



Wyoming Department of Education
School-Based Instructional Facilitators/
Instructional Coaches Grant
Update

Select Committee on School Finance Recalibration

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Authority: Legislation/Statutes

- House Bill 139, 2006
- W.S. 21-13-335, Senate File 70, *Reauthorized 2009*

History: Perspective/Process

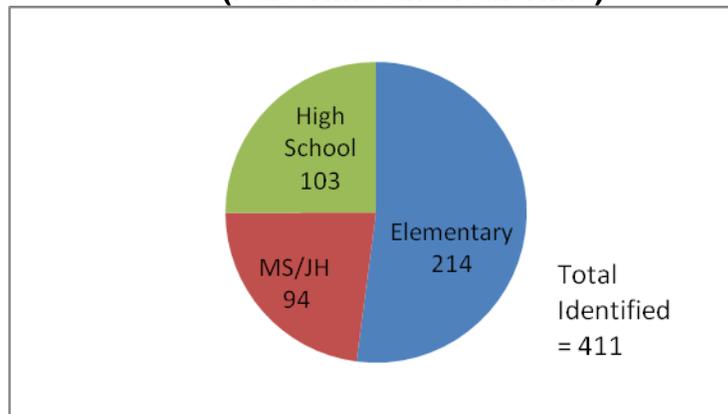
1. House Bill 139 (2006) was established to assist schools with providing ongoing instructional coaching and mentoring.
2. Picus and Odden (2005) recommended that Instructional Facilitators (IF's):
 - a. Coordinate and work with others to improve instructional programs, including technology.
 - b. Provide ongoing instructional coaching to all teachers.
 - c. Spend time in the classrooms embedding professional development for teachers (modeling lessons, observing teachers, and giving feedback to teachers).
3. Additionally, Picus and Odden (2005) identified IF's as catalysts for the most effective professional development because they provide a systematic, ongoing, and school-wide approach to improvement.
4. In the report, *The Wyoming Improving School: School use of resources study* by Picus and Odden (2008), twenty educational leaders commented on current professional practices of IF's. Comments include:
 - IF's help teachers develop instruction around essential learnings, develop and administer relevant assessments, analyze data from assessments, and reflect on the success and shortcomings to improve instruction and student performance.
 - Professional development is aided by district and school IF's, who support the work of all teachers.
 - IF's model effective ways to deliver instruction and facilitate discussion about best and successful practices among teachers.
 - IF's provide considerable instructional leadership.

5. In 2009, the Wyoming Legislature 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:
 - a. Evidence of a research-based approach to IF program implementation.
 - b. A plan for evaluation of the IF program.
6. The grant currently funds at about 60% of a teacher FTE.
7. In July 2010, the Select Committee on School Finance Recalibration recommended the following for the Wyoming IF Program:
 - a. Continue to fund the IF Program at 60%, using the formula outlined in W.S. 21-13-335, for the next five years.
 - b. Continue to implement program requirements, as outlined in W.S. 21-13-335.
8. In an evaluation of the Wyoming IF Program, Young and Rush (UW, 2009) analyzed and recommended the following:
 - a. Address the differentiated work of IF's who work in elementary schools versus secondary schools.
 - b. Align the roles, responsibilities, and priorities for IF's with regard to demands at different grade levels.
9. 2009 recommendations from WDE included:
 - a. Continue funding, at the current level, the school-based IF grant.
 - b. Continue to require annual reporting by school districts to WDE to ensure the implementation of a research-based approach to on-going instructional coaching and mentoring.
 - c. Continue to support the improvement of the IF program by requiring WDE to synthesize information regarding:
 - i. Evidence-based best practices for IF's
 - ii. Professional practice standards for IF's at the elementary and secondary levels.
 - iii. Develop instructional standards for teachers that all IF's support in their work.
 - iv. Develop a suggested protocol for the implementation of job-embedded professional development to improve teacher performance.

Actions: Data/Participation/Trainings

1. In spring 2010, all 48 school districts completed an online survey regarding the district IF 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, IF's, and other stakeholders was encouraged.
2. Results were shared with the IF Task Force members, via webinar, and then shared statewide, via Superintendents' Memo, in September 2010.
3. Districts reported that there were approximately 411 Instructional Facilitators (part-time and/or full-time) serving grades K-12 in Wyoming in 2009-2010 (see Figure 1).

