

Intensive Coaching Support: Ms. Lopez

Teacher's Name	Tier	Coaching Support/Observation
<p>Lewis</p> <p>02/06 1st period 9:10-10:30a.m</p> <p>02/07 6thperiod 2:15-3:00p.m.</p>	2	<p>This week I was able to coach and support Mrs. Lewis with debriefing the interim assessments. On Monday, I modeled using the Promethean to debrief the assessment. Technology and use of promethean is a challenge at this point...she doesn't feel comfortable and requires some training. With training she would definitely implement and use very often. My main focus was to model for Mrs. Lewis and her 6th grade students how to highlight strikeout answers and write notes on the notepad. Her students and Mrs. Lewis have not been exposed to the new 6th grade strategies that students can use on the computer while testing. I learned that her students need a lot of practice especially with the notepad. I was able to chunk the passage and only focus on a few paragraphs at a time. I began by doing a think aloud and talking/modeling the process (identifying text features, looking for key words/phrases, most important information, marginal notes etc.). I explained explicitly what highlighting, striking out answer choices and the use of the notepad to the students. (How did the lesson end? What outcome measure was used for students to see if they understood what you modeled? How was the debriefing with Mrs. Lewis on this day?)</p> <p>On 2/7/ during Mrs. Lewis' planning period I was able to model how to properly grade the phonics inventory that was administered to all of her students. Mrs. Lewis has completed assessing all of her students but needs to identify the phonics error patterns. We looked at 5 student phonic inventories. I modeled using different color highlighters so that it is easier to visually see where the students are making the errors. After modeling, we worked on another 4 together and then Mrs. Lewis asked that she wanted to finish the rest on her own and then come back to show me if they were done correctly. (Two days, two different foci. What was the objective? Did it flow? Was it successful? Where is this going next? How can we make certain this worked for Mrs. Lewis?)</p>

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<p>Willcot</p> <p>02/06 3rd period :25- 1:50p.m.</p> <p>02/08 3rd period :25- :05p.m.</p>	<p>2</p>	<p>On <u>Monday</u>, Mrs. Walker and I observed Mrs. Willcot during 3rd period (bell to bell). The focus of the observation was to observe the framework of the class now that there is an interventionist in the class for the entire block. How is Mrs. Willcot differentiating instruction for each group and is the interventionist targeting and deep teaching in order to meet the student need? Mrs. Willcot struggled from the beginning with management...the bell ringer (prefixes) was weak and students were not engaged...it appeared as if she was "winging" it and there was an obvious lack of planning. I observed that rules are not consistent and consequences are not enforced. Students were up and talking and transitions to DI groups were chaotic and a lot of unnecessary wasted instructional time.</p> <p><u>Teacher Led:</u> Mrs. Willcot began by working with students introducing the vocabulary. I noticed lack of interest and evidence that Mrs. Willcot did not preview the vocabulary in order to determine what words students would struggle with and what words students would already know. What was the objective of the lesson? What should the students have learned at the end of the lesson? These are a few questions that we had...Mrs. Willcot did not mention objective or benchmark at any time during the lesson...every group that came to her received the same exact lesson even though the groups needed different instruction. After debriefing, Mrs. Willcot stated that her objective was context clues.</p> <p><u>Technology:</u> Students were on SuccessMaker for about 154 minutes. After they completed the lesson most students were on other sites (math/music). Do students know what to do after the complete the SuccessMaker lesson? What is the teachers' expectation and do students know? Incorporating a fluency center, independent center or AR independent center will assist with fixing this problem. <i>(Great alternative!) ☺</i></p> <p><u>Interventions:</u> The interventionist did a great job using REWARDS and incorporated chips and had the students building words with the -au sound. Students were very engaged. The high group that is fluent works on FL Ready. Interventionist did not deep teach and lesson was very superficial. I will assure/model that interventionist understand that they must explicitly teach FLReady and the gradual release is a MUST. It cannot be FCAT prep...<i>(How will this be accomplished? A suggestion will be to conduct an unwrapping the benchmark mini-PD with the interventionists)</i></p>
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		<p>Debrief: Mrs. Walker and I debriefed with Mrs. Willcot. I was able to observe Mrs. Walker model debriefing with a teacher and I truly learned a lot from it. Sometimes it's difficult to get the teacher to "see" and "acknowledge what they are "not" doing. After prompting and asking reflective questions, Mrs. Willcot was able to acknowledge that she did not differentiate, she did not clearly state objective and management is an issue. I still feel that Mrs. Willcot is not completely convinced and at times I find her defensive about the ETO demands (there are no "demands"; just quality instruction and best practices)...I find that she spends a lot of time placing the blame on students and their behaviors but fails to see that she is the one allowing students to behave in that manner by rewarding them with unearned points and treats.</p>
<p>Willcot</p> <p>02/08 3rd period :25-:05p.m</p>	2	<p>On <u>Wednesday</u>, I modeled entering class procedures, re-arranged sitting and bell ringer. I explicitly discussed with Mrs. Willcot that some of her problems were a direct result of the fact that procedures were not enforced or stated clearly to students; students should come in and sit with groups and rules of the class needed to be read to students in order to set an expectation. If rules are broken students must have consequences and it must be consistent. Once I began my bell ringer students knew exactly what was expected of them and they were quiet and on task. I modeled for Mrs. Willcot using Reading Express Mini Lessons that targeted the benchmark of the week. I modeled using the Reading Express CD to project the modeled lesson "I" do portion of the lesson. We focused on context clues. I involved students by incorporating echo reading. Students were engaged and participating.</p> <p>I provided Mrs. Willcot with a PPT on the different types of context clues as well as a chart. I also provided her with a hard copy of "Wild about Words", post its and seven dry erase boards for her to implement during her teacher led group. I involved students by incorporating echo reading.</p> <p>(This seems like a good coach-teacher session. What will be your next steps to ensure this is duplicated?)</p>
<p>Tarver</p> <p>02/06 3rd period</p>	2	<p>My focus with Ms. Tarver is to plan smarter. After looking at her lessons it appears that she is trying to get too much done and is over planning which results in her feeling frustrated because she cannot get through the lessons that she planned. Our focus is to plan teacher led lessons that are explicit and</p>

