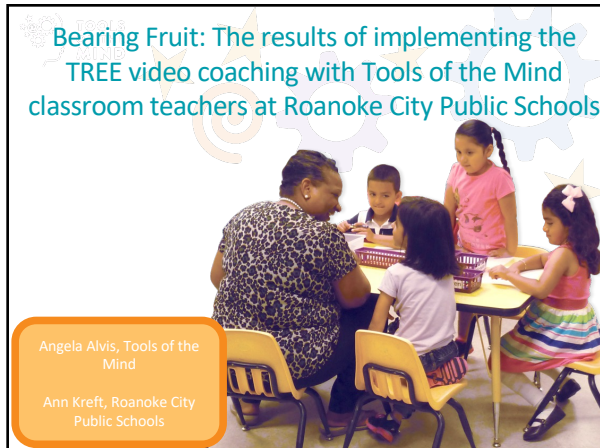


Bearing Fruit: The results of implementing the TREE video coaching with Tools of the Mind classroom teachers at Roanoke City Public Schools


Bearing Fruit: The results of implementing the TREE video coaching with Tools of the Mind classroom teachers at Roanoke City Public Schools



Angela Alvis, Tools of the Mind
Ann Kreft, Roanoke City Public Schools


1

Why virtual coaching?



COVID-19 was the catalyst

- ★ We knew that feedback was still an essential part of teacher learning - even, or especially, with distance learning or other modifications to the classroom settings.
- ★ Limited classroom visitors from within the district and no visitors were allowed from outside the district.
- ★ Along with the shift within classrooms, there was also a shift in the way we needed to coach and support teachers.
- ★ Our past experiences with using video as a coaching tool and the growing body of research on video/virtual coaching is all very promising!
- ★ Even before COVID, in-person coaching was mixed.

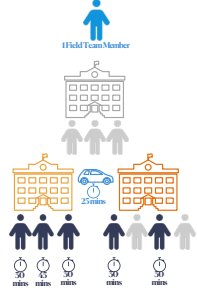


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7

Looking Back – In-Person TA/Coaching Pre-Pandemic

- ★ Logistics make it difficult to visit more than 5-6 teachers in a typical school day
- ★ Little control over what part of the school day is observed in each classroom
- ★ Often don't see the same teacher/same activity again, sometimes ever; or best case, not for many months
- ★ Lack of autonomy for teachers - you've been invited into their home and you're a lousy guest
- ★ Limited to no opportunity to privately share feedback with teachers and engage in reflective dialogue



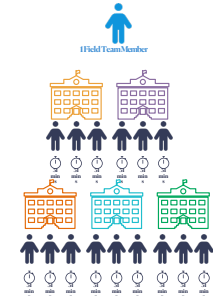
1 Field Team Member
30 mins
30 mins
30 mins
30 mins

A PreK Year 1 District w/ 10 classrooms – 2 Days of TA Per Year
Half day Pre-K, lack of universal world, scheduling challenges

8

Virtual Technical Assistance/Coaching

- ★ Each teacher gets 2 touch-points per month, 8 months across the year in first year
- ★ Each field team member/coach can provide support to 15 or more teachers per day
- ★ Teachers have autonomy, and the opportunity to watch and reflect on their own practice
- ★ Coach gets to see key parts of the day in all classrooms 2x times across the year for each teacher




1 Field Team Member
15-20 Teachers Per Day

9

How did we get there?

SY20-21 was a pilot year

- ⚙️ Concerns about strengthening understanding of curriculum for successful implementation for all teachers
- ⚙️ Challenges of COVID and finding a platform
- ⚙️ Vulnerability of teachers and instructional assistants



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11

Where are we now?

The Tools of the Mind Program

Comprehensive Curriculum	Professional Development	T.R.E.E.	PLCs	Positive Outcomes for Children!
Our curriculum helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational academic skills they need to succeed.	Our innovative approach to teacher professional development effectively transforms early childhood teaching and learning.	Our Technical Assistance Model utilizes video coaching bolstered by a dashboard that motivates teachers to invigorate their teaching by applying the Tools' approach.	Facilitated discussions with small groups of teachers focused on children's development, Tools implementation and teacher/program-specific questions.	All of these elements come together to result in proved, researched positive outcomes for children!


12

Bearing Fruit: The results of implementing the TREE video coaching with Tools of the Mind classroom teachers at Roanoke City Public Schools



Where are we now?

SY21-22



Teachers Reaching Educational Excellence ¹³

13


Building Forests by Supporting TREE Growth

A Spotlight on T.R.E.E. — Teachers Reaching Educational Excellence
Motivation. Validation. Inspiration. Professional Growth.

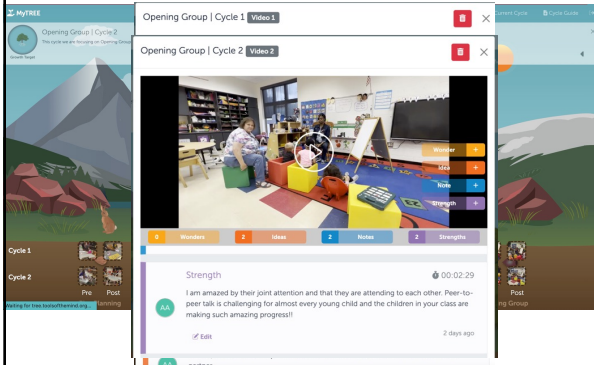
- Teachers share video via TREE capturing specific, high-impact, instructional practices tied to the essential components of the Tools curriculum.
- Teachers and Tools team members annotate the video with commentary and questions at specific time-stamped moments of the lesson.
- Bolstered by a dashboard visual that reflects the teacher's personal growth toward mastery of key instructional practice, teachers are motivated to invigorate their teaching by applying the Tools' approach. Their growth is reflected in the development of a tree over time. With a glance, a teacher can intuitively understand where they are along a trajectory of masterful teaching – from seedling to fruit-bearing tree – and is motivated to grow!




