

Weekly Reflection:

Monday: April 11th

9:00AM-11:00AM- Classroom walkthroughs/observations

The Literacy Coach and I conducted classroom walkthroughs on Monday morning during block 1 to check for CBC, measureable objective, EQ and HOT questions. We looked at the level of instructions and DI.

Teacher1: Teacher1 had his students in their DI groups. He did have a measureable objective, no evidence of HOT questions, EQ was appropriate and his primary and secondary benchmarks were clearly written on the board. His primary was Plot/Elements and his secondary was Plot Structure. His students in the independent center were completing a "Story Map" and he had a group all facing the Smartboard (not really leading). He was following the time framework provided by Support Staff.

After leaving the classroom, Literacy Coach and I debriefed outside his classroom...

Concerns:

- He is still working on PLOT even though he was told to move on from PLOT by CSS and Mentor Teacher.
- He is still using a STORY MAP (this is the same activity he always gives his students)
- He is not really conducting teacher led...he is standing up in front of them facing the Smartboard and using his microphone device.

Next Steps: We will be speaking to Mentor Teacher about the concerns so that she is aware and can follow up with Teacher.

Teacher2: Teacher2 was having a great class/lesson and his interventionist was working with a small group. We looked at his measureable objective and suggested that he add "what are the students doing that will show that they mastered the objective" ...we suggested that he have his students write a GIST (20 words or less). He immediately corrected his measureable objective. His EQ was very good and his students were extremely engaged.

Teacher3: Teacher3 continues to work hard and push her students. She is willing to do whatever we ask of her. We looked at her measureable objective and suggested that she make a few changes. She didn't hesitate and made the changes immediately. Her primary benchmark is author's purpose/perspective.

Teacher4- ABSENT

Teacher5: Teacher5 was working on comprehension with her students and still has multiple benchmarks on the board. Her EQ and HOT questions were not objective driven. She did not have a measureable objective. Her focus for this week was clearly stated to me during last week's CP...she was working on preparing them for FCAT with test taking strategies and comprehension strategies. During this week's CP I will make sure that proper planning is taking place and that EQ, measureable objective, and HOTS are aligned to objective.

Teacher6: Teacher6 has really made major improvements and is listening to suggestions that are being made during CP. She has clearly labeled her primary and secondary benchmarks; her EQ was aligned to her objective (author's purpose). She is still using the Voyager expedition questions but I will work with her during CP to assist her with developing HOT questions that are benchmark driven.

Teacher7: The CBC for Teacher7 is extremely difficult to follow and read...needs a lot of work. Through CP it will be extremely important that rigorous planning is taking place to assure that it reflects in her teaching and lesson plans...

12:00PM-1:30PM- FAIR Schedule

I started looking at the Reading classes and the computer lab that we will be using for testing. I started creating the computer lab assessment schedule that will begin on May 1, 2012.

1:30PM-3:50PM-

Gathering Resources/Planning Agenda for Reading CP

Tuesday: April 12

9:00AM-11:00AM- Language Arts Common Planning

During the LA CP we had a support visit from Instructional Support. I sat with Teacher6 and soon after Instructional Support came to support her and plan for the lesson that she will model on Wednesday. Teacher6 was not prepared and seemed extremely confused. She showed Instructional Support a copy of her lesson plan but it was not what they had planned for or spoken about the week before. Due to all of the confusion, Instructional Support decided that she will not be modeling on Wednesday and will continue to support Teacher6 AFTER FCAT testing is complete.

Reflection: It was an extremely uncomfortable situation because I understand Instructional Supports frustration with Teacher6. We definitely need to communicate more and provide Teacher6 with written documented instructions when something is expected of her. She struggles with remembering specific conversations or keeping track with due date.

Next Steps: Support from CSS will be provided AFTER FCAT testing...

Wednesday: April 13

9:00AM-11:00AM- Teacher4/Gathering Resources

Visited Teacher4 to assist with lesson. She was absent on Monday so I was not able to plan with her as scheduled. Mrs. Arias will be here today to assist her during 6th period. I provided Teacher 4 with a low level class novel that she requested that her students read to assist with increasing AR participation. Teacher4 was working on the Language! lesson for the day and had a few behavioral disruptions. Overall, she was prepared and did have a lesson plan available.

