



Personalized Job-Embedded Coaching

Real-time feedback within the classroom, use of internal and external coaches, building on-site capacity for multi-directional peer to peer support, coaching support for administration, teachers and support staff with frequency and fidelity, qualitative and quantitative data analysis

Efficacy and Importance of Contribution

Staff increasingly aware of how their actions improve outcomes for students, deeper understanding of long-term investment in best first instruction, acknowledge role of everyone in the system providing literacy support including special services educators, classified staff, and intervention teachers

Growth Mindset and Beliefs

Reimagining and refining educator contribution, honoring differences in student-centered learning, educators at all levels acknowledge themselves as learners, educators' will and ability to ask questions and seek feedback in service of all students

Vertical Alignment and Inclusiveness Across the System

Discussion and collaboration results in integration of personalized student supports, builds ownership among staff to advocate for all students including students with special needs, exploring expansion of explicit literacy instruction to bilingual and dual-language programs

2017-18 YEAR 1 | PILOT

- Used student data and observation to identify lack of consistent foundational literacy instruction
- At pilot sites developed systems for on-going training and job-embedded coaching in SIPPS

2018-19 YEAR 2 | SPREAD

- Assigned site-specific coaches at all sites
- Empathy interview data from students, teachers, parents, and administration informed further refinement of implementation to address emerging needs

2019-20 YEAR 3 | SCALE

- Monthly site administrator meetings to build capacity in literacy instruction for school-based learning communities
- Continued customization of teacher training to meet educator need and student growth
- Parent educational partnerships