

Rocky Boy Schools: Monthly Coaching Report

Date: September 2019

Total hours of coaching: 20 hrs. (15-45 minutes)

Coaching Goals for the month: September

- Implement and complete 2 coaching cycles with 8 teachers K-12
- Collect observation data
- Determine small group trainings based on observation data
- Continue to coach model classrooms-IEFA

Evidence of changes in teaching practices/instruction:

1. Overall improvements K-12 classroom instruction.
2. Increase the number of teachers interesting in receiving coaching.
3. Increase interest in teacher training-asking for training that will improve their instruction. (7-12-asking for more explicit training in the instructional framework.
4. K-6 teachers 100% implementing Journey's and Go Math curriculum with fidelity. Improvements in pacing, use of timers. Teachers are asking about using questioning to check for understanding.
5. Continue to work the same teachers last year K-6 and I have seen improvements in 2 of those teachers in their instructional practice and classroom management.
6. 7-12 I continue to work with the same teachers from last year. There have been improvements in instruction with 2 of our teachers-pacing, classroom structure, I do, We Do, and the alignment of assignments to the objectives.

Research/Coaching prep hours: (*prepping for pre-observations, observations, debriefing, action plans*)

Observation-Walkthrough hours: 4 hrs. 20 minutes (5-6 minutes)

Walk-through data: Overall K-12

1. Increase % of objectives posted.
2. Increase % of Bell Ringers
3. Increased % of teachers actively checking for understanding while students are independently working and providing positive academic reinforcement.
4. Increased % of classroom management.
5. Increased % of K-6 teachers using Journeys and math curriculum with fidelity
6. Improvement in pacing

Areas of improvement:

- More re-teaching
- Alignment of lesson activity to objectives
- Formative assessments
- Less teacher talks and more opportunities for students to respond to teachers' questions and classroom discussions.
- Explicit training in the Instructional framework that set high expectations for all teachers and creates consistency in instructional delivery in all content areas.

Indian Ed. For All content coaching: Overall K-12

- Reading/ELA classes K-12 will be substituting more Native American stories, written by Native American authors in their reading series (Journeys) and class reading lists.
- Model classroom (K-6) that lists Cree words that are thematic and aligned to what is either being taught in the lessons or activities around the school. Noted that the elementary classrooms will have Cree words and phrases on the walls and white boards. Example, grade 2 room with the cardinal directions on the walls in; English, Cree and Cree syllabics. More IEFA being implemented at the K-6 building.
- Working with ELA teachers-implementing more Native American novels, short stories and poems.
- Coaching to create model IEFA classrooms in science, social studies and ELA. Aligning instructional strategies that work for Native American learners and increasing the use of the Cree language in science, social studies and ELA based on the model classroom in the elementary. Example-ELA teachers using Cree to teach themes in ELA-family, friendships, identity, love, with indigenous and non-indigenous text.
- Explicit instruction-I do, We do and You do- (identified as an instructional strategy for Indigenous learners-*Education for Reconciliation*, Alberta Learning.)

Total hours of coaching and walkthrough data

- 24.5 hrs. total coaching and walkthroughs out of 160 hrs.
- 15% on coaching and walkthroughs
- 85% research and prepping for pre-observations and debriefing, coaching training, testing, meetings, principal collaborations and debriefings, data collection.

October goal:

- Walk-throughs: 9-10 hrs.
- Coaching: 25 hrs.

Rocky Boy Schools: Monthly Coaching Report

Date: October 2019

Total hours of coaching: 18 hrs.

Coaching Goals for the month:

- Walk-throughs: 9-10 hrs.
- Coaching: 25 hrs.
- Increase teacher participation in the coaching cycles.

Evidence of changes in teaching practices/instruction:

- Continue to coach individually-4 teachers-2 elementary and 2 high school teachers that continue to make gains in consistently improving classroom management.
- As directed, I have been meeting with High School teachers weekly to review and improve their lesson plans. As a result of these meetings and asking our other core teachers to start implementing SS and Science literacy standards, they are asking for a small group coaching session: review their lesson plans, and how they should implement their literacy standards, in addition, to strategies and graphic organizers.
- Progression in lesson planning at the high school.

Walkthrough hours: 9 hrs. 15 minutes (5-6 minutes)

Walk-through data: Overall K-12

Elementary:

- Increase % of improvement in most areas of the walkthrough form-areas that need to be improved is-consistently following classroom behavior plans-lack of consistently has led to an increase in -student behaviors in those classrooms.
- We are going to be gathering and collecting template engagement data K-3.
- Engagement numbers tend to decrease when students are independently working on assignments K-12.

High School:

- Based on student survey I will be observing and looking for improvements in all areas of our instructional framework.
- There are improvements in 80% of our classes however, based on student survey we can be doing a better job in terms of pacing, checking for understanding, re-teaching, and providing positive feedback so students know how they are doing in the class.
- Addressing disruptive behaviors of other students.

Areas of improvement:

High School:

- More re-teaching
- Teachers monitoring and checking for understanding when students are completing assignments in the classroom.
- Less teacher talks and more opportunities for students to respond to teachers' questions and classroom discussions.
- Giving positive feedback to students
- Pacing
- Addressing disruptive behaviors of other students.

Elementary:

- Increase engagement during templates and independent practice
- Ensure behavior plans are followed with fidelity.

Indian Ed. For All content coaching: Overall K-12

- Explicit instruction- (identified as an instructional strategy for Indigenous Learners- *Education for Reconciliation*, Alberta Learning.)
- Use of graphic organizers-research indicates NA students do better gathering, collecting and organizing information from multiple text using graphic organizers. (*Education for Reconciliation*-Ontario & Saskatchewan Education)

Total hours of coaching and walkthrough data

- **27.5 hrs.** total coaching and walkthroughs out of 120hrs. (In the district)
- 23% on coaching and walkthroughs

Research/Coaching prep hours: (*prepping for pre-observations, observations, debriefing, action plans*)

- 77% research and prepping for pre-observations and debriefing, coaching training, testing, meetings, principal collaborations and debriefings, data collection.

November goals:

- Walk-throughs: 9-10 hrs.
- Coaching: **25 hrs.**