

INSTRUCTIONAL LEADERSHIP COACHING IN MATHEMATICS

LOS ANGELES LEADERSHIP SECONDARY ACADEMY

Prepared For

Arina Goldring-Ravin
Chief Executive Officer/Superintendent
agoldring@laleadership.org

Tina Butler
Chief Operations Officer
(323) 394-1137
tbutler@laleadership.org

Prepared By

Katie Salguero
José Franco
Robert Rosenfeld
WestEd
(415) 717-5450
rrosenf@wested.org

ABOUT WESTED

WestEd partners with districts and schools across the country to provide customized, comprehensive research- and evidence-based solutions that meet the unique needs of districts and schools focused on continuous improvement. This scope of work presents services and support that WestEd is proposing for Los Angeles Leadership Academy for the 2022-23 academic year.

Services and Deliverables

WestEd services will follow a systemic approach that offers cohesive, complementary services for school site principals and Charter leadership. Staff at each level of the system will have a role to play in transforming mathematics teaching and learning practice across the TK-12 campuses.

WestEd uses a research-based framework and process that focuses on TK-12 student math achievement by improving classroom instruction. The instructional capacity of teachers and principals is enhanced by pairing WestEd's continuously updated professional development on the elements of effective instruction and coaching with follow-up onsite job-embedded coaching.

Instructional leaders will deepen coaching skills while simultaneously improving instructional practice through classroom observations that aligns to effective practices. All elements of instruction and the coaching process will be customized to align and support the principles and practices of local, state, district, and school instructional frameworks, allowing Charter Leadership, site administrators, and teachers to have a common language and experiences to objectively discuss, plan, and examine intentional mathematics instruction.

Objective

- Establish agreement and consensus around what quality, rigorous mathematics instruction looks like and sounds like in the classroom.
- Build the capacity of the school site principals to support teachers in implementing effective mathematics instruction that offers students equity in learning, engages students as partners in their own learning, and aligns with the California Common Core Standards.

Deliverables

A total of four on-site professional development or coaching cycles will be delivered in full-day or half-day sessions based on a mutually agreed upon schedule. The professional learning will prepare the participants through a process that combines observation, analysis, and feedback for monitoring and improving instruction. The Administrators will practice documenting instructional practice by scripting teacher and student moves, analyzing the practices, and delivering teacher feedback.

A number of formats for conducting coaching conferences will be discussed and modeled, including:

- direct and reflective coaching,
- in-and-out coaching,
- on the spot coaching,
- side-by-side coaching,
- modeling, and
- grade/department coaching such as with Professional Learning Communities.

Setting up coaching systems and differentiating coaching support including coaching resisters will also be addressed.

Content

Professional Development for School Site Administrators will address:

- What does it look like to teach mathematics to the California Common Core State Standards?
 - Three Instructional Shifts (Coherence, Focus, and Rigor)
 - Standards of Mathematical Practice
 - Depth of Knowledge
 - Posing Questions
 - Academic Conversations
- Equity
 - All students really can learn
 - Seeing it through the student's eyes

- Helping ensure that the schools' subgroups needs are met through scaffolding instruction and differentiation

Each session will include teacher observations with the WestEd coach. The WestEd coach will use a gradual release model to prepare each site principal in coaching teachers on effective mathematics teaching practices.

COST - \$26,000

This proposal is for a fixed price contract. Costs are inclusive of all planning, travel, training, coaching, and all reasonable communications.

REGARDING COVID-19

Given the uncertainty of the COVID-19 pandemic, a distance learning alternative may also be provided for any onsite service proposed. In all cases, the alternatives are designed to be of equal value and include a strategic blend of synchronous and asynchronous engagements and supports.