



Wyoming Department of Education

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MEMORANDUM NO. 2010-157

TO: School District Superintendents
School Principals

FROM: Jillian Balow, Instructional Facilitator Program Manager
Educational Quality and Accountability Division

DATE: September 10, 2010

SUBJECT: Instructional Facilitator (IF) Updates

IMPORTANT INFORMATION TO SHARE

In the spring, Wyoming school districts completed the 2010-2011 Grant Application and Report for Instructional Facilitators (IF's). As part of the application and report, districts completed a survey about district IF programs. The Wyoming Department of Education (WDE) thanks all district and school personnel who worked to provide responses to the IF survey. Attached is a summary of the results.

As part of the continued commitment to fulfill statutory requirements and improve the IF Grant Program in Wyoming, specific aspects of instructional coaching will be measured and documented by IF's to assist with overall program improvement. There have been several changes to the configuration of the IF Project for 2010-2011:

- There will **not** be a survey for IF's to complete this fall. District-level survey data collected in the spring, regarding IF roles and responsibilities was sufficient—thank you!
- Documentation submitted with the district IF grant applications showed that districts are tracking the work of IF's using a variety of effective tools for collecting data and observing instruction. Please continue to develop,

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improve, and utilize tools at the district-level. If your district would like to use templates provided by the WDE, please contact Jillian Balow at jbalow@educ.state.wy.us, or (307)777-8909 for information.

- All IF's will be asked to submit an activities log for a two-week period in spring 2011. A template for tracking activities will be provided by WDE. IF activities to be tracked, along with examples, are attached.

If you have questions regarding the IF program, please contact Jillian Balow at jbalow@educ.state.wy.us, or (307)777-8909.

JB:al

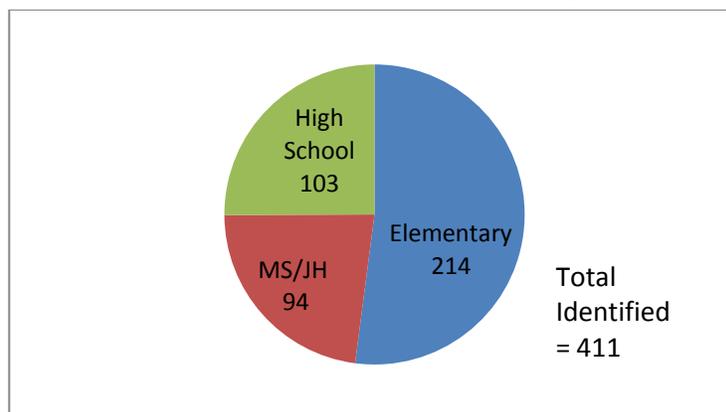
Attachments: 2009-2010 District IF Survey Summary
Instructional Facilitator Expected Activities

Wyoming Instructional Facilitators (IF) 2009-2010 District Survey Data Summary

A link to the online IF survey was released on March 19, 2010. There were a total of 65 questions on the survey. The Wyoming Department of Education (WDE) requested that the survey be completed by personnel having “knowledge and oversight of the district IF program.” Input from principals, IF’s, and other stakeholders was encouraged. Anecdotally, many districts took the task of responding to the survey as an opportunity to discuss various aspects of the IF program. Many districts assembled teams of personnel to complete the survey and garnered input from knowledgeable stakeholders at each of the grade-level configurations. WDE fielded multiple requests for a printed version of the survey for drafting and discussion. All 48 school districts completed the survey by May 1, 2010.

Overall, districts reported that there were approximately 411 Instructional Facilitators (part-time and/or full-time) serving grades K-12 in Wyoming (see Figure 1) in 2009-2010. Professional development, led by IF’s, took place mostly at data meetings, on professional development days, during staff meetings, and in the classroom (embedded). The majority of districts reported that there was consistent implementation of the following IF program components: the use of the coaching cycle (pre-conference, coach, debrief, support implementation of coaching), systematic and defined work for the IF’s, the use of effective coaching strategies and techniques, and the collection and analysis of data.

**Figure 1: 2009-2010 Wyoming Instructional Facilitators
(Part-Time and Full-Time)**



The district IF survey was divided into three grade-level configurations: elementary, middle school/junior high, and high school. At all three configurations, districts described the work of IF's as mostly "teacher-oriented" where the IF is identified as being the primary provider of professional development for teachers. Under this description, most of the IF's time and tasks of the IF involve working directly with teachers in small groups or individually.

