



Mike Rutherford Learning Group

Goal: By May of 2024, all district Assistant Principals and Principals will receive training in the following areas:

1. Rationale and evidence-based practices for instructional leadership, strengths-based development of teachers and teaching, and overview of feedback & coaching approaches
2. Classroom observation and analysis skills
3. Introduction to the 23 Artisan Teacher Themes and applications to observation and feedback
4. Feedback & coaching skill development: 30 Second Feedback
5. Feedback & coaching skill development: Craft Conversations
6. Feedback & coaching skill development: Next Level Coaching

Assistant Principal Survey Data to support need:

Please see attached spreadsheet from survey data collected in 2020. **Approximately 60% of Assistant Principals** indicated they needed support with Instructional Leadership, Coaching, Observations, Feedback, Teacher Support, and additional areas that can be supported through a concrete systemic approach to building frequent observation and feedback cycles focused on identifying high-impact instructional strategies that engage students in the learning process.

Delivery Model:

All leaders will receive learning through an ***in-person workshop model***.

Additional context to support the initiative:

Rutherford Learning Group has worked with approximately **15 of Georgia's** schools, districts, organizations, and businesses since 1998. This includes **DeKalb County School District from 2016-2018**.

Rutherford Learning Group has supported and trained approximately a **total of 294 schools**, districts, organizations, and businesses since 1998 that span nationwide.

Integrating Mike Rutherford's Coaching and Feedback Lab into the school district's Principals and Assistant Principals Academies can offer substantial benefits to leadership development, professional learning, and the enhancement of teaching strategies. Mike Rutherford's approach emphasizes observation, coaching, and feedback as essential components of effective teaching strategies. Here's an explanation of why this integration can be valuable, along with supporting data:

1. **Personalized Professional Growth:** The Coaching and Feedback Lab provides a structured framework for principals and assistant principals to observe teachers in action, offer targeted coaching, and provide constructive feedback. This personalized approach to professional development allows educators to address their specific strengths and areas for improvement, leading to more effective teaching practices.

2. **Data-driven decision-making:** Integrating observation, coaching, and feedback fosters a data-driven approach to instructional improvement. Principals and Assistant principals can gather evidence-based insights through observations and use them to tailor coaching strategies. This data-driven decision-making process enhances the overall quality of teaching and positively impacts student outcomes. Also, trends that define professional learning needs for a building can be analyzed, and support can be provided in a way that is curated to meet individual teacher, grade level, content, or building needs.
3. **Continuous Improvement:** Research has consistently shown that ongoing professional development leads to sustained improvements in teaching quality. Regular observations, coaching sessions, and feedback loops create a culture of continuous improvement among educators. This cycle encourages educators to refine their strategies over time, leading to better classroom experiences and higher student achievement.
4. **Impact on Student Learning:** Studies indicate a strong correlation between effective teaching practices and student achievement. When educators receive targeted coaching and feedback, they are more likely to implement research-backed instructional techniques that directly influence student learning outcomes. This, in turn, can contribute to increased standardized test scores, graduation rates, and overall student success.
5. **Cultivation of Reflective Practitioners:** Rutherford's Coaching and Feedback Lab encourages educators to reflect critically on their teaching practices. Principals and Assistant principals can guide teachers to self-assess their methods, cultivating a mindset of continuous self-improvement. Reflective practitioners are more adaptable, open to change, and better equipped to meet the evolving needs of diverse student populations.

Supporting Data: Numerous studies have highlighted the positive impact of observation, coaching, and feedback on teaching effectiveness and student achievement:

1. The Bill & Melinda Gates Foundation's "The Measures of Effective Teaching Project" demonstrated that teachers who received regular feedback and coaching were more likely to improve their instruction and promote student success. (<https://gates.ly/45vEjgL>)
2. A meta-analysis by the Harvard Graduate School of Education found that targeted coaching and feedback resulted in a substantial improvement in teaching quality, which in turn contributed to enhanced student learning outcomes. (<https://bit.ly/Harvardcoaching>)
3. The RAND Corporation's research indicated that observation and feedback programs are associated with increased teacher retention and job satisfaction, as educators feel supported in their professional growth. (<https://bit.ly/RANDcoaching>)
4. The Annenberg Institute for School Reform at Brown University reported in "Leading by Example: Principal Leadership Institutes as a Driver for Change in Metro Nashville Public Schools" the following: "By far, the experience that had the most impact on principals and their capacity to transform teaching and learning was "Developing the Artisan Teacher" and the "Skillful Observation and Coaching Laboratory," developed by the Rutherford Learning Group and presented by Mike Rutherford. There are several factors contributing to the success of this professional learning experience:

- a. Theory-based content with practical application-
 - i. Elements that made these sessions so valuable were, first and foremost, the thoughtful and theory-based content and, secondly, the accessible, practical application in the everyday lives of principals. Several principals discussed how they use some aspect of this training every day; it has provided them with a "common language" that facilitates their discussions about the practice among peers and conversations with teachers about improving instructional practice.
- b. Alignment with the district's core values and beliefs.
 - i. "The training increased principals' capacity to observe, coach, and give feedback to teachers, but equally important, it focused on how principals could do this by building on teachers' assets as opposed to dwelling on their deficits - a strength-based approach consistent with the belief systems embedded in the goals and design of the PLIs. In reflecting on the impact the training had on his personal growth, one principal commented, "I felt like [this learning] was about me improving my skill, but not from a remediation standpoint; This was about making you better wherever you are on the spectrum."
<https://bit.ly/Annenberg24>

Incorporating Mike Rutherford's Coaching and Feedback Lab into the Principals and Assistant Principals Academies can provide a systematic, research-backed approach to improving teaching practices. By leveraging observation, coaching, and feedback, educators can enhance their instructional methods, resulting in better teacher and student outcomes.