SummerSail 2016 Coaching Manual

THINK-PAIR-SHARE
— Returning coaches will reflect on last year's pitfalls and best practices around set-up and rollout
— New coaches will make a list of questions you have about set-up and rollout

Think: Think about aspects of setup and rollout that you want to fully prep your teachers for.

Pair: Share your thinking with your partner. What else comes to mind or hadn't you thought about yet?

Share: What are your takeaways? What are the group's takeaways?

SummerSail 2016 Best Practices for Setup and Rollout

LESSONS FROM PAST YEARS

Below you will find some best practices that we identified from previous years of SummerSail. Add more best practices and pitfalls to watch out for based on the groups' discussion.

— Ask teachers for **room numbers** ahead of time.
— Make sure teachers **arrive 20 minutes early** to unlock rooms, make sure there is furniture, post signs so students know where to go, and anticipate any other logistical details specific to the school.
— Have teachers send you **calendar invites** for their scheduled in-school sessions so they appear on your calendar.
— Make sure teachers **print out logins** and have them handy for kick-off and first day session
— Encourage teachers to use the **kick-off slideshow**.
— Check in with teachers about their **plans for tracking/distributing hardware**.
— Have teachers use the **tracker in their binders for attendance**.
— **Encourage teachers to get contact info** (ideally two numbers or a number and an email address) for each student and their guardians.

NOTES

REVIEW WEEKLY DATA REPORT

Look at the data ahead of weekly check-ins to identify wins and potential red flags, and require your teachers to do the same. Take some time to look through the sample Weekly Data Report and answer the following questions.

1. What "wins" would you highlight from this Weekly Data Report?

2. What concerns would you identify from this Weekly Data Report?

3. Which metrics are most useful to focus on as you review weekly data?

4. What other questions do you have about the Weekly Data Report?

IDENTIFYING RED FLAGS IN STUDENT AND TEACHER DATA

For each scenario, identify next steps for coaching this teacher and any resources that you might recommend.

Potential Red Flag	Data Source	How would you coach this teacher? What resources would you recommend?
Students aren't reading enough	**Weekly Report:** Total Minutes Read this Week (Column I) Annotations This Week (Column K) **App**: Teacher Progress: Student Status Page (Last Login)	

Potential Red Flag	Data Source	How would you coach this teacher? What resources would you recommend?
Students are not annotating enough	**Weekly Report:** Annotations This Week (Column K) **App:** Student Portfolio: Thoughts (also accessible via Progress Map on Teacher Dashboard and via the three gray dots on the Teacher Progress Student Status page) Teacher Dashboard: ThinkFeed	
Student annotations are not high-quality	**App:** Student Portfolio: Thoughts (also accessible via Progress Map on Teacher Dashboard and via the three gray dots on the Teacher Progress Student Status page) Teacher Dashboard: ThinkFeed	

Potential Red Flag	Data Source	How would you coach this teacher? What resources would you recommend?
Student attendance at in-person sessions is low	**Binder:** Attendance tracker	
Teacher is spending too little time in the app	**Weekly Report:** Time spent in app per week (Columns T and U) Total time spent logged in (Columns Z and AA)	

Potential Red Flag	Data Source	How would you coach this teacher? What resources would you recommend?
Teacher is responding to annotations but not grading short responses	**Weekly Report:** Total number of responses to annotations and short response questions (Columns AB and AD) Percentage of annotations and short response questions that have been responded to (Columns AC and AE)	
Teacher is not responding to enough student annotations frequently enough (once or twice per week instead of four per student per week)	**Weekly Report:** Total number of responses to annotations and short response questions (Columns AB and AD) Percentage of annotations and short response questions that have been responded to (Columns AC and AE)	

Potential Red Flag	Data Source	How would you coach this teacher? What resources would you recommend?
Teacher responses do not probe the student to think more deeply and/or do not model academic language	**App:** Teacher Dashboard: ThinkFeed Student Portfolio: Thoughts (also accessible via Progress Map on Teacher Dashboard and via the three gray dots on the Teacher Progress Student Status page)	
Teacher does not follow up to ensure students are responding to feedback	**App:** Teacher Dashboard: ThinkFeed Student Portfolio: Thoughts (also accessible via Progress Map on Teacher Dashboard and via the three gray dots on the Teacher Progress Student Status page)	

Potential Red Flag	Data Source	How would you coach this teacher? What resources would you recommend?
What is another red flag you might see in the data? Fill in your own here.		

SummerSail 2016 Best Practices for Schedules & Systems

LESSONS FROM PAST YEARS

Below you will find some best practices that we identified from previous years of SummerSail. Add more best practices and pitfalls to watch out for based on the group's discussion.

— Have a **set time each week** for your weekly check-in and have a **shared calendar invite**.
— **Look at the data beforehand**, and require the teacher to do the same.
— Follow one of the **frameworks to maximize time**.
— Have the teacher email some **key findings in the data ahead of time** and make those the basis of the conversation.
— All parties should **have iPads available during the call** so you can both log in and look at student activity on a more granular level.
— Ask **what lesson they will teach** during their next in-school session.
— Send an **email after the meeting with expected next steps** and the time of your next call.