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



4. The 65-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 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.
5. School districts reported on whether there was a defined protocol, or procedure, in place for several effective 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

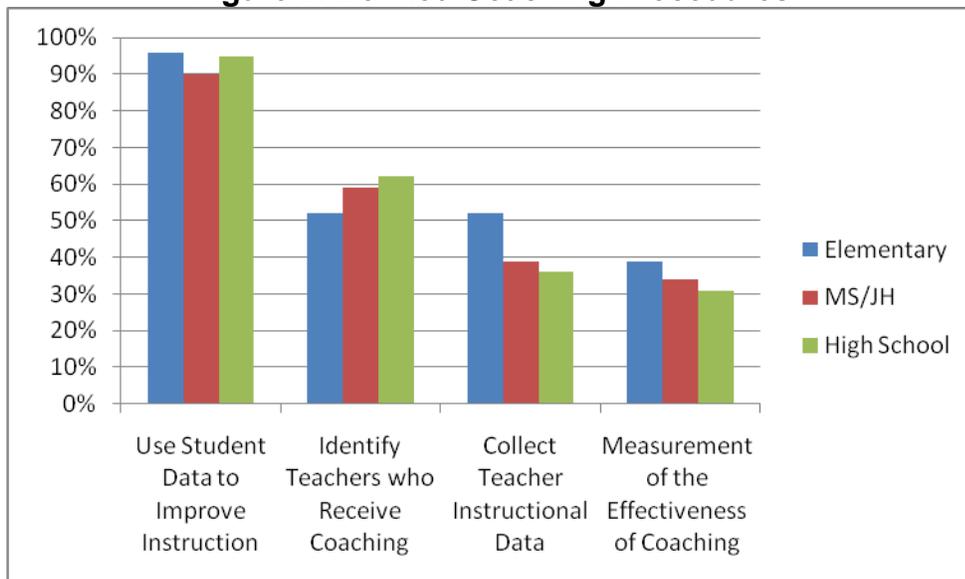
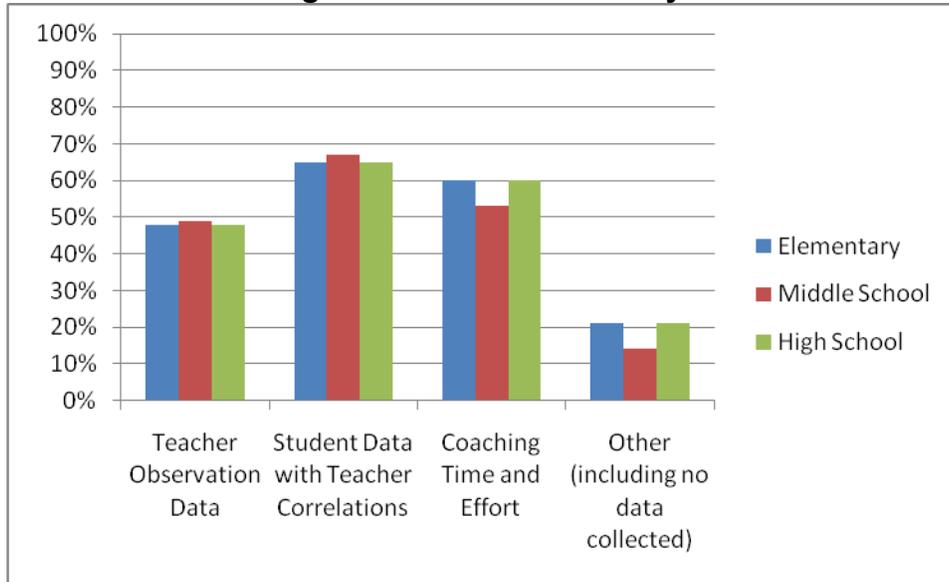
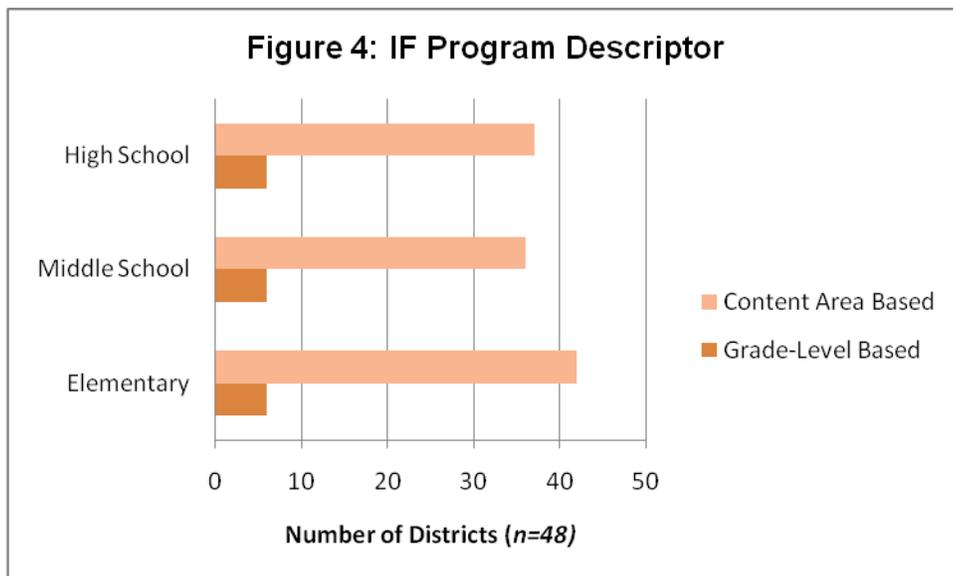


