

Focus of Practice Protocol

Important Consideration: Participating teachers, keep requirement submission dates in mind as you develop and get started with your plan. We *strongly encourage* you to start your Focus of Practice as soon as possible to ensure that all components are completed by their designated due dates and your program timeline isn't impacted. Extensions may be requested for *extenuating circumstances*, but please note that extensions or late submissions can affect your program timeline. Program timelines have been provided here for your reference: [Year 1, Year 2, and Pending ECO Participating Teachers](#)

Self-Analysis (Getting Started)

Step 1: The participating teacher will complete the *Focus of Practice Self-Analysis* either on their own or in conversation with their coach. This choice will be determined by the teacher.

- For each element, the teacher will **check the one box or highlight the one level** that most closely indicates their current level of practice. At the bottom of each domain, there is an area for notetaking.

Step 2: If the participating teacher decides to complete the *Focus of Practice Self-Analysis* on their own, they will share their ratings with their coach. The teacher will also share any specific **domains** within the self-analysis that are **strengths as well as focus areas** with their coach. This conversation will be an important precursory step in developing your *Focus of Practice*.

Step 3: Participating teachers will upload their *Focus of Practice: Self-Analysis* to their digital accounts by **January 27th**.

Plan Development (Part I)

Step 4: The participating teacher and coach will collaborate together on *Part I: Plan Development*. Specifically, they will discuss and determine the responses for Cells 1-4. In addition to using the directions in *Part I: Plan Development* to guide this planning, below are some considerations when developing Cells 3 and 4:

- **Cell 3: Crafting the Focus of Practice**
The Focus of Practice should require the teacher's involvement over a period of several weeks. With that being said, it shouldn't be overly complex and unattainable that teachers won't be able to make significant progress and thus experience frustration. On the other hand, the focus of practice shouldn't be a quick fix issue that teachers will be able to mitigate within days. As you can see, it's really important to develop a focus of practice that is robust enough for a 4-6 week cycle, but it also needs to be practical enough where teachers can see progress in their teaching within the time given.
- **Cell 4: Actions/Practices/Strategies**
The teacher and coach will brainstorm and document an initial set of actions/practices/strategies during their collaborative meeting on Part I. Moving forward, the teacher and coach will discuss on a weekly basis the most recent reflective journal and come up with actions/practices/strategies to implement for the upcoming week (These additional actions/practices/strategies will be noted in *Part II: Reflective Journal*). They will continue this process until the end of the 4-6 week cycle.

Step 5: Participating teachers will upload their *Focus of Practice: Part I (Plan Development)* to their digital accounts by **February 17th**.

Reflective Journal (Part II)

Step 6: Each week, based on their planned *actions/practices/strategies*, the participating teacher will decide with their coach when would it be the most valuable time to conduct their reflection. (Example: A teacher who is writing a reflective journal on engagement in their classroom, may elect to complete their

journal right after a planned lesson with engagement structures to gain the most insight while it is still fresh in their mind.)

Step 7: During the weekly reflection, the participating teacher will respond to four questions to ensure there is a consistent measure to analyze their progress. The four questions are listed in *Part II: Reflective Journal*.

Step 8: During weekly meetings, the teacher and coach will debrief the week's reflection. **The teacher will share their responses to their reflective questions and the coach will guide them in discussion of next steps**, specifically changes or improvements that can be made in the teacher's planned actions/practices/strategies to better improve the Focus of Practice. Teachers, be sure to include any ahas or insights from these conversations with your coach in that week's Reflective Journal.

- Coaches:
 - During your weekly discussions, please keep in mind that **asking your teacher to reflect on what factors contributed to either the success or need for change** will be especially significant in guiding your teacher in recognizing causal factors in their Focus of Practice.
 - Keep in mind there may be weeks that a change isn't necessary because your teacher hasn't had a sufficient amount of time to see if their actions/practices/strategies are effective or perhaps your teacher is seeing success.
 - **Each week be sure to record your teacher's greatest insights and/or next steps in your monthly log in the section "Discussion of goals related to ILP/Focus of Practice".**

Summative Reflection (Part III)

Step 9: At the conclusion of the reflection period, participating teachers will summarize their insights, learnings, and findings regarding their Focus of Practice. Specifically, teachers will address the three prompts in *Part III: Summative Reflection* to describe their reflective process over the last 4-6 week period.

Final Administrator Collaborative (Part III)

Step 10: After the participating teacher has completed all reflective journals and noted their final insights in their summative reflection, they will schedule a 15-minute meeting with their administrator (in-person or virtually) to share their process and learnings from their Focus of Practice. Specifically, the teacher will follow the detailed instructions in *Part III: Final Administrator Collaborative* to conduct this process.

Important Steps Before Submission

Step 11: The participating teacher will review their completed reflective journal and summary to ensure that all the details are included to offer clarity in their process.

Step 12: The participating teacher will share their completed document (Part I, II & III) with their coach for feedback and make any edits prior to submission.

- Coaches, since you have worked alongside your teacher as they have reflected on their Focus of Practice over 4-6 weeks, you have a sound understanding of the process that they have been through. With this in mind, please review your teacher's Focus of Practice and offer any suggestions or supportive details that would add value to their final submission.

Step 13: Participating teachers will upload their Focus of Practice: Part I, II & III to their digital accounts.

- Year 1 Teachers Due Date: **April 21st**
- Year 2 & Pending ECO Teachers Due Date: **April 7th**