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:35- :05p.m.		focused on the objective. Focused lesson planning will be accomplished by planning effectively and planning with the end in mind. What is it that we want students to know and master? Is she assessing that students are mastering what is being taught? (GREAT guiding questions) Incorporating quick assessments/exit slips will assist with providing Ms. Tarver with feedback on the effectiveness of her lessons.
Mathurin 02/07 4 th period :30- 1:00p.m.	3	Mrs. Mathurin has been focusing mainly on writing with her 3 rd and 4 th period 8 th graders with the assistance of Mrs. Iriarte (Try to make connections with the Reading. These are NOT separate entities; in fact, the reading can be used to integrate specific writing skills and reading strategies). Mrs. Mathurin also has an interventionist during 4 th period. She has done a great job at having 3 groups. The students are strictly using the FOLIO essays. At this time she has a lot of support going into her 3 rd and 4 th period class. Mrs. Mathurin was absent on 02/09/

Weekly Reflection:

- I met with Mrs. Perez and I will be working closely with her with implementing Literature Circles in her advanced 6th grade LA classes. We do not have the novel that is on the pacing guide which dealt with the Holocaust so we decided to use "Number the Stars" instead. (Being proactive...making executive decisions is good)
- We are continuing to work on the Intervention/enrichment and writing plans. We had a visit from Dr. Prakash and Mrs. Green on Wednesday during common planning. Dr. Prakash worked with the ITR+ teachers and made great suggestions about planning lessons for teacher led. At this time we are working on making sure that everyone has a role and progress monitoring and tracking is in place.
- Saturday Mustang Academy: I was able to make copies of materials needed for this week. Teachers received their lesson as soon as I received them. On Friday, we were notified that we will have Mrs. Lopez-Guerra work with our ELL students on Saturdays. For this Saturday we decided to use Reading Express ELL support lessons since it was last minute. I updated all attendance rosters...

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Administrative Reflections

It is evident that Ms. Lopez sees and feels the sense of urgency. My concern is that not all of our teachers have a similar sense of urgency. Moving them away from the idea of “compliance” and asking them to continue to do what they do best has made them appear to have a set routine and entering their rooms we feel little to no sense of urgency. At this time next year after completing year 1 of a different way of work we will all be on the same page. In my short time here at Allapattah, I can honestly say that Ms. Lopez has her finger on the pulse; teachers are responding to her support, and are making an effort to implement the suggestions based on the debriefing sessions that occur. We hope this continues as we push forward during this time of year.

ETO IS's Reflections:

Another great week of reflections! You are really coming into your own with truly understanding your pivotal role as a Literacy Coach, and you are to be commended for that!

As you begin to take your coaching to the next level, please keep the following suggestions in mind:

- Continue to shift your thinking from “compliance” (“ETO demands”) to thoughtful and purposeful instructional practices based on data and need. Once this happens, you will notice a marked difference in your approach to working with the teachers.
- Keep the focus clear from beginning to end: in other words, what will be the next steps, and how do we ensure teachers will duplicate what we model

I hope these suggestions will help you to become laser focused and take your coaching to the next level.