #1	45,525.46	39,896.01	(5,629.45)	68,465.07	14,803.59	(53,661.48)	92,404.74	55,572.51	(36,832.23)	83,340.56
1501000	Park #1	317,986.83	317,986.83	-	321,023.88	451,414.13	130,390.25	437,978.35	483,808.84	45,830.49	393,694.64
1506000	Park #6	434,759.00	374,607.84	(60,151.16)	432,584.48	550,100.54	117,516.06	558,194.32	719,759.54	161,565.22	506,006.68
1516000	Park #16	22,294.24	22,294.24	-	21,895.04	21,895.04	-	28,114.57	24,170.58	(3,943.99)	25,613.44
1601000	Platte #1	194,726.49	194,600.77	(125.72)	201,183.68	201,212.22	28.54	263,703.25	263,793.34	90.09	226,909.49
1602000	Platte #2	47,606.28	47,606.28	-	39,667.16	39,667.16	-	49,984.06	49,984.06	-	43,918.94
1701000	Sheridan #1	180,545.59	178,056.10	(2,489.49)	184,869.52	188,490.01	3,620.49	247,665.07	262,704.83	15,039.76	218,545.58
1702000	Sheridan #2	580,803.36	580,803.36	-	603,282.44	612,745.46	9,463.02	809,542.81	809,542.81	-	720,293.79
1703000	Sheridan #3	-	-	-	-	-	-	-	-	-	-
1801000	Sublette #1	149,791.23	211,070.26	61,279.03	179,135.58	369,476.93	190,341.35	254,604.76	371,026.30	116,421.54	245,963.21
1809000	Sublette #9	-	-	-	-	-	-	192,710.54	-	(192,710.54)	173,771.57
1901000	Sweetwater #1	812,893.03	760,422.93	(52,470.10)	859,332.37	866,724.44	7,392.07	1,190,992.73	1,024,487.70	(166,505.03)	1,140,540.28
1902000	Sweetwater #2	513,227.27	513,227.27	-	502,879.64	550,511.49	47,631.85	665,998.77	738,395.45	72,396.68	621,208.64
2001000	Teton #1	525,216.29	525,216.29	-	525,949.71	467,058.17	(58,891.54)	691,718.97	711,714.79	19,995.82	610,121.91
2101000	Uinta #1	546,561.56	516,657.86	(29,903.70)	557,454.07	587,357.77	29,903.70	725,668.95	713,562.87	(12,106.08)	648,304.13
2104000	Uinta #4	130,875.59	80,323.33	(50,552.26)	131,811.46	131,811.46	-	181,008.73	181,008.73	-	157,035.45
2106000	Uinta #6	130,645.76	131,724.60	1,078.84	128,395.10	128,395.10	-	163,562.83	166,824.06	3,261.23	152,833.92
2201000	Washakie #1	256,755.46	254,558.21	(2,197.25)	257,780.03	259,977.28	2,197.25	342,768.06	342,768.06	-	309,256.90
2202000	Washakie #2	-	-	-	-	-	-	21,388.93	-	(21,388.93)	19,692.80
2301000	Weston #1	145,934.42	131,908.93	(14,025.49)	155,829.78	148,518.66	(7,311.12)	202,116.38	202,116.38	-	181,250.63
2307000	Weston #7	48,368.80	48,368.80	-	36,424.50	36,424.50	-	71,163.77	71,163.77	-	66,947.09
Grand Total	**STATE**	**16,000,000.00**	**15,351,855.96**	**(648,144.04)**	**16,350,236.89**	**18,272,044.52**	**1,921,807.63**	**21,894,305.88**	**22,852,467.68**	**958,161.80**	**19,825,480.79**
Appropriation		16,000,000.00			16,000,000.00			21,894,306.00			19,756,000.00

Notes:

1. Expenditures are self-reported by districts via the WDE601
2. Grant Awards that exceed the appropriation are due to reallocating unspent/returned district funds from the previous year
3. Many districts supplement their IF program with general fund monies, this could be because IF salaries tend to be more expensive than the average salaries in the model (IFs are typically more experienced and/or educated than the average teacher)

Results: Outcomes/Feedback

- Feedback from Wyoming educators:
  - "I feel like I am the mortar between the bricks. I bring the best strategies and expertise to the teachers and together, we build strong and successful students." –Instructional Facilitator
  - "With my help, new teachers, who would have not been rehired for a second year, according to my principal, developed into skillful instructors because I was able to give them the attention, feedback, modeling, and coaching that they needed." -Instructional Facilitator
  - "Our coach is the one we look to for ideas and suggestions on what would work best with our struggling students. It is her expertise that often places the children where they need to be and keeps us on track." – Teacher
  - "(After a content-specific training attended by the teachers and coach) we scheduled follow-up times to come in and either observe, model, or team-teach new strategies with the teachers…Many teachers are doing amazing things with these strategies in their classrooms." –Instructional Facilitator
  - "Our instructional facilitator is a big reason why what we do works." – Teacher
  - "Instructional coaches will eventually become the very best staff development that a district has to offer…We are to the point of truly improving instruction based on the work of instructional facilitators." – District Administrator
- Wyoming school districts submitted, as required by statute, a research-based approach to their instructional facilitator program.
  - There is an opportunity to construct, based on current research, basic qualifications for the instructional facilitator framework used in Wyoming school districts.
- Wyoming school districts submitted, as required by statute, a system to evaluate the effectiveness of instructional facilitators.
  - There is an opportunity to synthesize this information to determine cohesive professional performance standards for instructional facilitators.
- Components of highly effective instruction exist and include (but are not limited to): active student engagement, assessment, clear student achievement goals, interventions for struggling students, and enrichment.
  - There is an opportunity to define a common core, or continuum, of aspects for instructional facilitators to "coach to."
- Instructional facilitator roles have evolved to include data analysis. Wyoming school districts are beginning to see this as an essential piece to the success and achievement of all students.
- Distinguish between types of instructional facilitators, e.g. elementary and secondary, will help to identify particular subsets of skills, techniques, and approaches to best serve Wyoming students.
- Subsequent data collections should more closely track the "coaching cycle," or, how time and skills are being used by the instructional facilitator and with whom.
- Additionally, subsequent data collections should glean information about how instructional facilitators are providing professional development for teachers.

Recommendations: Next Steps

1) Continue to fund, at the current level, the School-Based Instructional Facilitators Grant.
2) Continue to require annual reporting to WDE, by school districts, to ensure the implementation of a research-based approach to on-going instructional coaching and mentoring.
3) Continue to support the improvement of the School-Based Instructional Facilitators Program:
    a) Require a synthesis by WDE of survey results, action research, scientific research, and Picus and Odden reports to:
        i. Identify evidence-based practices for instructional facilitators, e.g. interventions, differentiation, and instructional strategies.
        ii. Develop professional practice standards for coaches at the elementary level and at the secondary level.
        iii. Develop a common set of instructional standards that all instructional facilitators support in their work.
        iv. Develop a suggested protocol for the implementation of job embedded professional development.