Figure 3: Data Collected by IF's



6. Professional development, led by IF's, took place mostly at data meetings, on professional development days, during staff meetings, and in the classroom (embedded).
7. The majority of 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 IF's
 - c. the use of effective coaching strategies and techniques
 - d. the collection and analysis of data.
8. Districts reported that the work of IF's was best described as "content-area based" (such as reading, math, etc), as opposed to "grade-level based" (see Figure 4).

Figure 4: IF Program Descriptor



9. Membership in the IF Task Force is representative of all three grade configurations. The WDE IF program manager is the facilitator for the IF Task Force and solicits recommendations, input, and assistance from task force members.
10. A “strand” for IF’s was included in the NCA fall School Improvement Conference in September 2010. Presentations included those from WDE staff, national consultants, and practitioners from within the state.
11. University of Wyoming Associate professor, Leslie Rush, is currently conducting action a two-year qualitative study on the roles and responsibilities of IF’s in Wyoming who work with teachers at middle and high school levels on literacy instruction, contextual factors that affect this work, and the impact of the work on teacher practice and student learning. Data will include interviews of IF’s and case studies of contexts in which Instructional Facilitators work; cross-case comparative analysis will be used to build findings across cases. Although literacy coaches are working in secondary schools around the country, little research currently exists on this work; this study will assist in filling this gap in existing research.
12. Additional research is planned to determine if there is statistical significance in the work of instructional facilitators on increased student achievement, using MAP data and other common assessments. Dr. Rush’s research is funded by the International Reading Association’s Elva Knight Grant.
13. Additional research if planned to determine if there is statistical significance in the work of instructional facilitators on student achievement using MAP data
14. A statewide committee of educational leaders will meet in October 2010 to provide input on evaluation instruments for IF’s and to determine appropriate student performance data on which IF’s should be able to review with evaluators during a personnel evaluation. This is in partial fulfillment of Chapter 29 rules (Wyoming State Board of Education) to design evaluation systems to measure the effectiveness of school personnel.
15. At its July meeting, the Select Committee on School Finance Recalibration recommended that the IF program receive permanent funing in the recalibrated school finance model with a cap at 60% proration rate. Unused monies from school districts will not be redistributed.

