

CSS Support Emails & Debriefing Dialogue

March 2012	School	Support Email (What am I going to do?)	Debriefing Dialogue (What did I do? Specified Actions to support READING)	Next Steps (How will my next layer of support ADD to the actions from previous visit?)
March 27 th	Allapattah Middle	<p>The Middle School Literacy CSS, will support Allapattah Middle Tuesday morning, March 27, 2012, to provide coaching support with the Literacy Coach over Language Arts, by facilitating common planning. The CSS will ensure teachers are planning effectively by focusing on one benchmark to really deep teach during whole group instruction and that the secondary benchmark has been identified for small group instruction. The CSS will also ensure that teachers have the gradual release model embedded in their lesson. The CSS will also help with developing effective small group instruction activities that align to students' deficiencies, ensuring teachers are deep teaching the benchmarks at the teacher led center (TLC), and that the independent center is meaningful and meets student needs. The CSS will debrief with Literacy Coach and administration simultaneously to discuss coaching points and next steps.</p>	<p>During my support visit:</p> <ol style="list-style-type: none"> I facilitated common planning with the literacy department. We started the session with sharing student work sample from last week's objective. Teachers were asked to reflect about the end product. For example, reflective questions that were asked were: <i>was the goal met, how did that strategy help students reach the goal, did students walk away with not just knowing the objective, but understanding it, if not, how can we now go back and re-teach it so that students get it?</i> Next, we unwrapped the primary benchmark, I floated around and assisted teachers who needed help with unwrapping. After unwrapping the benchmark, we broke off into groups by subjects taught and planned. I tried to help as many teachers as possible during the planning time, but I didn't get to 	<p>My next steps are to:</p> <ol style="list-style-type: none"> Continue <i>supporting</i> coaches with common planning through modeling and <i>co-facilitating</i> ensuring that coaches are using the common planning protocol in order to help teachers plan with the end in mind, create focused lessons, and that small group instruction is aligned to students' deficiencies. Support two teachers with small group instruction through observations, modeling, and helping plan for small group instruction to ensure that deep teaching of the secondary benchmark in the teacher led center is explicit and focused.

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			<p>everyone. During planning teachers were to use the Rigorous Planner to help them plan for a focused lesson with ensuring that the key components of a lesson were included. The teachers I were able to work with had an “ah-ha” moment and saw the importance of the Rigorous Planner and how it helps to them stay focused when planning. At the end of the common planning teachers were to turn in their Rigorous Planner as well as the completed Unwrapping the Benchmark document.</p> <p>2. The literacy coaches observed while doing note-taking/note-making. After common planning, I debriefed with both literacy coaches and we talked about the successes and possible challenges. The coaches are still confused as to why use the Rigorous Planner for effective instruction because they have been told by others not to use it. The other concern was that the agenda was too long and how it would be</p>	
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			<p>impossible to get through the entire protocol for common planning. There are only five major components of the common planning protocol which are share student work samples, unwrap the benchmark, break out and plan, group share out, and share best practices. We also discussed the importance of teachers focusing on the primary benchmark for whole group and the secondary for small group.</p> <p>3. I debriefed with the Principal, we talked about common planning, the literacy coaches' concerns, and my next steps.</p>	
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Additional action steps (with the support of ETO IS):

- Continue to provide support to the Literacy Team at Allapattah to clear up any concerns/misconceptions about coaching, conducting successful common planning sessions, way of work, etc.
- Support Administration to ensure clear, laser-focused monitoring sessions are conducted to ascertain effectiveness of coaching and common planning sessions by actively visiting classrooms and having conversations with teachers regarding support and next steps
- Support coaches to continue their push of providing teachers with coaching services based on the coaching cycle to intensify and accelerate instruction for the remainder of the year; which includes coaching monitoring through their coaching support
- Provide monitoring schedule for interventions/enrichment sessions to make certain that sessions are improving student achievement