

The Coaching Report

Granby Board of Education Curriculum Sub-committee
December 6, 2023

*“Schools have reached a **critical period of need**. Faced with the demand to provide accelerated learning, differentiation, and social-emotional learning supports after years of pandemic learning, teachers (and school leaders) need more support than ever.*

*Numerous schools have experienced unprecedented turnover, resulting in a much **higher percentage of new teachers to support** than in the past. Although many midcareer and veteran teachers have persevered through this period of their careers, they are seeking **professional invigoration and more agency** regarding their professional learning and teaching practice. Supporting these teacher leaders in ways that help them continue to grow, while also being respected for the important contributions they make, is essential.*

*With so much variation in needs, traditional approaches to professional learning and support yield limited results. **One of the best methods for supporting these various needs is through sustained, personalized, and collaborative partnerships between teachers and instructional coaches** (McKee 2022).”*



“ Instructional coaching occurs during classroom instruction where instructional coaches observe teachers, model teach, provide feedback, and engage in meaningful discussion with teachers about their lessons and student learning. Instructional coaches can provide support in lesson planning and facilitate collaboration among teachers. The integration of coaching activities in a teacher’s day-to-day activities at the campus is much more effective than traditional PD workshop sessions (Hoover 2020).”



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7 Core Practices for Student-Centered Coaching



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Coaching Menu

STARTERS

Coplan a lesson

Coplan a lesson

Mini Coaching Cycle

Over 1-2 weeks focus on a narrow goal or learning target

Routines and Structures

Develop or tweak classroom structures or routines to increase instructional time

Data Driven

Look at benchmark or other data to determine next instructional steps for students

Teaming Up

Coplan and co-teach a few lessons together

Lesson Plan Feedback

Determine what you'd like feedback on and coach will help brainstorm strategies and provide suggestions

Data Collection

Classroom or small group data collection types and strategies (example: small group notes, confering, small group goal and data tracking)

MAIN COURSE

Student Centered Coaching Cycle

Based in a unit of study of your choice (usually 4-6 weeks) use pre assessment data to determine goals for your students and determine learning objectives and lessons by collaborating weekly with a coach

Coplanning a unit

Work side by side with a coach to plan a unit, one week at a time

I Do, We Do, You Do

Watch the coach model lesson plan together for upcoming lessons, co-teach and then plan for independent lessons and gather feedback

Small group instruction

Develop and implement small group instruction based on students data and progress monitor for success

SLO Coaching

A coaching cycle tailored to your SLO

MAKE YOUR OWN

We are willing to collaboratively create a new item as needed

SIDES

Reflection Conversation

Reflect on student learning in your classroom through conversation

Brainstorming Session

Collaboratively bounce ideas off of each other for upcoming classroom lessons, issues, etc

Personalized Assessments

Learn how to create personalized assessments with ESCI and use the data to drive instruction (whole class or small group)

The Long and Short

Create and embed short and long term learning outcomes into your instruction

DESSERTS

Video Tape

Video tape a lesson, decide what you'd like feedback on then watch and debrief with coach

Sort Student Work

Use student work to determine next teaching points

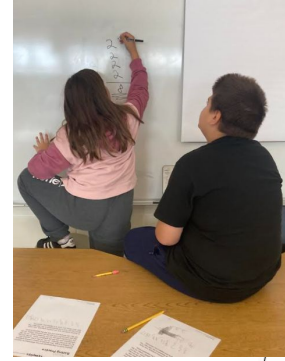
Intervention Support

Help designing interventions to meet the needs of specific students

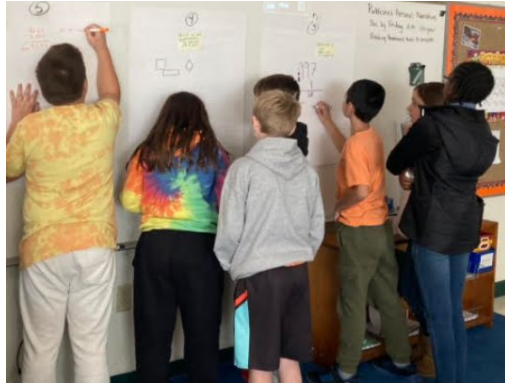
Instructional Rounds

Coach will cover your class so you may observe a colleague, then debrief about what you saw and what you'd like to implement

