

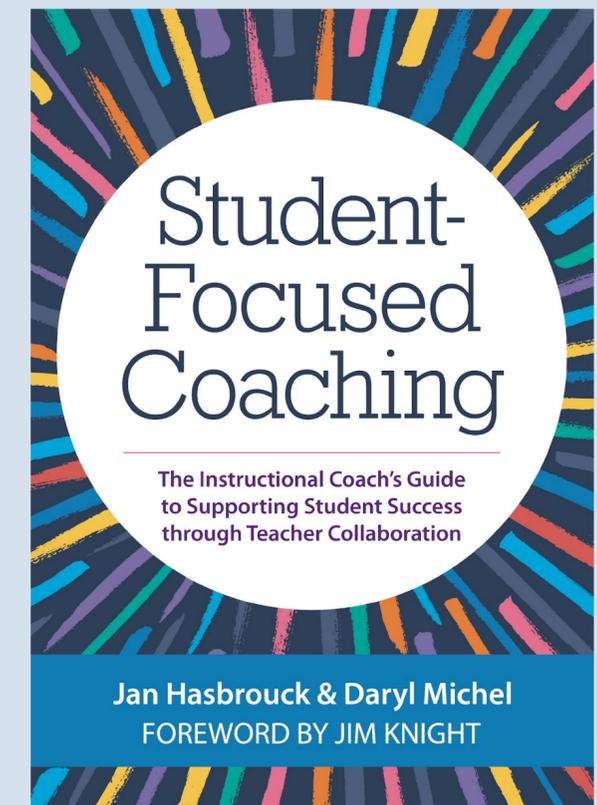
Using Student Data to Unite Teams: A Collaborative Problem-Solving Process

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Objectives

- Introduce the Student-Focused Coaching (SFC) Collaborative Problem-Solving Process.
- Learn about research on implementing a new skill or strategy.
- Describe implementation of SFC with instructional coaches and administrators in Hays CISD.

South Carolina: “Everything that has come with COVID, it has just been an absolute nightmare. I have been so much more overwhelmed and exhausted and just beaten down. I thought I would retire when I was like 65 from teaching, and now I’m considering leaving within the next two years.”

Michigan: Secretaries, paraprofessionals and other school staff can work as substitute teachers until the end of the school year.

Connecticut: Local school boards can make it easier for retired educators to return to the classroom.

Oklahoma: State agencies can “create mechanisms” for state employees to serve as substitutes in order to keep schools open.

Kansas: Substitutes no longer need at least 60 credit hours from a college or university. Instead, anyone 18 or older can apply for a substitute license if they have a high school diploma and pass a background check.

New Mexico: State workers and the National Guard are encouraged to help out by becoming licensed substitute teachers or child care workers.

Wisconsin: The Madison school district recruited 269 qualified substitute teachers and hopes to convince some to convert to full-time teachers.

Vermont: School board members are grabbing sponges and buckets to help the short-staffed custodial crew.

Nevada: Principals are covering classrooms and vacuuming hallways — one is even cleaning toilets.

Massachusetts: National Guard troops have climbed [behind the wheel](#) to get [kids from home](#) to school.

What can we learn? How can we respond?

- Be cognizant of who may be teaching in classrooms.
- Prioritize needs based on student data.
- Provide strategic, ongoing professional learning.
- Protect time for those who are in roles to impact teaching and learning (e.g., instructional coach).
- Be present.

Successful School Reform

- Focus and build
- Manage resistance
- Transfer of skills
- Scale up
- Deepen and broaden reform
- Address new challenges

Hasbrouck & Michel, 2022; Li, 2017

Table 1. Joyce and Calhoun (2010)

Change takes time and practice!

Learning about and implementing a new skill or strategy requires (Joyce and Showers, 1982):

- 20-30 hours of additional study about the skill or strategy,
- 15-20 demonstrations or more to observe the skill or strategy being taught with diverse learner populations, and
- 10-15 times to practice the new skill or strategy with colleagues or small groups.

Element	Effects on knowledge	Effects on short-term use	Effects on long-term use
Study of rationale	Very positive	5%-10%	5%-10%
Rationale plus demonstrations	Very positive	5%-20%	5%-10%
Rational plus demonstrations and planning	Very positive	80%-90%	5%-10%
Above elements and peer coaching	Very positive	90%+	90%+

”Inside Out; Not Outside In”

SFC, as it is described here, is what I refer to as “inside out”, guided by the deepest concerns of the teacher about students’ needs, and not “outside in” imposed by the coach, administrator, or other who are outside the classroom.

