

**Wyoming Department of Education
INSTRUCTIONAL FACILITATORS (IFs)**

**Joint Education Interim Committee Report
November 27, 2012**

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Authority

House Bill 139, 2006

W.S. 21-13-335, Senate File 70, Reauthorized 2012

History

During the 2006 legislative session, the Wyoming Legislature established House Bill 139 to assist schools with providing ongoing instructional coaching and mentoring creating the Instructional Facilitators program. This bill was based on extensive research, including a study from Picus and Odden (2005). The research team identified Instructional Facilitators as catalysts for the most effective professional development by providing a systematic, ongoing, and school-wide approach to improvement.

W. S. 21-13-335, Senate File 70 (2012) reauthorized financial assistance for Instructional Facilitators and instructional coaches as a supplemental resource for school district professional development programs which required districts to provide documentation of the following program components:

- Evidence of a research-based approach to instructional facilitator program implementation.
- A plan for evaluation of the instructional facilitator program over time.

Since the inception of the Instructional Facilitator program, much has been learned about the roles and responsibilities of Instructional Facilitators. Of note, Instructional Facilitators:

- Can have profound impacts on the professional practice of teachers and overall improvement of instruction;
- Have evolved into the role of data analyst; and,
- Have a different role in elementary schools versus secondary schools.

Early in the program, the Instructional Facilitator task force, composed of administrators from Wyoming school districts and WDE staff members, provided direction, leadership, and information to support the implementation of the Instructional Facilitator program. Activities of the task force included coordinating professional development for Instructional Facilitators and sharing evidence-based practices throughout the state.

Actions

- In spring 2012, all 48 school districts completed an online survey regarding the district IF (Instructional Facilitator) program. The person completing the survey was selected in-district based on their “knowledge and oversight of the district IF program.” Additional input from principals, IFs, and other stakeholders was encouraged.
- The 68-question 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 IFs as “teacher-oriented” where the IF is identified as being the primary provider of professional development for teachers. Under this description, most of an IF’s time deals directly with teachers in small groups or individually.
- School districts reported on whether there was a defined protocol or procedure in place for several effective coaching practices (Figure 1a, 1b, 1c) as well as the types of data collected by IFs (see Figure 2a, 2b, 2c)

The district protocol for how elementary IF's achieve the following?(choose all that apply)

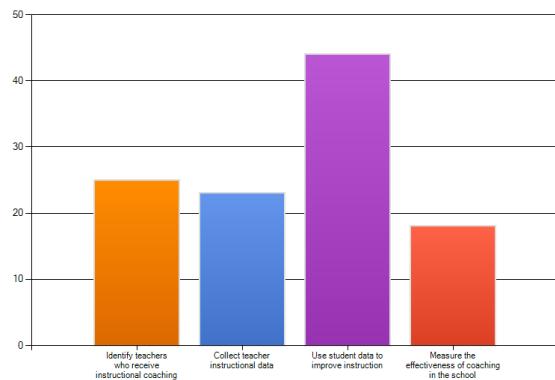
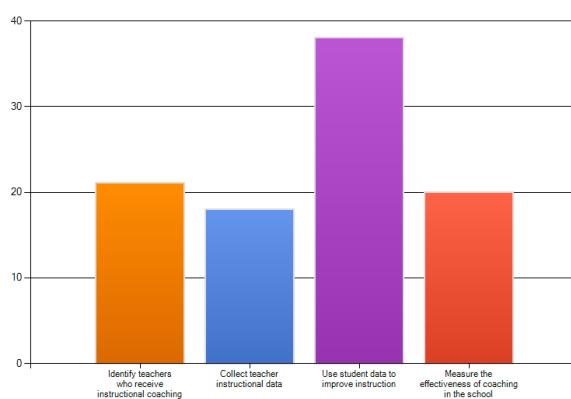


Figure 1a

The district has a protocol for how middle school/junior high IF's achieve the following? (choose all that apply)