Kelly Lane Primary



ELA Vertical Team Agenda for 5/26/23 Location: GMHS Library 10:15-12:15	
Time:	Task/Topic: Writing through the Standards
5 minutes	Review and Establish Norms
10 minutes	Icebreaker- Phone Photo share
55 minutes	ELA Vertical Articulation of W1 Standards <i>*Sit in mixed groups (Please have at least one member of each school at each table.)</i> <ol style="list-style-type: none"> Review the W.1 standard <u>ELA Standards</u> (starting on page 19) Notice how the standard develops across the grades. (15 mins) As a group, look at student work against the standard. Highlight/analyze what evidence of the standards is/is not reflected using post-its (20 mins) Please note: Student work will be provided. As a group, discuss the big shifts within the standard. "Are these shifts reflected in the work samples? If yes, where? If not, what more is needed?" What does teaching of these standards look like in your classroom/grade? (20 mins) <u>Notes</u>
10 minutes	Break
15 minutes	Key Takeaways from today (Sit with your school) <ol style="list-style-type: none"> What did you learn about the standards across the grades? How does this impact your planning of this standard in your classroom?
15 minutes	Share out- one representative per table Next Steps for ELA



For reference:
 November Agenda
 March Agenda
 ELA Standards





SIMS-This is where you can access your BAS levels from last spring. Once you are signed in, please make sure Test Year is set to 2022-2023, Subject is Reading, Assessment is BAS New, and Test Date is Spring.

Assessment Calendar Link This can be found on the GPS Shared Drive. If you do not have access to this, please let me know.

Pacing Guides:

- [Pacing Guide Grade 3](#)
- [Pacing Guide Grade 4](#)
- [Pacing Guide Grade 5](#)

All things Beginning of the Year ELA...

Heinemann Website-Here you can find online resources such as charts, progressions, and assessments for each reading and writing unit of study. Just go to the website and make an account. You will need the unit book associated with the unit you are trying to register the very first time you log in. Registering the writing units can be tricky. Let Courtney know if you need assistance. This is a great resource!

Teachers College Reading and Writing Project Website-Here you can find supplemental materials for each unit AND test prep materials. This is the old "Treasure Chest." I will print all the supplemental materials for each of you, but this website will be very important during test prep. All accounts have been set up so please let Courtney know if you can't locate your account or are having trouble signing in.

Spelling Inventory (a class set will be placed in your mailbox)

- [Word List](#)
- [Directions](#)
- [Scoring Sheet](#)

Teachers College Link for Running Records 4th and 5th Grade (Click on Running Record, Student Copy. This is just one type of running record. You can also use in book assessments, which they also have a copy of on the website or other forms that you are familiar with.) One class set will be placed in your mailbox.

On Demand Directions-Narrative

Writing Rubrics-

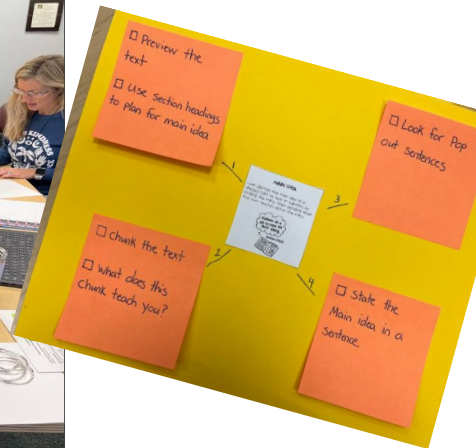
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)

Math curriculum resource website:

Illustrative Math- Kendall Hunt You will need to register for access if you are new to this- top right corner "Educator Log in."

Radience Math FYI just in case you want to learn more about what we do with this information.

Fact programs:



DnA Reference Links

[Delete student assessment](#) - if you need to delete a student's attempt at an assessment and start over

[Hide assessment results](#) - hide and unhide results so students & parents see/do not see in the portal

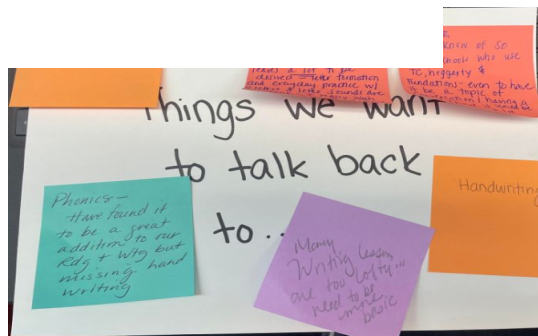
[Item Types Info](#) - has an overview and best practices for all item types