Financial: Expenditures To Date/Anticipated Other Costs

- 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 2009-2010: **\$19,825,481**
- Amount awarded to school districts in 2010-2011: **\$16,000,000**

Figure 5: Instructional Facilitator Grant Awards 2006-07 through 2010-2011

District ID	District Name	2006-07		2007-08		2008-09		2009-10		2010-11
		Grant Award	Expenditures	Grant Award	Expenditures	Grant Award	Expenditures	Grant Award	Preliminary Expenditures	Grant Award
0101000	Albany #1	622,402.39	534,872.90	636,523.05	634,003.10	830,547.77	836,672.27	743,943.89	743,943.89	599,643.43
0201000	Big Horn #1	121,721.06	121,721.06	112,293.25	112,293.25	148,910.37	148,910.81	131,978.40	131,978.40	107,790.05
0202000	Big Horn #2	120,120.14	117,707.78	123,393.17	122,315.26	162,755.98	171,563.41	142,767.20	107,653.95	117,885.86
0203000	Big Horn #3	97,770.31	97,770.31	97,832.60	97,832.60	128,166.86	128,166.86	113,925.13	113,925.13	92,004.13
0204000	Big Horn #4	59,796.48	60,060.84	62,665.36	68,619.02	81,870.37	80,175.48	68,766.39	68,766.39	52,448.11
0301000	Campbell #1	1,420,158.55	1,371,173.49	1,477,356.45	1,445,158.98	1,973,427.09	1,952,595.13	1,859,466.17	1,859,752.54	1,521,990.87
0401000	Carbon #1	297,793.72	199,477.96	304,023.19	287,428.54	416,901.08	423,517.56	381,020.49	392,380.78	306,818.23
0402000	Carbon #2	111,348.60	74,174.20	114,498.66	127,220.91	156,336.11	141,316.66	139,013.32	178,484.92	111,669.94
0501000	Converse #1	298,520.80	298,520.80	308,900.81	308,130.18	429,882.20	410,683.28	373,168.01	371,673.18	296,733.08
0502000	Converse #2	70,103.00	70,103.00	132,225.78	81,819.57	170,258.70	-	156,769.80	174,319.36	125,129.53
0601000	Crook #1	190,996.21	190,996.21	201,129.66	210,955.29	273,298.40	154,046.80	244,527.67	174,236.55	196,151.47
0701000	Fremont #1	330,760.44	330,760.44	330,581.14	448,203.52	440,334.31	570,940.15	380,673.05	484,509.01	302,819.87
0702000	Fremont #2	51,536.99	51,536.99	49,327.58	49,968.46	61,495.15	61,811.99	49,814.37	49,814.37	28,039.38
0706000	Fremont #6	64,545.67	64,545.67	67,008.43	67,008.43	90,852.70	90,852.70	84,168.12	84,186.00	66,991.53
0714000	Fremont #14	109,531.81	109,531.82	107,482.19	107,482.19	144,427.64	144,427.64	132,579.17	132,579.17	103,208.13
0721000	Fremont #21	60,894.60	60,894.60	63,652.83	61,043.79	97,930.53	87,680.01	95,744.79	83,559.00	82,975.39
0724000	Fremont #24	47,442.05	46,857.55	58,772.29	55,686.52	85,202.88	72,946.99	69,297.87	69,297.87	54,779.43
0725000	Fremont #25	462,263.49	462,263.49	474,931.83	474,931.83	614,120.11	614,120.11	556,603.12	556,603.12	444,166.08
0738000	Fremont #38	52,031.42	-	64,082.55	12,834.79	-	-	69,092.47	-	55,597.83
0801000	Goshen #1	351,896.43	351,893.43	350,789.94	350,265.04	458,207.15	480,132.20	403,439.27	493,341.53	322,962.59
0901000	Hot Springs #1	131,493.94	119,440.47	131,854.21	148,775.19	167,520.40	161,350.84	150,611.93	152,636.51	118,119.44
1001000	Johnson #1	232,473.91	232,473.91	240,428.11	-	317,815.77	317,815.77	275,986.94	276,415.11	222,042.23
1101000	Laramie #1	2,561,086.73	2,544,785.84	2,547,425.48	3,594,351.15	3,390,866.96	4,383,003.03	3,035,835.01	3,999,530.26	2,455,928.10
1102000	Laramie #2	167,376.41	147,375.05	166,441.28	186,442.64	220,339.94	220,339.94	182,493.57	208,337.06	157,313.39
1201000	Lincoln #1	117,552.07	-	119,157.55	366,537.65	156,816.73	137,073.61	130,753.97	144,316.45	102,177.66
1202000	Lincoln #2	473,957.92	473,680.04	473,129.39	483,926.23	642,964.64	483,705.14	592,369.07	529,840.11	468,209.28
1301000	Natrona #1	2,289,908.20	2,289,908.20	2,326,366.60	2,742,226.44	3,041,765.45	3,430,706.24	2,715,421.95	3,206,735.47	2,170,135.91
1401000	Niobrara #1	45,525.46	39,896.01	68,465.07	14,803.59	92,404.74	55,572.51	83,340.56	51,034.42	96,646.91
1501000	Park #1	317,986.83	317,986.83	321,023.88	451,414.13	437,978.35	483,808.84	393,694.64	526,865.48	313,516.30
1506000	Park #6	434,759.00	374,607.84	432,584.48	550,100.54	558,194.32	719,759.54	506,006.68	699,220.13	402,005.87
1516000	Park #16	22,294.24	22,294.24	21,895.04	21,895.04	28,114.57	24,170.58	25,613.44	24,303.56	19,016.89
1601000	Platte #1	194,726.49	194,600.77	201,183.68	201,212.22	263,703.25	263,793.34	226,909.49	226,826.83	177,502.24
1602000	Platte #2	47,606.28	47,606.28	39,667.16	39,667.16	49,984.06	49,984.06	43,918.94	43,918.55	35,557.22
1701000	Sheridan #1	180,545.59	178,056.10	184,869.52	188,490.01	247,665.07	262,704.83	218,545.58	218,545.58	177,637.96
1702000	Sheridan #2	580,803.36	580,803.36	603,282.44	612,745.46	809,542.81	809,542.81	720,293.79	720,293.79	589,561.84
1703000	Sheridan #3	-	-	-	-	-	-	-	-	-
1801000	Sublette #1	149,791.23	211,070.26	179,135.58	369,476.93	254,604.76	371,026.30	245,963.21	360,021.53	195,557.07
1809000	Sublette #9	-	-	-	-	192,710.54	-	173,771.57	135,666.21	135,487.99
1901000	Sweetwater #1	812,893.03	760,422.93	859,332.37	866,724.44	1,190,992.73	1,024,487.70	1,140,540.28	1,119,875.00	942,997.90
1902000	Sweetwater #2	513,227.27	513,227.27	502,879.64	550,511.49	665,998.77	738,395.45	621,208.64	658,198.70	495,465.91
2001000	Teton #1	525,216.29	525,216.29	525,949.71	467,058.17	691,718.97	711,714.79	610,121.91	579,003.86	502,316.68
2101000	Uinta #1	546,561.56	516,657.86	557,454.07	587,357.77	725,668.95	713,562.87	648,304.13	635,300.47	518,257.91
2104000	Uinta #4	130,875.59	80,323.33	131,811.46	131,811.46	181,008.73	181,008.73	157,035.45	158,109.58	125,380.77
2106000	Uinta #6	130,645.76	131,724.60	128,395.10	128,395.10	163,562.83	166,824.06	152,833.92	153,256.31	125,126.45
2201000	Washakie #1	256,755.46	254,558.21	257,780.03	259,977.28	342,768.06	342,768.06	309,256.90	300,339.40	249,314.07
2202000	Washakie #2	-	-	-	-	21,388.93	-	19,692.80	24,351.75	17,223.47
2301000	Weston #1	145,934.42	131,908.93	155,829.78	148,518.66	202,116.38	202,116.38	181,250.63	182,289.00	145,847.42
2307000	Weston #7	48,368.80	48,368.80	36,424.50	36,424.50	71,163.77	71,163.77	66,947.09	66,947.09	51,848.19
Grand Total	STATE	16,000,000.00	15,351,855.96	16,350,236.89	18,272,044.52	21,894,305.88	22,896,959.24	19,825,480.79	21,603,912.93	16,000,000.00
Appropriation		16,000,000.00		16,000,000.00		21,894,306.00		19,756,000.00		16,000,000.00