11:00AM-1:00PM- Assisting with testing reparation

Assisted testing chair and Teacher7 with labeling student booklets in the testing center.

1:30PM-2:30PM- Preparing and finalizing CP activities for 4/12/12

Agenda, sign in sheet and necessary planning copies are ready for CP. Teachers have been e-mailed the agenda to review.

2:30-3:50- Assisting with testing preparation

Assisted testing chair and Teacher7 with labeling student booklets in the testing center.

Thursday: April 14

9:00AM-12:00PM- Common Planning/Debriefing with Teacher6

Reflection: This was a very successful and rewarding Reading CP. CP has been a true learning experience for me this school year and I know that next school year I will be making changes to how CP will and should function. I really do believe that the rigorous planner is helping the teachers stay focus on planning and I see that their planning is getting much better. I love sharing student work samples and I have gotten feedback from the teachers that they really like to hear and get ideas about what other teachers are doing in their classrooms.

Teacher7 really impressed me this week with his student work samples. He share a work sample that did not go as planned. This shows that sometimes we need to reflect and know that sometimes what we plan for doesn't always work out a planned and it is OK to make changes and re-teach skills in different ways until we know that our students GOT IT. All of the teachers participated and were having great discussions about their lessons. They

Next Steps: Continue to improve delivery of CP and focusing on effective planning that will reflect in the classroom through instruction. I also plan on implementing the idea provided to me by Teacher5 (from Madison) in regards to sharing student work. Really having the teachers evaluate a piece of work and dissect it. Pacing (time) is something that I will continue to work on in order to make sure that teachers have the opportunity to leave CP with a clear plan of what they will be teaching. Overall, I do see major changes and improvements with CP and the teachers.

1:00PM-2:30PM-Printing class rosters for Reading teachers

Preparing for FAIR is very time consuming and I am trying to get an early start. In order to assure that we have a smooth testing window, it is important that all PMRN class rosters are updated and that all students are entered in PMRN. Those students who withdrew from our school also need to be removed from PMRN. The TRE will be used as the LAST OPM (ORF) given to our students.

2:30PM-3:50PM-Assisting with testing preparation

Assisted testing chair and Instructional Support with labeling student booklets in the testing center.

Friday: April 15

9:00AM-11:00AM-

- Classroom walkthroughs to check READING CAMP. Prepared lessons for substitute. Reading CAMP has been a success and I am really happy that we were able to do it. The teachers and students have really enjoyed the lessons and have had a lot of fun. We have received very positive feedback from our teachers.

Reflection/Idea: Next school year it would be a good idea to have a **FUN READING CAMP** at the end of each nine week period. The **FUN READING CAMP** can be a review of all the different benchmarks covered within that nine week period. Just a thought...

Office time: 11:00AM-2:00PM

- Coaches Log
- Coaches Calendar
- PMRN

2:45PM-3:50PM- Classroom walkthroughs

Conducted classroom walkthroughs to check that classrooms are ready for testing and to see the LA classes conducting READING CAMP for the last block of the day.

Assistant Principal Reflection: Instructional Support

Classroom Walkthroughs: Having 2 instructional coaches that support and are knowledgeable about both Reading and Language Arts is priceless. After the team conducted their walk through's they made sure to debrief with me about each of the teachers. After discussing the issues that they say and what I see daily we were able to plan for the next steps for each teacher. The teachers have been very receptive about the visits and the expectations for the classrooms. It is great that together we will achieve more. Our team provides support for each other and is always ready to pick each other up.

CP: It has been rewarding to see the progress of CP from January to today. The coaches have become more cognizant of the purpose and the need for "PLANNING." The teachers are now more prepared and willing to share. I love to hear and see the teachers show samples of their students' work/activities. My greatest disappointment with CP is that Ms. Mathurin continues to verbally share and not actually bring in a work sample. The goal is get Ms. Mathurin to share an actually student assignment and for the teachers to begin to ask and wonder about other teachers best practice.

Reading Camps: LOVE THEM! This was proof that the "we do" section of each lesson is possible. I hope to support our coaches and teachers ensuring that this process is evident in all of their classrooms weekly. I'd love for the teachers to move into a more hands on approach.