[Online testing options](#) - testing in portal vs testing with quick code
Testing in portal you can have more control over the administration settings
Testing with quick code you can give to anyone and it is open for one week

Partial credit - only multi-select questions are automatically scored with partial credit, other constructed response or evidence-based selected response questions can be scored manually and given partial credit

[Student log in](#) - directions to log in to student portal to see results or take assessment
Start at granbyschools.illuminateHC.com

[Student Experience Video](#) - describes how to take an assessment and review results, including correct/incorrect answers and any teacher comments





D Math Grade 1 Fall AQD (Advanced Quality Discrimination)	D Math Grade 1 Fall NIF (Number Identification Fluency)	D Math Grade 1 Fall NNF (Next Number Fluency)	D Math Grade 1 Fall MNF (Missing Number Fluency)	D Math Grade 1 Computation	Composite Score
12	39	27	6	4	190
0	0	0	0	1	4
9	20	17	3	4	120
10	34	13	5	4	134
18	49	19	7	6	201
21	46	17	5	6	188
9	15	9	3	0	75
19	32	14	6	6	166
12	41	13	6	6	158
14	41	13	6	6	162
6	17	5	2	3	66
9	37	9	3	2	105
14	24	15	6	5	147
16	41	16	3	6	160
12	30	13	4	4	129
5	7	9	3	0	59
14	42	11	7	5	158
10	33	10	5	0	108
10	12	11	11	6	11
56%	67%	61%	61%	33%	61%

Icon	Target Level	Description
+	Better than performance on the test as a whole	This target is a relative strength. The group of students performed better on items from this target than they did on the test as a whole.
▬	Similar to performance on the test as a whole	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the test as a whole.
-	Worse than performance on the test as a whole	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the test as a whole.
*	Insufficient Information	Not enough information is available to determine whether this target is a relative strength or weakness.

Relative to Overall Performance - how did students do compared to how they were expected to perform

Icon	Target Level	Description
✓	Performance is above the Proficiency Standard	The target performance is above the proficiency standard. The group of students performed above the proficiency standard on this target.
○	Performance is at/near the Proficiency Standard	The target performance is at/near the proficiency standard. The group of students performed at/near the proficiency standard on this target.
✗	Performance is below the Proficiency Standard	The target performance is below the proficiency standard. The group of students performed below the proficiency standard on this target.
*	Insufficient Information	Not enough information is available to determine whether the performance on this target is above, near, or below the proficiency standard.

Relative to Minimum Proficiency - compared to hypothetical student scoring lowest 3

Data Placemat Star Math / Reading Fall

Questions:

What do I see in this data?

What patterns am I noticing?

Who surprised me?

Who do I need more information on?

Based on this data, I will...

Grade 2 Reading

DIBELS

STAR

BAS

28	23.5%	34%
13	11%	
37	31.5%	66%
41	34.5%	

34	30%	50%
23	20%	
27	23%	50%
31	27%	

24	21%	31%
11	9%	
66	57%	70%
17	13%	



View Assessments

Create

All Assessments

All Assessments Displaying 1 to 48 of 48

My Assessments

Search All Assessments Search

Favorites

+ Add Filters

Draft Item Bank

Only Show Assessments With Data

Needs Attention

Recent

Shared with Me

Inspect Pre-builts

NGSS

Incoming/Outgoing
Coverage

Cluster Quizzes

AC Block Mirr

<input type="checkbox"/>	Title	Type	ID	Owner	Date Created	Last Accessed	Current Data	Actions
<input type="checkbox"/>	6 - Math 6 Acc - Benchmark Assessment - Fall 23-24	Item Bank (New)	107325	Olsen, D.	September 3, 2023	October 25, 2023	●	Action
<input type="checkbox"/>	6 - Math 6ACC - Unit 2 Ratios - Quiz 1 Equivalent Ratios	Item Bank (New)	107497	Olsen, D.	October 10, 2023	November 1, 2023	●	Action
<input type="checkbox"/>	6 - Math 6ACC - Unit 2 Ratios - Quiz 2 Ratio & Rate Problems	Item Bank (New)	107496	Olsen, D.	October 10, 2023	November 1, 2023	●	Action
<input type="checkbox"/>	6 - Math6A - Unit 1 (IM) - Area & SA - Quiz Area	Item Bank (New)	101047	Olsen, D.	August 22, 2023	August 30, 2023	●	Action
<input type="checkbox"/>	6 - Math6A - Unit 1 (IM) - Area & SA - Quiz Area	Item Bank (New)	107324	Olsen, D.	September 3, 2023	October 27, 2023	●	Action
<input type="checkbox"/>	6 - Math6A - Unit 1 (IM) - Area & SA - Quiz Area	Item Bank (New)	101044	Olsen, D.	August 22, 2023	August 22, 2023	●	Action

