Managing Data Across a Coaching Cycle

Date: October 1

Teacher(s): Smith

Coach: Jones

Unit of Study: Reading-fluency

**Pre-Cycle Reflections:**

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| Goal for Student Learning: Students will read fluently within words per minute range for their corresponding instructional reading levels. |

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| Goal for Teacher Learning:Teacher will……implement weekly readers’ theatre, practicing fluency skills for one hour, one day per week, for 6 weeks.…choose appropriate readers’ theatre scripts for varied instructional reading levels.…pre and post assess students with one-minute oral reading probes. |

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| Learning Targets:Students will be able to read within words per minute fluency range, in their corresponding instructional reading levels.“I can read ‘just right books’ aloud, like I am talking.” |

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| How Will We Pre-Assess:Conduct one-minute oral fluency probes, at students’ instructional reading levels. Record students’ fluency rate, word per minute. |

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| What Did We Learn from the Pre-Assessment? 50% of students are reading at their recommended word per minute fluency rate. |

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**Across the Cycle:**

Documentation of Week-to-Week Lesson Planning:

\*Meet together every Friday at 8:00 am to plan the following week’s lesson.

\*Review grouping and leveling of students, review readers’ theatre websites and resources, oral reading assessment probes, pre-, during, and post-reading strategies for readers’ theater

*\*this would be longer and reflect the actual meeting times/lesson planning.*

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**Post Cycle Reflections:**

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| How will we post assess?Conduct one-minute oral fluency probes, at students’ instructional reading levels. Record students’ fluency rate, word per minute. |

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| What Did We Learn from the Post Assessment?95% of students were fluently reading within the words per minute fluency ranges for their instructional reading levels😊 |

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| Student Growth:45% overall growth!Continue to focus on 5% with additional readers’ theatre and add poetry to guided reading lessons. |

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| Teacher Growth:See value with implementation of weekly readers’ theatre.Continue to look at ways to incorporate readers’ theatre across content areas, including math, science, social studies, and writing. |

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| **Teacher Reflections** |
| **What worked well for you during our collaboration and coaching cycle? How was your teaching positively impacted? *I liked the weekly co-planning time with Sue; it was helpful to learn about fluency and find resources for my students. I can see value with readers’ theatre. Learning can be fun*😊** |
| **How do you feel our collaboration positively impacted the students? *The data from the oral reading probes clearly showed there was a positive impact on students’ fluency rates! Yay!!*** |
| **What were any challenges or missed opportunities during our work together? *It was hard to make time in my weekly schedule for readers’ theatre with all the other things I need to teach and get done in a day!*** |
| **Next steps in my teaching: *Look at ways to incorporate readers’ theatre across content areas! I think the kids will love it!*** |

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| **Coach Reflections** |
| **What worked well for you during our collaboration and coaching cycle? *I too appreciated the co-planning time. I would like to try co-teaching with Sarah.***  |
| **How do you feel our collaboration positively impacted the students?  *The one-minute oral reading probes showed 95% of students were reading within their corresponding instructional reading levels. Very exciting!!*** |
| **What were any challenges or missed opportunities during our work together? *Find more resources for readers’ theatre; co-teaching.*** |
| **Next steps in my coaching: *Continue to provide support to Sarah and share our exciting news with our colleagues.*** |

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