$\begin{array}{c} \mbox{Mississippi Department of Education's} \\ COACHING MODEL \end{array}$



The MDE's coaching model has been proven to be an effective method of transforming Mississippi schools. Developed around Transformational Coaching, it is a powerful, comprehensive, and systematic way to plan and organize coaching supports. The MDE has/will deploy coach support in the following areas: Early Childhood, Literacy, Leadership (School Improvement), Inclusive Instruction (SSIP), Mathematics, and Digital Learning.

Coaching Model Components					
Comprehensive Coach Training	Goal Setting	Effective Communication	Reporting and Accountability	Educator Development	Collaboration and Effective Partnership
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 Initial coach training Ongoing internal coach training: monthly whole group meeting(s); monthly regional meetings In-field support, i.e., regional visits, coach shadowing, learning walks, etc. 	 Five-step goal setting process (SMART Goals) School-level action plans, to be frequently reviewed Utilize Screener and diagnostic data as a primary source for planning sequential, systematic, explicit, and cumulative 	 Effective writing, nonverbal, and verbal communication skills, including subjective vs. objective communication Motivating others to perform at high standards High degree of professionalism to ensure and protect the confidentiality of 	 Monitoring services, i.e., monthly reports, performance evaluations, comprehensive reports, etc. Analyze and use multiple data points for instructional purposes, i.e., progress monitoring data, benchmark data, etc. 	 The Coaching Continuum: pre- conference, observe, model, co-teach, post- conference Developmental Continuum for Teachers: regular PD and PLCs Focus on developing teacher-leaders for the purpose of building sustainability 	 Family/Community as Partners trainings Teacher/Coach partnership Principal/Coach partnership District/Coach partnership MDE/Coach partnership (OEER, School Improvement, Special Education) Ability to orchestrate
	instruction	educators and studentsDistrict and Coach Partnership	 Set annual goals utilizing multiple data points 	 among schools Leadership accountability and development 	change by leading others in a collaborative process

Mississippi Department of Education's COACHING MODEL





District Leadership

- attends Fall and Winter Learning Walks; assists principals, coaches, and lead teachers in providing regular feedback
- reviews monthly reports with campus administrators to provide State and Regional Coordinators with ongoing feedback on the effectiveness of coaching and the implementation of best practices
- attends on-going training and support for school-based educators within and across the district

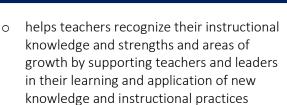
GOAL

The Mississippi Department of Education's goal is to improve and sustain student achievement through:

- Building educators' instructional capacity across the curriculum
- Promoting school-wide culture for learning that includes all stakeholders
- Enhancing and refining instruction and interventions
- Targeting instructional coaching using the gradual-release model

School Administrative Team

- communicates through both words and behaviors that the coach is **not** evaluating the performance of the teachers
- holds staff accountable for working with the coach to improve instruction; meets regularly with coaches and teachers to review data and make recommendations for adjustments in instructional practices (i.e., Science of Reading [SOR], Mississippi Professional Growth System, etc.), implementation of content specific curriculum with integrity, and participates in analyzing data
- provides an opportunity for collaboration in the development of the *School-wide Action Plan*
- attends Fall and Winter Learning Walks; follows through with coaching strategies and practices including clear, practical, timely, and candid written and verbal feedback to teachers relating to their instruction
- attends, designs, and conducts collaborative staff/coach meetings (traditional, hybrid, and/or virtual)



Coach

- uses data to provide differentiated support to recommend changes to improve schoolwide and/or classroom instructional practices to individual teachers or small groups by grade level, by department, or by skill level
- provides support for goal achievement (i.e., discussing needs and progress toward implementation of the school action plan)
- promptly submits reports on progress of teaching and learning specific to the supports provided to assigned schools
- promotes networking to improve student achievement while training educators across the state
- engages in the Coaching Continuum; (preconference, observe, model, co-teach, post conference) with evidence-based, systematic, and explicit instructional delivery methods
- interprets assessments and uses data to determine professional development needs