Grade 3 Curriculum At-A-Glance
Wells Road Intermediate School

Reading Units of Study

Unit 1 - Starting a Reading Log:
In this unit, students discover important reasons to encourage reading stamina, develop critical thinking skills and increase their understanding of fiction texts and genres.

Unit 2 - Reading to Learn:
In this unit, students will learn to summarize informational texts by identifying the big ideas and supporting important details. Students will learn to compare and contrast different types of informational text, such as expository, persuasive, and descriptive, and will focus on comprehending and sharing ideas learned from nonfiction texts.

Unit 3 - Character Studies:
In this unit, students will pay close attention to characters' reactions, actions, dialogue and thoughts in order to understand how they influence the plot. Students will observe how characters develop throughout a story in a predictable, nonfiction, and will focus on comprehending and sharing ideas learned from nonfiction texts.

Unit 4 - Mystery:
In this unit, students will apply their knowledge of fictional texts and character development to the genre of mystery. They will deepen their understanding of character motivations and explore them to predict future events and outcomes of the text.

Unit 5 - Research Clues: Diagrams, Paragraphs, and Progs. On My:
In this unit, students will apply their knowledge of nonfiction texts and research skills to understand how these characters influence the plot. They will be encouraged to read informational and nonfiction texts to understand how these characters influence the plot.

Unit 6 - Fairy Tales:
In this unit, students will be increased in reading classic fairy tales, and their motivations to understand their understanding of these elements and language. Students will apply all they have learned from previous fiction units to analyze the development of characters in fairy tales and determine how these characters influence the events and outcomes of the text. Students will also be asked to identify lessons and themes.

Third Grade Reading Strategies Include:

- ask and answer questions to demonstrate understanding of a text, using textual evidence
- analyze a main topic or subject, supporting ideas, or issue or theme
- analyze how a text's structure contributes to the development of the text and how that structure influences the reader's understanding of the text
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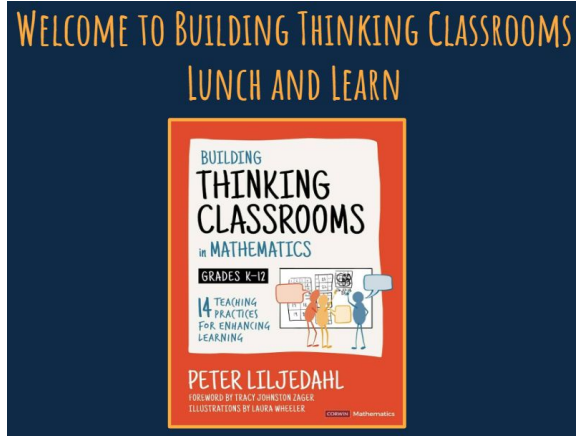
Unit 7 - Two Dimensional Shapes and Perimeter:
Students reason about shapes and their attributes, with a focus on quadrilaterals. They solve problems involving the perimeter and area of shapes.

Unit 8 - Putting It All Together:
Students consolidate and apply their understanding of various concepts and skills related to major work of the grade. They also continue to work toward fluency goals of the grade.

Third Grade Math Standards Include:

- add and subtract within 100
- multiply and divide within 100
- use these skills understanding and properties of operations to perform multi-step arithmetic
- understand properties of multiplication and the relationship between multiplication and division
- solve problems involving the four operations and the relationship between multiplication and division
- understand properties of fractions and identify equivalent patterns in arithmetic
- use primary, secondary, and tertiary measurement units to measure length, mass, and volume
- represent and interpret data
- understand concepts of area and relate area to multiplication and to addition
- recognize perimeter as a sum of side lengths and distinguish between perimeter and area
- recognize area as an attribute of plane figures and distinguish between linear and area measures
- reason with shapes and their attributes





Vertical Math Learning Walks 23-24

The Math Vertical Team will be participating in three learning walks during the 23-24 school year. We will be looking at how the IM program and math practices grow across our schools. Please consider participating!