School districts reported on whether there was a defined protocol, or procedure, in place for several identified coaching practices (see Figure 2) as well as what types of data are collected by IF's (see Figure 3).

Figure 2: Defined Coaching Procedures

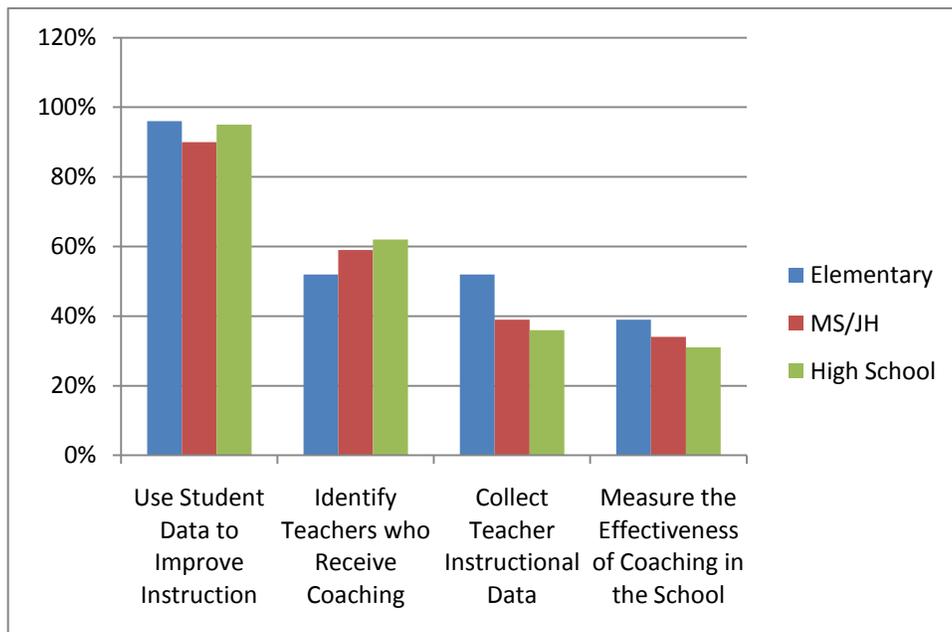
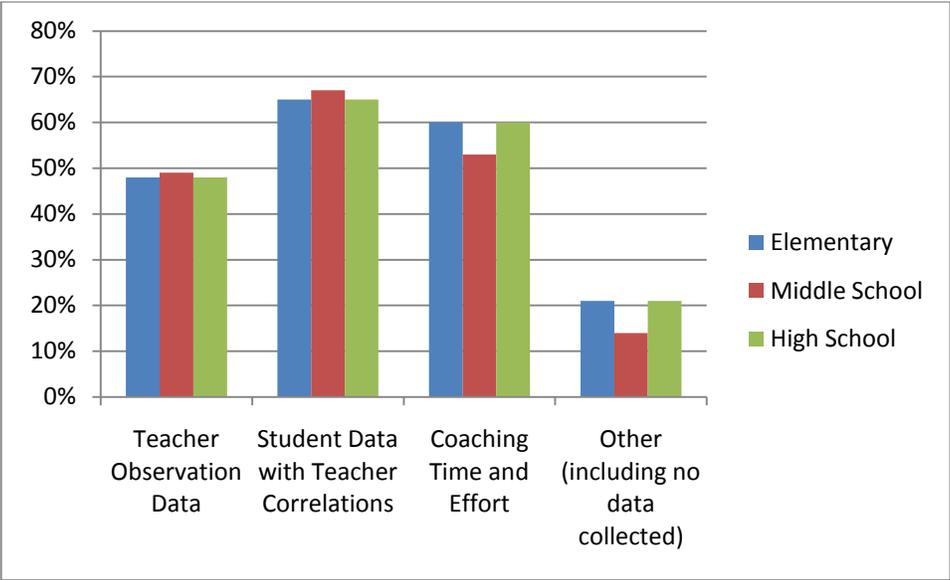