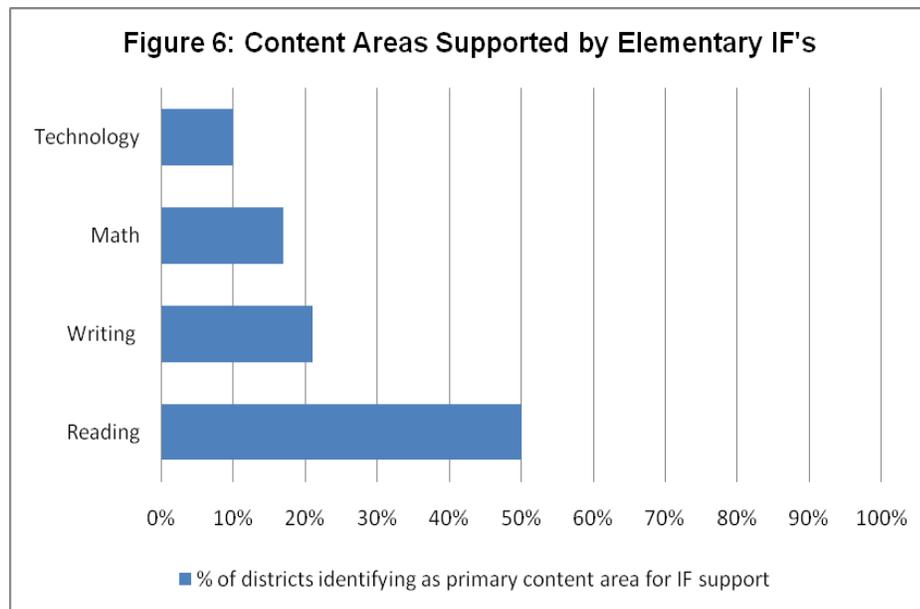
- Notes:
1. Expenditures are self-reported by districts via the WDE601. Expenditures for 2009-10 are preliminary.
 2. Grant Awards that exceed the appropriation are due to reallocating unspent/returned district funds from the previous year.
 3. Many districts supplement their IF program with general fund monies, one reason is because IF salaries tend to be more expensive than the average salaries in the model (IFs are typically more experienced and/or educated than the average teacher). Other supplemental expenses include professional development and supplies/materials.