This form is automatically collecting emails from all respondents. [Change settings](#)

The first learning walk is Tuesday, November 14th and consists of the math leaders - Amy, Kristin, Dawn & Elyse.

Having visitors in my room on 11/14 works for me.

TRUE

FALSE

I would be interested in joining a math learning walk later this year. Please choose a preferred time.

WINTER

SPRING

NOT THIS YEAR





Kindergarten PLC Goal

NWF CLS

102/128 80% below benchmark

Red	Yellow	Green	Blue
89	12	15	12
69%	11%	12%	9%

100 % of students will grow in the area of NWF CLS

43 of 89 will move from low red to high red

45 of 89 will move from red to yellow

4 of 12 yellow will move from low yellow to high yellow

8 of 12 yellow will move from yellow to green

9 of 15 green will move from low green to high green

6 of 15 green will move to blue

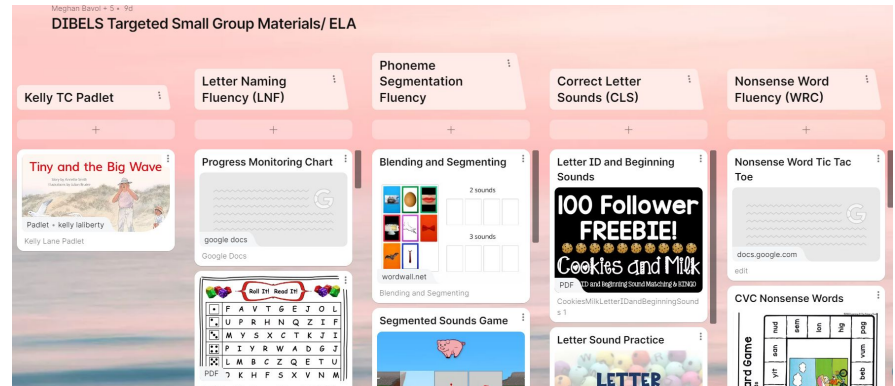
12 of 12 blue will maintain blue and increase raw score

100 % of students will grow in the area of NWF CLS



23.24 Grade 1 Tier 1 Acadience Ideas for Teachers and TA's

Number Identification Fluency	Advanced Quantity Discrimination	Missing Number Fluency	Computation
<p>Teach the numbers 10, 20, 30, 30c. Have the student put them in order one under the other in a vertical line. Have students close their eyes, and take one away. Can they figure out what number is missing by looking at the rest of the numbers? Use Hide Zero cards</p>	<p>Use the number cards and play like "war" but the student who has the higher number keeps the cards. Begin with numbers 1-20 and move up as they are able to read and tell which number is larger. They must SAY the number that is higher, not just point or take card. The link and directions are PDF linked here called Number cards</p>	<p>Teach: How to count by tens, ones, and fives (orally to hear pattern) write out as students say it so they see the pattern repeating</p> <p>Practice: Use practice sheets for missing number fluency from Acadience for Advanced Quantity Discrimination</p>	<p>Teach: That you can skip around and answer problems in any order</p> <p>Practice: Play beat the teacher. Set a timer for one minute- Student tries to accurately complete more than the teacher. Use the computation sheets.</p>
<p>Roll to 100- Use two dice and 2 counters. Teachers and students play against each other. First person rolls two dice and moves that number. He/She must correctly read the number they land on or they must go back to the number they were on before. The first person to the end wins. ***optional- as they read the word, they can write it on their number sheet.</p>	<p>Snake Game-Student and teacher play against each other. Put the pile of cards (1-100) upside down in the middle of you. Each takes a turn and puts the card right side up in front of you. Take turns and flip the next card. If that card is larger than the last one, place it next to it (like building a row). If it is smaller than the first card they both go into the discard pile. Keep building the row if numbers keep getting</p>	<p>Teach: How to count by tens, ones and fives (using a hundred's grid to help see where numbers are and what comes next)</p> <p>Practice: Use Missing Number Cards with a blank game board and play against student to see who reaches the end first. Flip a card and tell the missing number. If correct, roll die and move that many places. If not correct, stay in spot.</p>	<p>Teach: Count on from larger number</p> <p>Practice: Using any of the roll and race add and subtract pages that you wish.</p>





Each school has at least 5 teachers who are new staff or new to the grade level or course they teach this year.



"A mentor is not someone who walks ahead of you to show you how they did it. A mentor walks alongside you to show you what you can do."



In Granby, our coaches wear many hats!

Questions???