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Figure 1b

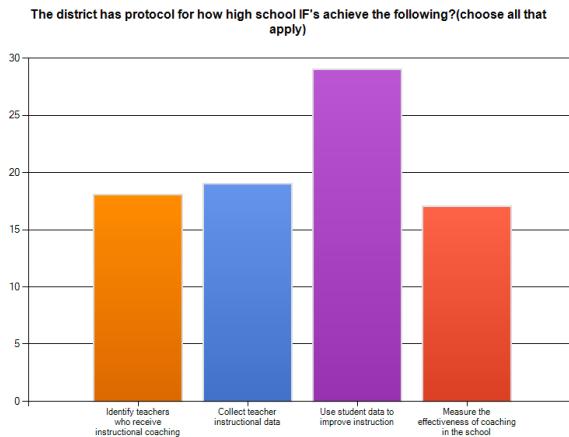


Figure 1c

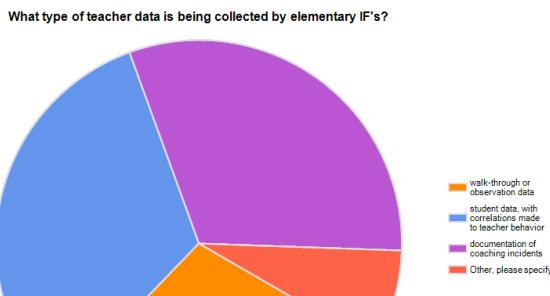


Figure 2a

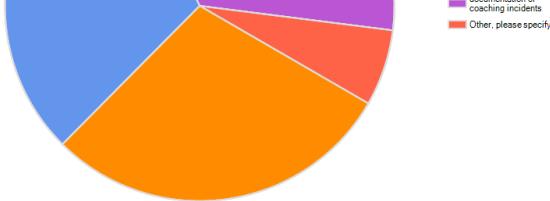
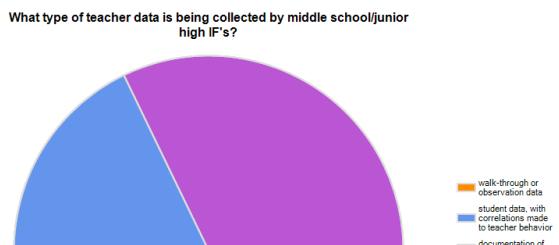


Figure 2b

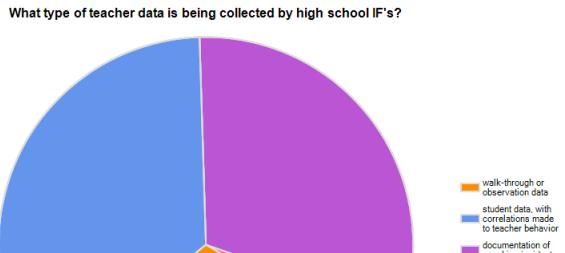


Figure 2c

- Professional development, led by IFs, took place mostly at data meetings on professional development days, during staff meetings, and in the classroom (embedded).
- The majority of the districts reported that there was consistent implementation of the following IF program components:
 - a. the use of the coaching cycle (pre-conference, coach, debrief, support implementation of coaching);
 - b. systematic and defined work for the Ifs;
 - c. the use of effective coaching strategies and techniques; and,
 - d. the collection and analysis of data.
- Districts reported the work of IFs was best described as “content-area based” (such as reading, math, etc.), as opposed to “grade-level based”.
- Additional challenges indicated by districts are stiff educational requirements and finding quality teachers with the knowledge, skills and abilities combined with the leadership skills needed to understand and facilitate data workshops and demonstrate instructional best practices.

Financial

- Grant awards are distributed to districts for salaries and benefits costs only. Resources for supplies, materials, professional development, assessment, and training are resourced through the Wyoming funding model (see Figure 5).
- An additional \$3.8 million was included in the funding as a “footnote” in 2009-2010.
- Amount awarded to school districts in 2010-2011: \$16,000,000
- Amount awarded to school districts in 2011-2012: \$20,236,252
- Amount awarded to school districts in 2012-2013: \$20,568,060
- Since the funding model for school-based Instructional Facilitators is capped at 60% for each FTE position, a major majority of districts reported the use of general funds to augment IFs’ salaries. The following chart summarizes, by district the financial history of the IF grant program. (**Attached on next page**)

