

# New Mexico SPDG

## Building Relationships in Coaching

SIGnetwork Coaching Community of Practice

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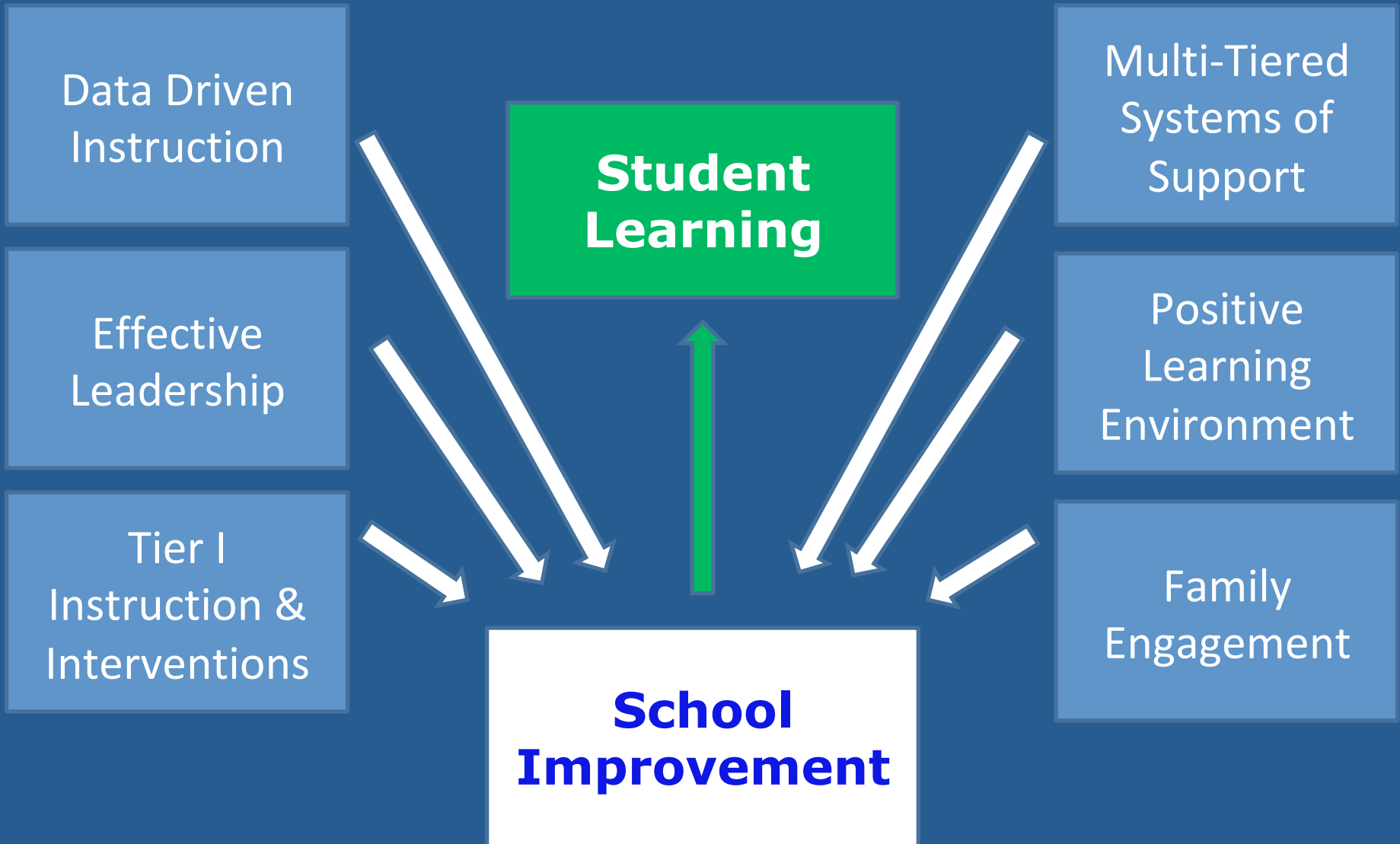
# Webinar Plan & Objectives

- Overview of NM SPDG
  - NM SPDG: Results Driven Accountability (RDA)
  - RDA Coaching Model
- Building Relationships in Coaching
  - Ensuring capacity to be coaches
  - Most important criteria for coaches
  - How coaching model drives selection of coaches
  - Matching coaches with the teams
  - Coach training topics