1. In the spring 2010 IF online survey, districts were asked, in a narrative question, to identify how WDE could assist them in implementing the IF program. Anecdotally, almost all districts, at all grade configurations, requested the WDE coordination of on-going professional development for IF's and stability in IF funding.

2. Noteworthy data by grade configuration includes:

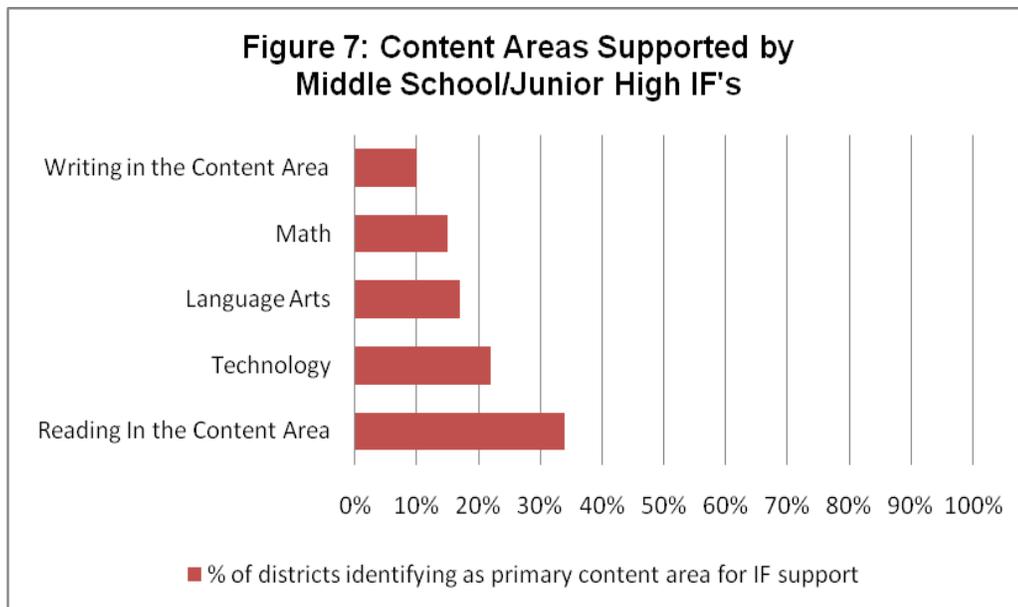
ELEMENTARY:

- a. Approximately 214 part-time and/or full-time staff members were identified as elementary IF's for the 2009-2010 school year.
- b. Elementary IF's worked primarily with:
 - i. individual teachers based on instructional needs
 - ii. individual teachers who requested coaching
 - iii. groups of teachers
- c. School districts chose three primary roles of elementary IF's (see figure 9). The most frequently selected primary roles for elementary IF's included:
 - i. provide professional development to groups of teachers
 - ii. compile, analyze, and share data,
 - iii. model effective instructional strategies for teachers
- d. Reading was identified as the content area where the majority of elementary IF's supported teachers with the implementation of instruction (see Figure 6). Districts selected additional content areas supported by IF's in a separate question.



MIDDLE SCHOOL/JUNIOR HIGH:

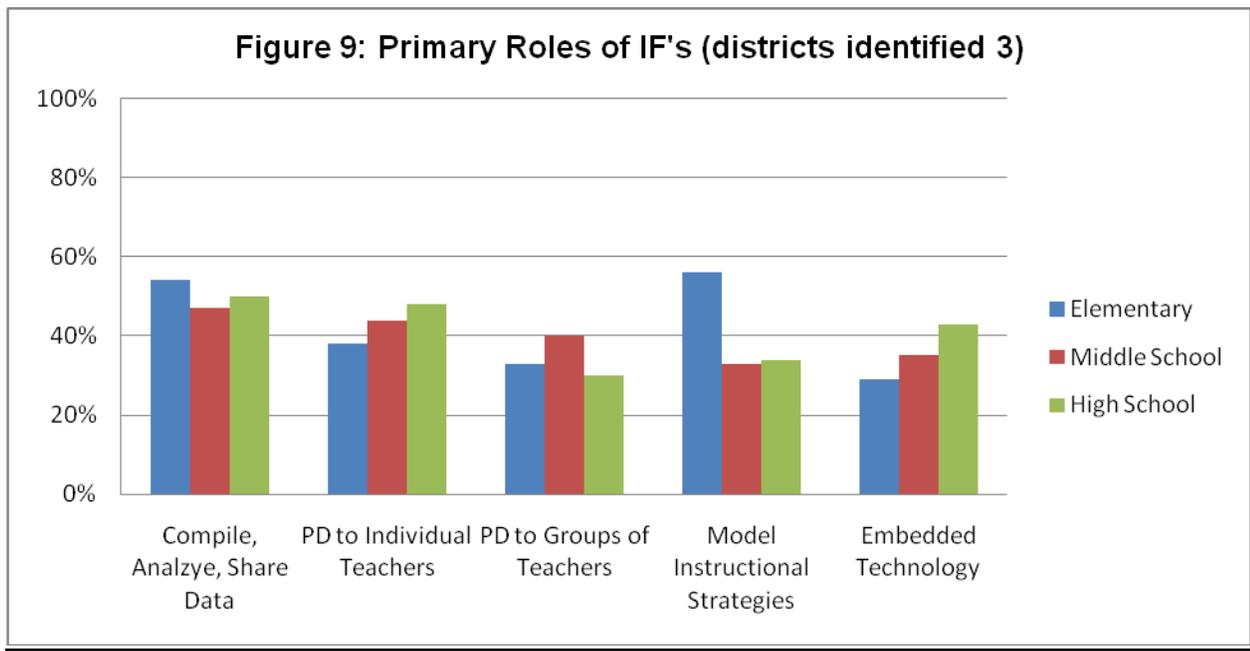
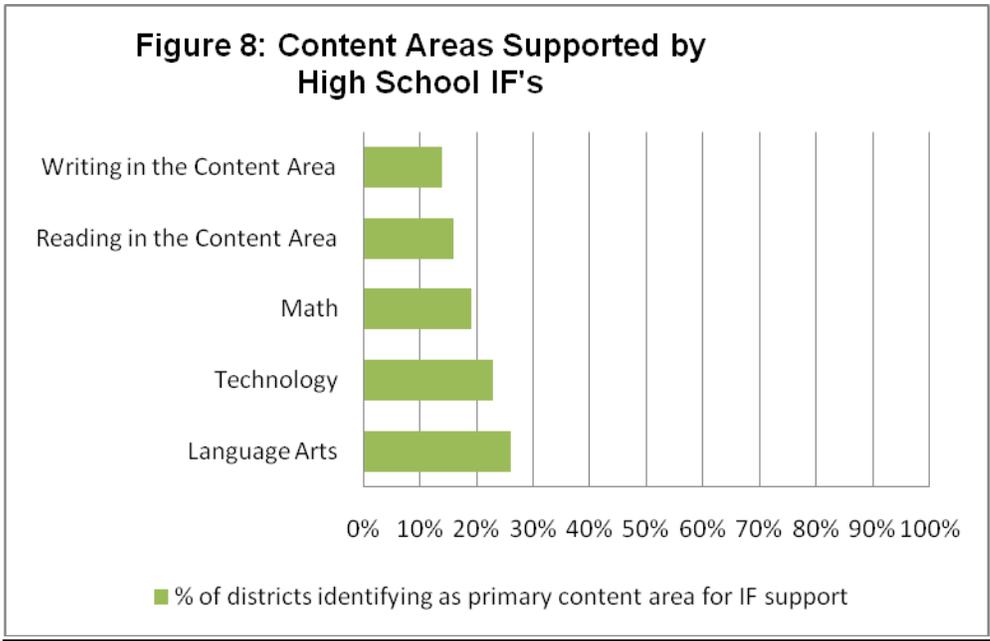
- a. Approximately 94 part-time and/or full-time staff members were identified as middle school/junior high IF's for the 2009-2010 school year.
- b. Middle school/junior high IF's worked primarily with:
 - i. individual teachers based on instructional needs
 - ii. individual teachers who requested coaching
 - iii. groups of teachers
 - iv. inexperienced teachers
- c. School districts chose three primary roles of middle school/junior high IF's (see figure 9). The most frequently selected primary roles for middle school/junior high IF's included:
 - i. compile, analyze, and share data
 - ii. provide professional development to individual teachers
 - iii. provide professional development to groups of teachers
 - iv. assist teachers in embedding technology in the classroom.
- d. "Reading in the Content Area" was identified as the content area where the majority of middle school/junior high IF's supported teachers with the implementation of instruction (see Figure 7). Districts selected additional content areas supported by IF's in a separate question.



