

Examining the Effects of Coaching Cycles on Student Learning Opinion Writing Example

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Coach's Name: Portia F.

1. **Focus: What is the focus of our work together? (Include a connection to the Michigan Learning Standards and the Essential Instructional Practices.)** We worked on opinion writing that was aligned to the Michigan Standard W.2.1.: Write opinion pieces in which students introduce the topic or book they are writing about. Our work was also aligned to Essential Instructional Practice 6: Research- and standards-aligned writing instruction, with specific attention to Bullet 4.
2. **Baseline Assessment Data: What assessment(s) did we use when developing our focus? Include the baseline data results and the date(s) of the assessment(s) here.** We developed a rubric aligned to the four aspects of opinion writing delineated in the Learning Standard. Each row of the rubric was worth 1 point.



Opinion Writing - Grade 2

Areas for Improvement	Criteria (Minimum 3 Sentences)	Evidence of Meeting Standards
	Student states his/her opinion.	
	Student provides 2 reasons to support the opinion.	
	Student uses at least one of the linking words below to connect their opinion with the reasons. <i>because, and, also</i>	
	Student restates the opinion.	

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about:

- state an opinion,
- supply reasons that support the opinion,
- use linking words (e.g., *because, and, also*) to connect opinion and reasons,
- and provide a concluding statement or section.

Students were given a prompt and asked to complete an opinion piece about a book they were reading. The coach and teachers independently scored each piece and then compared their scores. Differences were resolved by rereading the piece together and discussing which criteria were met. Students wrote their opinion pieces on January 14 and 15, 2021. See the chart under #4 for pre-instruction scores.

3. **Expectations: What do we expect to see in terms of student learning? How will we know that students have met those expectations?** Because the students had not received any previous instruction related to opinion writing, we expected that most students would be able to meet 3 or 4 of the criteria after instruction. Therefore, we set an expectation that 85% of the students would score a 3 or 4 on the post-instruction assessment rubric.
4. **Post-Instruction Assessment Results (at the conclusion of the Coaching Cycle): Include specifics about the assessment results here and date(s) of assessment(s).** The students completed their post-instruction pieces on March 2, 2020 – following 5 weeks of instruction about opinion writing.

Pre-and Post-Instruction Data

Score	Pre-Instruction	Post-Instruction
0	15	0
1	4	1
2	8	1
3	2	10
4	0	17

5. **Analysis of the Assessment Data: How many students met/did not meet expectations? What are the next steps for students who did not meet expectations?**
 Twenty-seven of the twenty-nine students (93%) scored a 3 or 4 on the post-instruction rubric. This exceeded the goal of having 85% of the students earn a score of 3 or 4. The teachers will work with the two students who did not meet expectations to support them in adding the missing elements to their piece. In addition, when students are asked to write another opinion piece toward the end of the year, there will be an instructional focus on using linking words to connect their opinion to their reasons, as that was the element with which many students had difficulty.
6. **What were the main coaching activities in which you engaged during this coaching cycle? Check all that apply.**
 - Worked with teacher(s) to select or create assessments
 - Assessed some students or their work products
 - Supported teacher(s) in using assessments to group students
 - Helped teacher(s) schedule the groups
 - Co-planned lessons with the teacher(s)
 - Modeled lessons for the teacher(s)
 - Co-taught lessons with the teacher(s)
 - Observed the teacher(s) implementing lessons
 - Supported teacher(s) regarding the administration of the progress monitoring or post-instruction assessments
 - Conferenced with teacher(s) about the lessons or assessment results
 - Other:
7. **About how many hours did you spend working with the teacher(s) during this cycle? 25**