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District Name	2009-10			2010-11			2011-12			2012-13		
	Grant Award	Expenditures	Difference	Grant Award	Expenditures	Difference	Grant Award	Expenditures	Difference	Grant Award	Expenditures	Difference
Albany #2	743,944	743,944	0	599,643	598,247	-1,396	760,439	760,438,945	0	760,063	760,063	0
Big Horn #2	142,767	107,654	-35,113	114,886	114,185,81	-3,700,2	154,035	158,450,82	4,416	153,843	153,843	0
Big Horn #3	113,925	113,925	0	92,004	90,220,26	-1,783,740,0	113,573	113,573,11	0	112,229	112,229	0
Big Horn #4	68,766	68,794	28	52,448	52,241,6	-206,400,00	62,713	63,150,94	436	65,568	65,568	0
Campbell #1	1,859,466	1,659,753	-287	1,521,991	1,522,271,9	280,599,995	1,965,248	1,965,247,83	0	1,995,040	1,995,040	0
Carbon #1	381,021	392,381	11,360	306,818	317,021	-10,203	392,026	392,006,66	-19	384,276	384,276	0
Carbon #2	139,013	178,485	39,472	111,670	111,669,94	-0,059,999,99	135,239	135,238,53	0	134,796	134,796	0
Converse #2	373,168	371,673	-1,495	296,733	296,733	-1,797	366,715	369,380,74	2,666	375,858	375,858	0
Converse #2	156,770	88,202	-68,568	125,130	91,051,74	-34,078,26	155,159	94,083,63	-61,075	154,449	154,449	0
Crook #1	244,528	172,237	-70,291	196,152	187,718,18	-8,433,820,0	246,124	193,190,99	-52,924	248,618	248,618	0
Fremont #1	380,613	486,509	103,836	302,820	430,667,64	127,847,64	379,024	350,117,67	-28,906	340,213	340,213	0
Fremont #2	49,814	49,814	0	28,039	28,045,56	6,560,000,00	34,169	34,369,43	200	30,947	30,947	0
Fremont #6	84,168	84,186	18	66,992	66,991,53	-0,470,000,0	85,541	37,451	-49,090	85,231	85,231	0
Fremont #14	132,579	132,579	0	103,208	103,208	0	132,378	132,553	175	131,169	131,169	0
Fremont #21	95,745	83,559	-12,186	82,975	76,720,5,64	-8,769,36	109,794	107,041,88	-2,752	114,242	114,242	0
Fremont #24	69,298	0	-69,298	54,775	57,780,11	3,001,11	66,485	74,852,91	8,368	71,444	71,444	0
Fremont #25	556,603	556,603	0	444,166	444,166,08	0,080,000,00	561,591	561,591,22	0	573,702	573,702	0
Fremont #38	69,093	0	-69,093	55,598	54,884,45	-113,550,00	66,697	66,697	0	75,870	75,870	0
Goshen #1	403,439	493,342	89,903	322,963	518,254,69	195,291,69	395,022	435,267,13	40,195	392,597	392,597	0
Hot Springs #1	150,612	152,636	2,024	118,119	148,400,85	30,281,85	146,827	116,389,67	-30,427	144,827	144,827	0
Johnson #1	275,987	276,415	428	222,042	222,042,23	0,230,000,00	287,697	287,697	0	290,300	290,300	0
Laramie #1	3,035,835	3,099,530	963,695	2,455,928,5	3,151,326,27	695,398,27	3,004,780	3,128,640,11	43,860	3,188,227	3,188,227	0
Laramie #2	182,494	208,337	25,843	157,3,3	157,791,4	478,399,99	203,953	210,840,51	6,888	210,184	210,184	0
Lincoln #1	130,754	144,317	13,563	102,178	106,620,39	4,442,39	128,250	133,797,4	5,547	130,301	130,301	0
Lincoln #2	592,369	529,840	-62,529	468,209	658,916,87	737,869,99	592,464	592,466,76	3	582,203	582,203	0
Natrona #1	2,715,422	3,206,736	491,314	2,170,126	3,109,342,04	939,206,04	2,781,484	3,414,043,37	632,559	2,835,651	2,835,651	0
Nebraska #1	83,341	51,034	-32,307	96,647	52,945,1	-43,701,9	117,028	38,157,71	-78,270	156,047	156,047	0
Park #1	393,695	526,866	133,171	313,516	544,880,74	231,364,74	392,677	570,520,51	177,844	391,872	391,872	0
Park #6	506,007	699,220	193,213	402,006	661,973	259,967	513,602	513,602	0	517,408	517,408	0
Park #16	25,613	24,304	(1,309)	19,017	24,271	5,254	23,254	22,332	(922)	24,894	24,894	0
Platte #1	226,910	226,827	(83)	177,502	177,502	0	220,295	219,950	(345)	218,557	218,557	0