# New Mexico's SPDG: Results Driven Accountability (RDA)

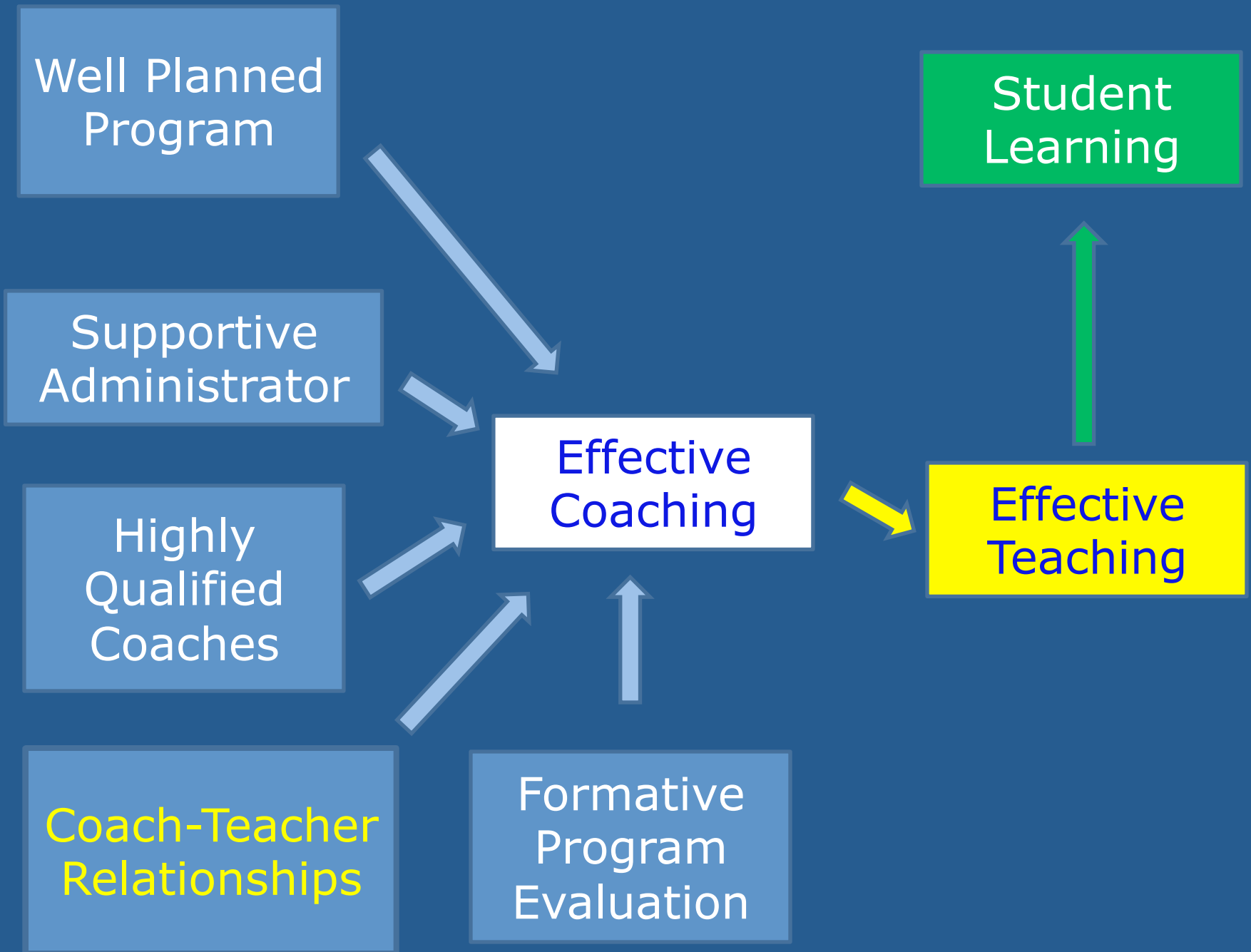
- State Systemic Improvement Plan (SSIP)
  - Indicator: SWD K-3 reading proficiency
- SPDG awarded 2012, 2017
- 80 low-performing schools in 44 districts
- Services
  - PD, coaching, TA
  - Aligned to 6 RDA focus categories