Jim Knight

Author, *The Definitive Guide to Instructional Coaching* (2022)
Senior Partner, Instructional Coaching Group

Texas: Hays CISD Current Staffing

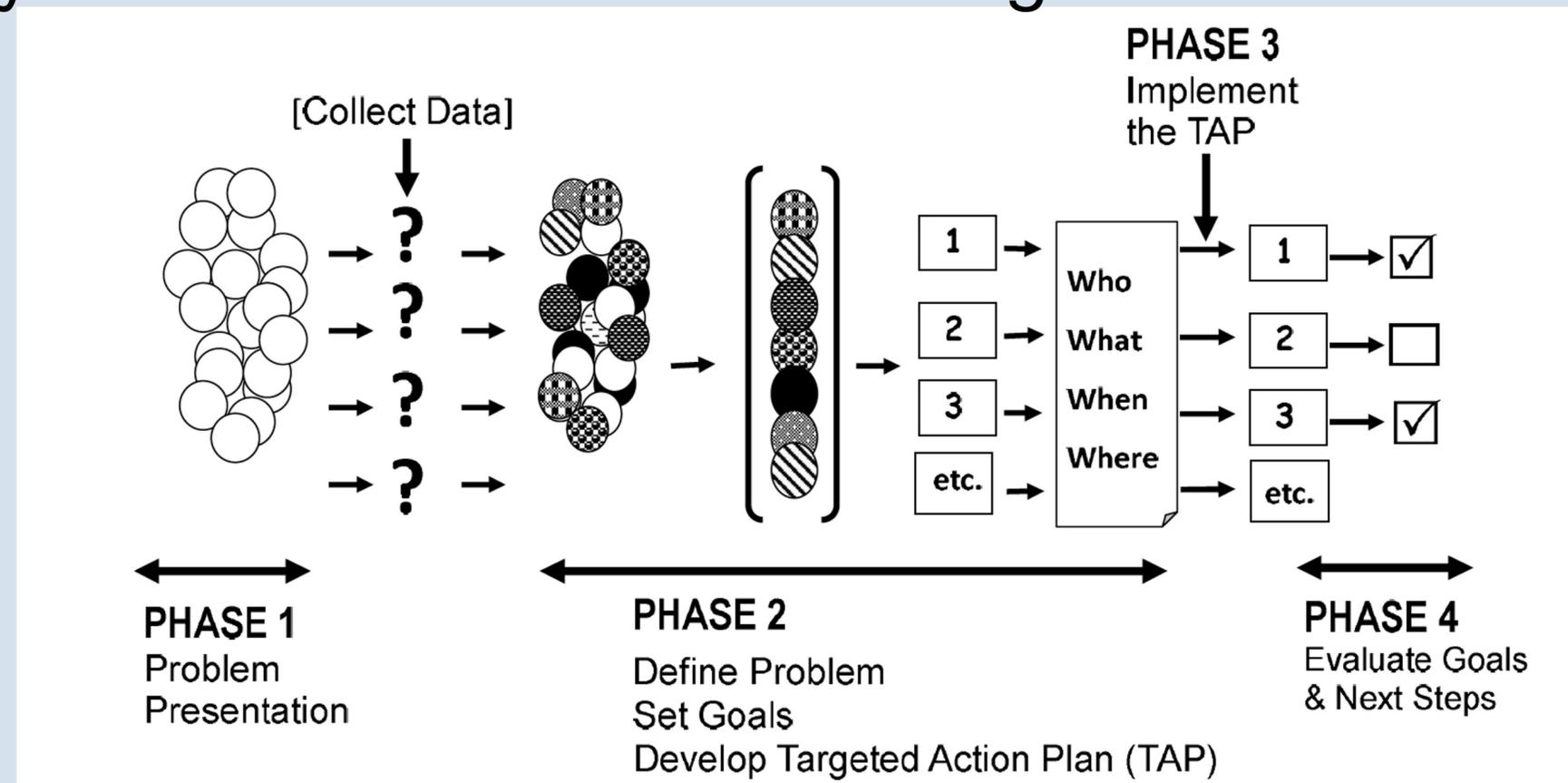
Teacher Vacancies	24
SPED Paraprofessional Vacancies	22
Long-Term Substitutes	40
2021-2022 Turnover Rate	17.4%
2022-2023 New-to-District Teachers	255
New to the Teaching Profession	78
Alternative Certified Teachers	30 (approximately)

Addressing Needs

- Aligning communication: district leaders, campus principals, campus instructional coaches.
- Piloting the Student-Focused Coaching model with a few eager and open individuals.
- Providing strategic, ongoing professional development and learning (PDL).
- Scheduling one-to-one, job-embedded support.
- Inviting leaders to be active participants in learning opportunities.
- Encouraging an administrator and instructional coach partnership.
- Navigating change together.

SFC: Collaborative Problem-Solving Process

Student-Focused Coaching is defined as a “cooperative, ideally collaborative, professional relationship with colleagues mutually engaged in efforts to help maximize every teacher’s skills and knowledge to enhance student learning.”



Coaching Impact on Student Outcomes

- The right person has been selected.
- The role of the coach is clearly defined, communicated and adhered to.
- The coach receives sufficient training in how to do their job effectively.
- Coaching is focused on supporting teachers to successfully implement proven research- and evidence-based instructional practices, rather than supervising or evaluating colleagues.
- The coach receives ongoing support from the administrator/supervisor.

Blanco Vista Elementary- SFC Partners

Sean Fox, Principal

Jerri Lopez, Instructional Coach

“Stress, even more than low pay, is what pushes teachers out the door.”

The PEW Charitable Trusts 2022

“A lot of the focus is on teachers wanting to leave, but I think the important conversation is how can everyone work together to make teaching a more appealing profession, a better profession, and a less stressful profession people want to be in.”

RAND Corporation 2021

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