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Platte #2	43,919	43,919	0	35,557	35,558	1	43,731	43,731	0	40,568
Sheridan #1	218,546	218,546	0	177,638	173,991	(3,647)	221,337	242,998	21,661	218,332
Sheridan #2	720,294	720,294	0	589,562	596,106	6,544	742,869	742,869	0	752,949
Sheridan #3	0	0	0	0	0	0	0	0	0	0
Sublette #1	245,963	360,022	114,059	195,557	346,573	151,016	248,233	347,025	98,792	246,199
Sublette #9	173,772	135,666	(38,106)	135,488	98,898	(36,590)	166,319	0	(166,319)	161,454
Sweetwater	1,140,540	1,119,875	(20,665)	942,998	1,033,136	90,138	1,176,578	1,109,640	(66,938)	1,195,547
Sweetwater	621,209	658,199	36,990	495,466	527,211	31,745	609,852	661,077	51,225	625,782
Teton #1	610,122	579,004	(31,118)	502,317	438,216	(64,101)	650,844	553,028	(97,816)	665,610
Uinta #1	648,304	635,301	(13,003)	518,258	543,368	25,110	643,631	643,631	0	638,182
Uinta #4	157,036	158,110	1,074	125,301	127,330	1,957	166,974	166,974	0	175,071
Uinta #6	152,834	153,256	422	125,127	125,498	371	166,660	162,267	(4,393)	167,265
Washakie #'	309,257	300,339	(8,918)	249,314	230,443	(18,871)	317,428	307,521	(9,907)	324,567
Washakie #:	19,693	24,352	4,659	17,224	0	(17,224)	20,671	22,399	1,728	20,867
Weston #1	181,251	182,289	1,038	145,847	145,847	0	182,928	182,927	(1)	178,164
Weston # /	66,947	66,947	0	51,848	51,848	0	64,219	64,219	0	59,342
STATE	19,825,481	21,385,821	1,692,315	15,892,210	18,354,632	2,462,422	20,099,607	20,543,763	444,156	20,568,060
	19,756,000		16,000,000		20,236,252		20,568,060			

Results

In the spring 2012 IF online survey, districts were asked to identify how WDE could assist them in implementing the IF program. Almost all districts at all grade configurations, requested the WDE coordination of on-going professional development for IFs and stability in IF funding.

- University of Wyoming GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and the Wyoming Department of Education, partnered to sponsor an IF Summit for Instructional Facilitators. This IF Summit was held in May 2012. This Summit concentrated on Ruby Payne Teaching Students in Poverty, Reading Success, and Networking for Instructional Facilitators.

Elementary

- Elementary IFs worked primarily with:
 - individual teachers based on instructional needs
 - individual teachers who requested coaching
 - groups of teachers
- Reading was identified as the content area where the majority of elementary IFs supported teachers with the implementation of instruction.

Middle School/Junior High

- Middle school/junior high IFs worked primarily with:
 - individual teachers based on instructional needs
 - individual teachers who requested coaching
 - groups of teachers
 - inexperienced teachers
- “Reading in Content Area” was identified as the content area where the majority of middle school/junior high IFs supported teachers with the implementation of instruction

High School

- High School IFs worked primarily with:
 - individual teachers based on instructional needs
 - individual teachers who requested coaching
 - groups of teachers
 - inexperienced teachers
- Language Arts and Technology were identified as the content areas where the majority of high school IFs supported teachers with the implementation of instruction

Recommendations

As part of the continued commitment to fulfill statutory requirements and improve the Instructional Facilitator program in Wyoming, the WDE will consult districts on specific aspects of instructional coaching and provide a forum to collaborate and post best practices. The WDE will continue to work and assist Instructional Facilitators and provide quality professional development around numeracy, literacy, Common Core State Standards, and critical thinking in an effort to work toward overall program improvement. It is WDE's recommendation that the Wyoming Legislature:

- Continue to fund the IF Program using the formula outlined in W.S. 21-13-335.
- Continue to implement IF Program requirements as outlined in W.S. 21-13-335.