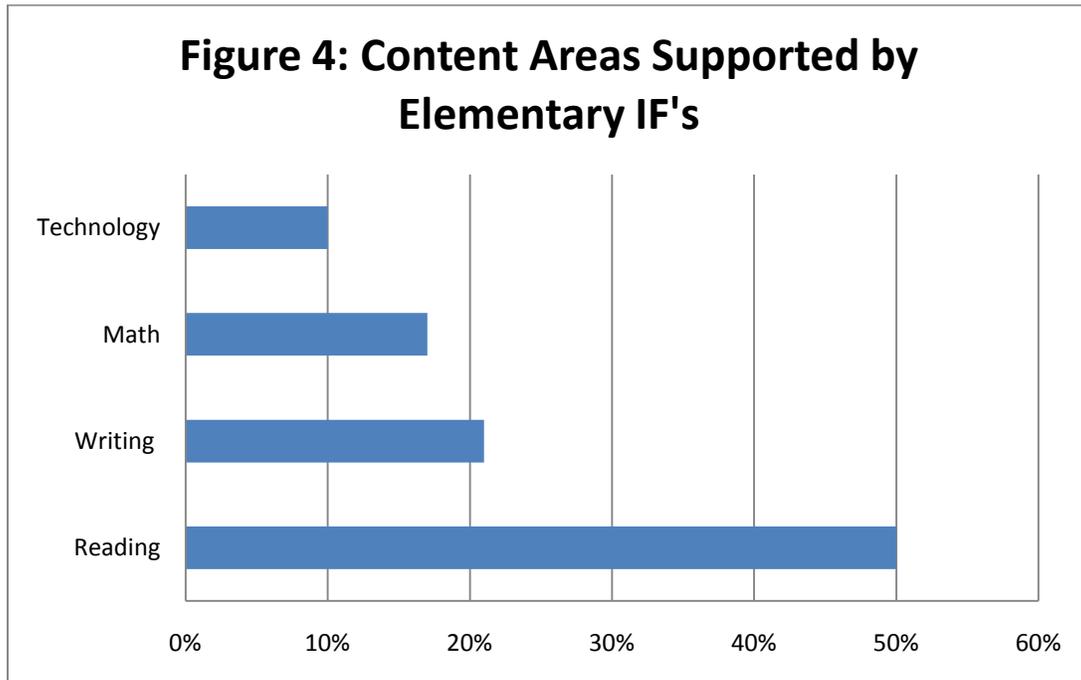
Figure 3: Data Collected by IF's



SELECTED RESULTS BY GRADE-LEVEL CONFIGURATION:

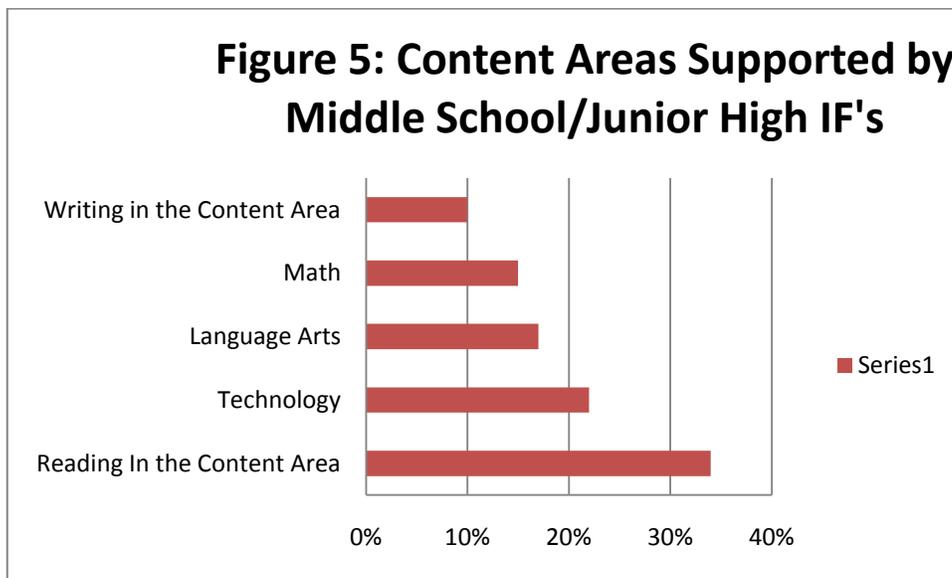
ELEMENTARY:

Approximately 214 part-time and/or full-time staff members were identified as Elementary IF's for the 2009-2010 school year. Elementary IF's worked primarily with individual teachers based on instructional needs, with individual teachers who requested coaching, and with groups of teachers. School districts identified the primary roles for Elementary IF's as: a) Provide professional development to groups of teachers, b) Compile, analyze, and share data, and, c) Model effective instructional strategies for teachers (see Figure 7). Reading was identified as the content area where Elementary IF's mostly support implementation of instruction (see Figure 4).