HIGH SCHOOL:

- a. Approximately 103 part-time and/or full-time staff members were identified as high school IF's for the 2009-2010 school year.
- b. High school IF's worked primarily with:
 - i. individual teachers who requested coaching
 - ii. individual teachers based on instructional needs
 - iii. groups of teachers
 - iv. inexperienced teachers

- c. School districts chose primary roles for high school IF's (see Figure 9). The most frequently selected primary roles for high school IF's included:
 - i. compile, analyze, and share data
 - ii. provide professional development to individual teachers
 - iii. assist teachers in embedding technology in the classroom
- d. Language Arts and Technology were identified as the content areas where the majority of high school IF's supported teachers with the implementation of instruction (see Figure 8). Districts selected additional content areas supported by IF's in a separate question.



NEXT STEPS:

1. On-going data collection/research by WDE and UW with a focus on IF's and IF programs in Wyoming.
2. Performance evaluation system for IF's aligned with Chapter 29 requirements.
3. Performance evaluation system for teachers (Chapter 29) may provide instructional standards for IF's to support.

RECOMMENDATIONS:

1. Continue to fund, at the current level, the school-based IF grant.
2. Commit to stable funding for the IF program in the recalibration process.
3. Provide monies to WDE to coordinate systemic professional development opportunities for IF's in Wyoming. This will help to build the capacity of IF programs at the school, district and state level. Professional development opportunities should focus on data interpretation, instructional leadership, and the effective delivery of instruction.
4. Continue to require annual reporting by school districts to WDE to ensure the implementation of a research-based approach to on-going instructional coaching and mentoring.
5. Continue to support the improvement of the school-based IF grant through the efforts of WDE to create a system of accountability whereby IF's consistently provide effective, embedded professional development to teachers.