# RDA Focus Categories for School Improvement



# RDA Site Visit Rubric

Data Driven Instruction	1 - Opportunities for Improvement	2 - Elements in Place	3 - Full Implementation	Scores
<b>DD1) Common interim assessments aligned to the Common Core State Standards are in place at each grade level, are administered at least three times per year, and are used as universal screening tools.</b>	NMCCSS aligned common interim assessments are <b>not</b> in place.	NMCCSS aligned common interim assessments <b>are in place at some grade levels</b> or are administered <b>less than three times per year</b> or are <b>not</b> used as universal screening tools.	NMCCSS aligned common interim assessments <b>are in place at each grade level</b> are administered <b>at least three times per year</b> and are used as universal screening tools.	
<b>DD2) Leaders conduct analysis meetings with each teacher following interim assessments.</b>	Leaders <b>do not</b> conduct data analysis meetings based on interim assessments within two weeks of interim assessment administration.	Leaders conduct data analysis meetings <b>with some teachers within two weeks</b> of at least one interim assessment.	Leaders conduct data analysis meetings <b>with each teacher, using their individual data, within two weeks of interim assessment</b> administration.	
<b>DD3) Teachers complete test-in-hand (item) analysis of interim assessments.</b>	Teachers <b>do not</b> complete test-in-hand (item) analysis of at least one interim assessment within two weeks of administration or do not correlate the test items to Common Core State Standards.	Teachers complete test-in-hand (item) analysis of <b>at least one interim assessment</b> , considering the achievement of each student on the standards assessed by each question within two weeks of assessment administration.	Teachers complete test-in-hand (item) analysis <b>of each interim assessment</b> , considering the achievement of each student on the standards assessed by each question within two weeks of assessment administration.	
<b>DD4) Teachers write detailed action plans to address insights from deep analysis of student assessment results.</b>	Teachers <b>do not</b> complete test-in-hand analysis of interim assessments or do not write action plans after at least one analysis of interim assessment data within two weeks of assessment administration.	Teachers write new action plans <b>after at least one test-in hand analysis</b> of interim assessment data with action steps to address insights from analysis of student assessment results within two weeks of assessment administration.	Teachers write new action plans <b>after each test-in hand analysis</b> of interim assessment data <b>with specific and accomplishable action steps</b> and timelines to address insights from deep analysis of student assessment results within two weeks of assessment administration.	
<b>DD5) The frequency, duration, and instructional group size for interventions are based on data.</b>	The frequency, duration and instructional group size of students <b>do not differ</b> , or the students are grouped by overall achievement or ability, or groupings are not based on data.	<b>Students with more significant learning needs are provided more small group time</b> , a smaller group, or more frequent small group times. Students are grouped based on data that is not tied to a specific standard.	Students with more significant learning needs are provided more small group time, a smaller group, or more frequent small group times. <b>Students are grouped based on specific learning needs tied to the Common Core State Standards.</b>	
			Total score	
			Average score for section	



Well Planned Program

Supportive Administrator

Highly Qualified Coaches

Coach-Teacher Relationships

Formative Program Evaluation

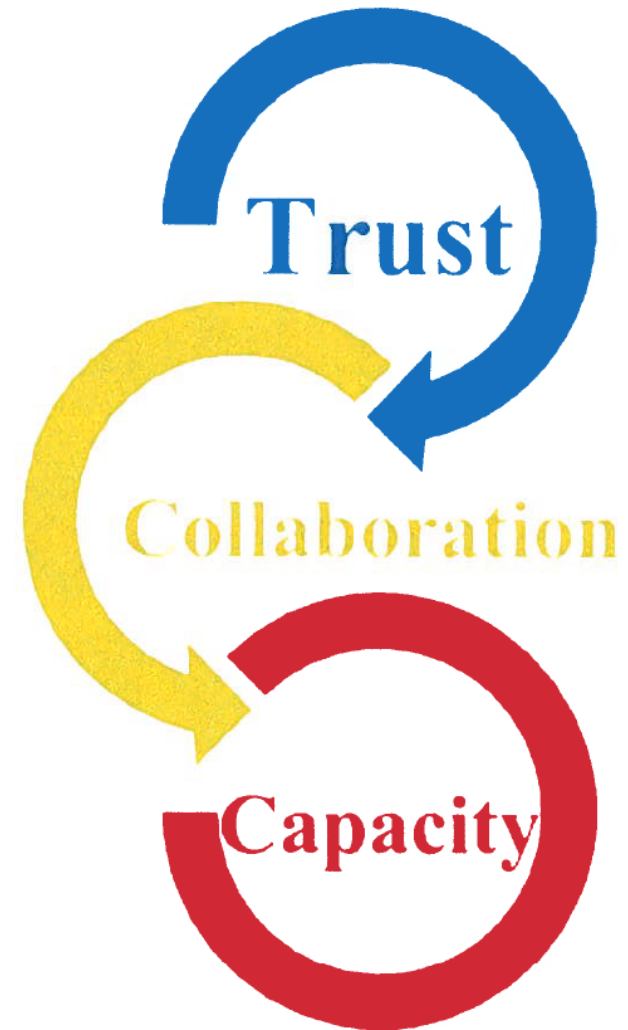
Effective Coaching

Student Learning

Effective Teaching

# NMSU Collaborating for Outstanding Readiness in Education (CORE)

- NMSU CORE provides all RDA coaching
- Trust, Collaboration, Capacity Building Coaching Model



# Building Relationships for Effective Coaching

- How do you ensure that people have the capacity to be coaches?
- What criteria are most important?
- How does your coaching model drive selection of coaches?
- How do you match coaches with the teams that they will be working with?
- On what topics do you train your coaches?



How do you ensure that people have the capacity to be coaches?

What criteria are most important? (e.g, relationships; critical conversations; data based decision making; communication skills)

How does your coaching model  
drive selection of coaches?

How do you match coaches with the teams that they will be working with?

On what topics do you train  
your coaches?

Thank  
you!

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