14



The Teachers' Experience

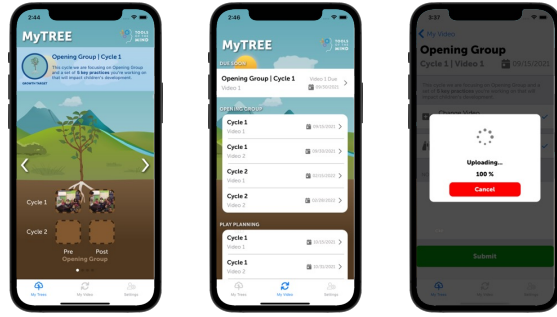


18




Teacher Experience Mobile App – Overview

Download on the App Store | GET IT ON Google Play




20




The "Look Fors"

Feedback from the coach is tied to Look Fors:

- Relate to larger categories of teaching and learning pedagogy and theory
- Cut across other activities (applicable across the day to make learning generalizable and easier)
- Observable in brief observation (feasible!)





22



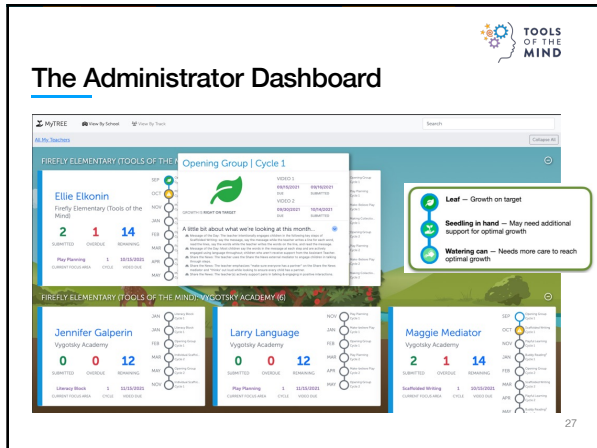
The Role of the Onsite Admin

- Facilitator of teachers as learners
- Monitoring participation and progress
- Look-fors and support in the classroom
- Overall growth in TREE and in implementation/instruction

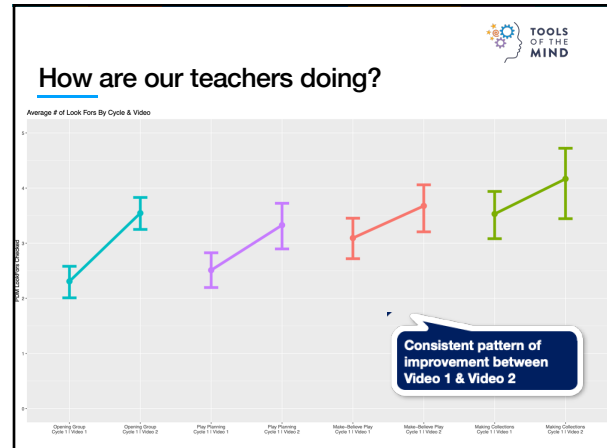



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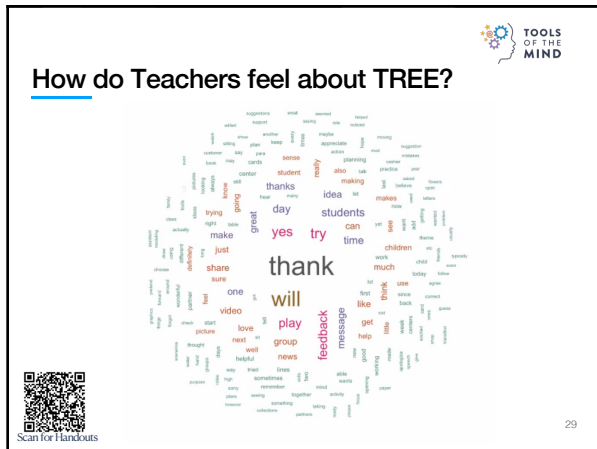
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27



28



29

Impact on Child Learning and Development

- The development observed in the videos is exciting!
- We are currently analyzing longitudinal data from SY19-20, SY20-21, and SY21-22 in multiple areas including literacy, math, and social-emotional learning
- We will also be able to look at the impact TREE has had on other classroom measures such as CLASS
- Stay tuned for more!

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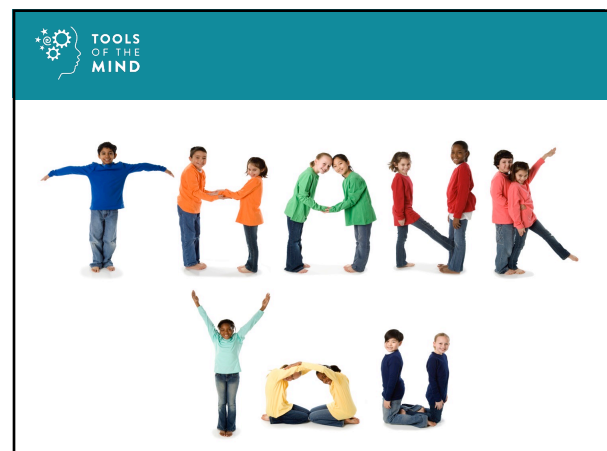
34

Want to Learn More about Tools of the Mind?

Visit our website to download more information!

www.toolsofthemind.org
 Email us at: information@toolsofthemind.org

36



37