NOTES

CREATE AN AGENDA AHEAD OF TIME

Below, find some frameworks for how to structure your weekly check-ins with teachers. These are just suggestions, feel free to develop your own structures based on what has worked well in the past and what your SummerSail teachers need!

SAMPLE AGENDA FOR IDENTIFYING INDIVIDUAL STUDENTS

1. Review data "wins" from the Weekly Data Report and the LightSail App
2. Review data concerns from the Weekly Data Report and the LightSail App
3. Collaboratively identify next steps, goals, and/or resources

SAMPLE AGENDA FOR ELEVATING THE QUALITY OF IN-SCHOOL SESSIONS

1. Debrief "wins" from recent in-person instructional half-days
2. Debrief concerns from recent in-person instructional half-days
3. Collaboratively identify next steps, goals, and/or resources for an upcoming instructional half-day

SAMPLE AGENDA FOR DIVING INTO A TREND ACROSS STUDENTS

1. Identify a concerning trend from the Weekly Data Report, LightSail App, and/or in-person sessions
    a. Why are we seeing this?
    b. What can we do?
2. Deliberate Practice, for example:
    a. Plan an upcoming lesson to address the trend
    b. Develop exemplar annotation or feedback
    c. Roleplay a conference with a student for an upcoming instructional half-day
3. Collaboratively identify next steps, goals, and/or resources

ADDITIONAL RESOURCES

What other agenda frameworks have worked well for you in the past?

ROLEPLAY SCENARIOS

Find a partner and look at the scenarios together. Go through each scenario and plan out a potential agenda for the call or in-person session. Include in your plan the structure, potential resources, and key questions for the teacher. Assign one of you as the coach and one of you as the teacher to roleplay.

Scenario #1:

It's Week 3 of SummerSail. As the coach, you notice that a teacher is spending time in the app and is responding to student annotations from the Weekly Data Report. When you look at student annotations, you notice that many students are still mostly writing short, low-quality annotations. Here is a sample from a recent student annotation in the book *The Outsiders*:

"Ponyboy seems a lot braver now."

Use the space below for any planning or debrief notes:

Scenario #2:

It's Week 2 of SummerSail. From looking at the Weekly Data Report, you can tell that students are reading regularly. They are not, however, making nearly enough annotations. The teacher has responded to the few annotations that students are making, and these responses include encouragement for students to annotate more, but it is Week 2 and the number of annotations has not increased substantially from the last week. At the last in-person session, you spoke to a few students about their annotations. In these conversations, they said the following:

"I love my books but I don't know what to say when I add a thought!"

"I always forget to make annotations."

"Why do I have to make a thought? My teacher is the only one reading them, anyways."

Use the space below for any planning or debrief notes:

Scenario #3:

You recently attended a half-day instructional session, and it was clear that the teacher hadn't done much pre-planning, such as identifying a lesson to teach or preparing a book talk. As a result, the session lacked structure and students weren't focused.

Use the space below for any planning or debrief notes:

Scenario #4:

It's the end of Week 1 of SummerSail. Students have been annotating regularly, but you notice that the teacher has not responded to the minimum number of annotations per student even though he is very enthusiastic about the program. You are worried that student motivation will drop of if they do not receive sufficient and high-quality feedback. You recall a conversation before the start of SummerSail where the teacher shared a worry about creating schedules and structures for himself, anticipating that this would be difficult for him.

Use the space below for any planning or debrief notes:

Scenario #5:

What is another scenario you might expect to encounter? Describe that scenario here.

Use the space below for any planning or debrief notes:

SummerSail 2016 Coaching Conversations Best Practices

LESSONS FROM PAST YEARS

Below you will find some best practices that we identified from previous years of SummerSail. Add more best practices and pitfalls to watch out for based on the group's discussion.

— Make sure conversations are **focused on outcomes** (and not just critical). Always center the conversation around students' successes, as this is always the larger goal.
— **Highlight the positives**.
— **Share what you've heard from other coaches** working with other schools.
— Start meetings with a **quick recap** of the conversation from last week.
— Speak in terms of **specifics instead of generalities**, such as focusing on a specific data point instead of arguing that students aren't reading.

NOTES

SummerSail 2016 Wrap Up

WRITTEN REFLECTION

Using all of the activities and conversations from today, please reflect on the following questions.

1. What are three things you anticipate you will want more support on?

2. What skills/strategies will you model, and how will you model them?

3. What are the *most* helpful resources that you see yourself using and sharing from the SummerSail website?

SummerSail 2016 Additional Resources

SUMMERSAIL.LIGHTSAILED.COM

At summersail.lightsailed.com, you can find set-up links and materials, lesson plans, parent resources, technology troubleshooting tips, and more. Take some time to explore and familiarize yourself with this website so that you can find and recommend resources to teachers.

ADDITIONAL COACHING RESOURCES

What other coaching resources do you have that can help support your work with SummerSail teachers? Also think about what resources don't yet exist that you might find helpful.

Resource	How can this be used for your work with SummerSail teachers?