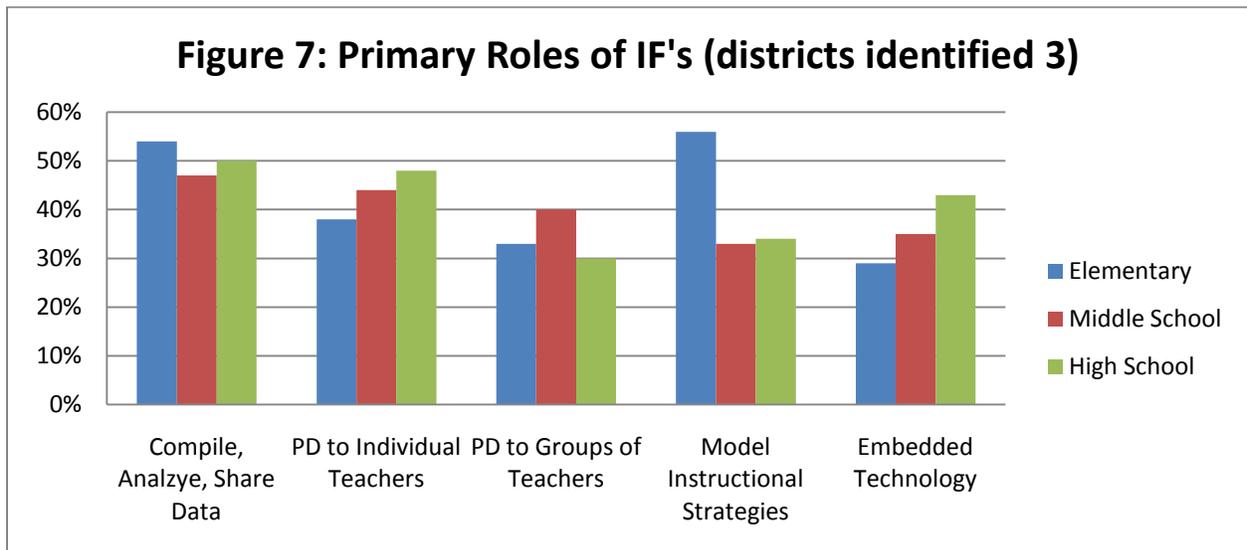
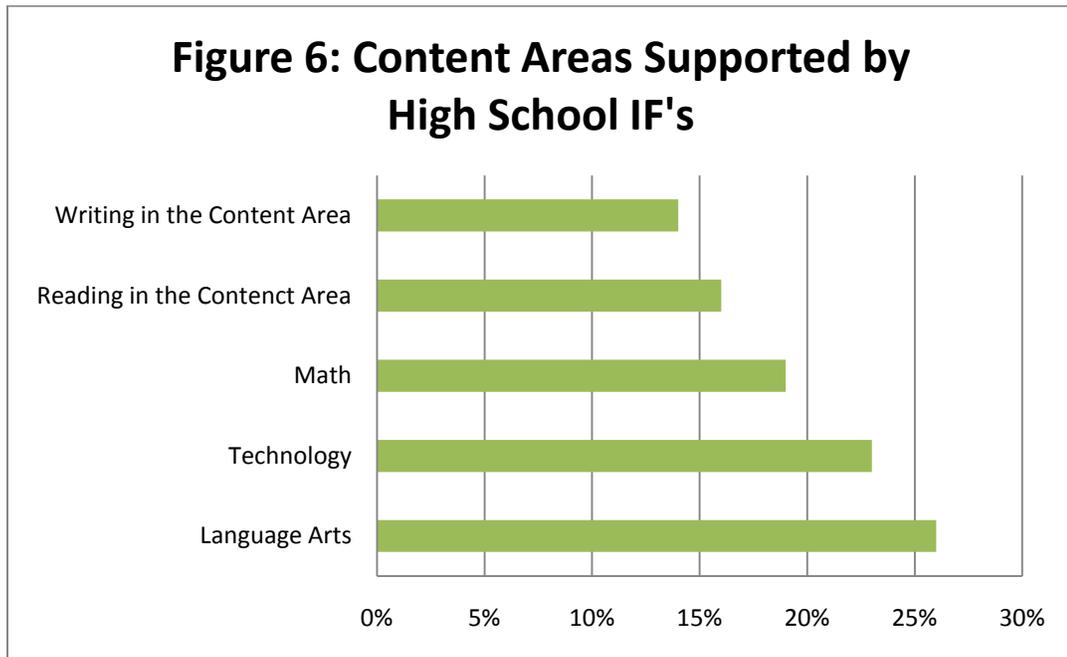
MIDDLE SCHOOL/JUNIOR HIGH:

Approximately 94 part-time and/or full-time staff members were identified as Middle School/Junior High IF's for the 2009-2010 school year. Middle School/Junior High IF's worked primarily with individual teachers based on instructional needs, with individual teachers who requested coaching, with groups of teachers, and with inexperienced teachers. School districts identified the primary roles for Middle School/Junior High IF's as: a) Compile, analyze, and share data, b) Provide professional development to individual teachers, c) Provide professional development to groups of teachers, and, d) Assist teachers in embedding technology in the classroom (see Figure 7). "Reading in the Content Area" was identified as the area where Middle School/Junior High IF's mostly support implementation of instruction (see Figure 5).



HIGH SCHOOL:

Approximately 103 part-time and/or full-time staff members were identified as High School IF's for the 2009-2010 school year. High School IF's worked primarily with individual teachers who requested coaching, with individual teachers based on instructional needs, with groups of teachers, and with inexperienced teachers. School districts identified the primary roles for High School IF's as: a) Compile, analyze, and share data, b) Provide professional development to individual teachers, and, c) Assist teachers in embedding technology in the classroom (See Figure 7). Language Arts and Technology were identified as the area where High School IF's mostly support implementation of instruction (see Figure 6).



WDE Instructional Facilitator Expected Activities

Code	IF Activity	Examples
D	Work with data	<ul style="list-style-type: none"> • Guide and assist teachers to use and/or create assessments that match and reflect planned objectives • Organize, compile, and interpret data from multiple sources for teacher and school use • Guide and assist teachers to learn, utilize, analyze, and interpret data from multiple sources • Guide and assist teachers to determine changes needed during instructional delivery, based on data • Communicate student performance expectations to staff and other stakeholders • Guide and assist teachers to document student learning using appropriate assessment instruments • Facilitate the analysis of data to determine impacts on student achievement, teacher practice, and school culture
ML	Model Lesson	<ul style="list-style-type: none"> • Supports the implementation of lessons, curriculum, and instructional practices by modeling for teacher(s)
PD	Coach-Lead: Professional Development	<ul style="list-style-type: none"> • Design professional learning that improves student achievement based on assessment results • Provide professional development to individual teachers that supports increased student achievement • Provide classroom-based professional development in the implementation of new and refined instructional practices • Provide professional development to groups of teachers that supports student achievement
PLC	Work with Professional Learning Communities	<ul style="list-style-type: none"> • Lead or participate in professional learning communities that support teacher and student learning • Support structures for professional learning communities
T	Training for Coach	<ul style="list-style-type: none"> • Participate in coach training • Participate in training to support implementation of curriculum or effective teaching strategies • Participate in professional growth activities including conferences, workshops, professional organization meetings • Collaboration with other coaches
TO	Teacher Observation/Feedback	<ul style="list-style-type: none"> • Engage in planning for teacher observation • Observe teacher • Provide feedback
TS	Teacher Support	<ul style="list-style-type: none"> • Guide and assist teachers in planning, organizing, and preparing for effective instruction • Guide and assist teachers in planning, organizing, and preparing for assessment • Guide and assist teachers in planning, organizing, and preparing to embed technology in the classroom for instructional enhancement
O	Other	<ul style="list-style-type: none"> • E.G. Administer assessments as part of an assessment team

If you have comments or questions, please contact Jillian Balow at jbalow@educ.state.wy.us, or (307)777-8909.