

Examining the Effects of Coaching Cycles on Student Learning – Oral Retelling Example

Teacher’s Name: Rochelle D.

Coach’s Name: Larissa M.

1. Focus: What is the focus of our work together? (Include a connection to the Michigan Learning Standards and the Essential Instructional Practices.)

We will be working on explicit instruction of specific story elements during needs-based small-group instruction. Rochelle wants support in moving from having students respond to a variety of questions about a story to focusing on the specific elements that seem to be problematic for them. To accomplish this, Rochelle feels she needs support in selecting appropriate formative assessments and grouping on the basis of those assessments. Our collaboration is related to Michigan Learning Standards RL1.2 and RL 1.3. It is also related to Essential Instructional Practices #3 and #9.

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 Retelling Checklist based on the story elements specified in Michigan Learning Standards RL1.2 and RL 1.3. Larissa modeled how to use the checklist and provided feedback to Rochelle as she began to use the checklist. To gather baseline data, Rochelle and Larissa completed the Retelling Checklist as students shared retellings of two different books that had not been included in whole-class or small-group lessons. The chart included below shows the results of the baseline assessment. The data was collected over a two-week period from January 7-18, 2019. Based on the data, we formed 4 different needs-based groups. Common needs are highlighted.

Student ID	Can name the main characters	Can describe the role of the main characters (mother, boy, pet)	Can state at least one setting from the story	Can retell the major events of the story in sequence	Can retell the major events of the story, but does not give them in the correct sequence	Includes many minor events in retelling; Cannot differentiate major from minor events	Can tell the lesson of a story if the story has a lesson
Group 1							
3M	No	No	No	No	Yes	No	No
6F	No	No	No	No	Yes	No	No
11M	No	No	No	No	Yes	No	Yes
17 F	No	No	No	No	Yes	No	No
Group 2							
1F	Yes	Yes	Yes	No	Yes	Yes	No
8M	Yes	Yes	Yes	No	Yes	Yes	No
12F	Yes	Yes	No	No	Yes	Yes	Yes
16M	Yes	Yes	No	No	Yes	Yes	Yes

Student ID	Can name the main characters	Can describe the role of the main characters (mother, boy, pet)	Can state at least one setting from the story	Can retell the major events of the story in sequence	Can retell the major events of the story, but does not give them in the correct sequence	Includes many minor events in retelling; Cannot differentiate major from minor events	Can tell the lesson of a story if the story has a lesson
Group 3							
2M	Yes	Yes	Yes	Yes	N/A	Yes	Yes
4F	Yes	Yes	Yes	Yes	N/A	Yes	For 1 of 2 books
7M	Yes	Yes	No	Yes	N/A	Yes	No
10F	Yes	Yes	No	No	Yes	Yes	No
15F	Yes	Yes	Yes	Yes	N/A	Yes	No
18M	Yes	Yes	Yes	No	Yes	Yes	Yes
Group 4							
5F	Yes	Yes	No	Yes	N/A	No	For 1 of 2 books
9F	Yes	Yes	Yes	Yes	N/A	No	No
13M	Yes	Yes	Yes	Yes	N/A	Yes	No
14M	Yes	Yes	No	No	Yes	No	No
19F	Yes	Yes	Yes	Yes	N/A	Yes	No
20M	Yes	Yes	Yes	Yes	Yes	Yes	For 1 of 2 books

3. Expectations: What do we expect to see in terms of student learning? How will we know that students have met those expectations?

Group 1 will be able to:

Name main characters

Describe the role of main characters (mother, boy, pet)

State at least one setting from the story

Group 2 will be able to

Retell the major events of the story in sequence

Group 3 will be able to

Include only major events when retelling in sequence

Group 4 will be able to

Include only major events when retelling in sequence

Explain the lesson of a story when there is a lesson

At the end of the Coaching Cycle, Rochelle will complete the Retelling Checklist as students share retellings of two books that have not been previously used in whole-class or small-group lessons.

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 data was collected between February 7-15, 2019. Positive changes are highlighted.

Student ID	Can name the main characters	Can describe the role of the main characters (mother, boy, pet)	Can state at least one setting from the story	Can retell the major events of the story in sequence	Can retell the major events of the story, but does not give them in the correct sequence	Includes many minor events in retelling; Cannot differentiate major from minor events	Can tell the lesson of a story if the story has a lesson
Group 1							
3M	Yes	1 of 2 books	Yes	Yes	N/A	No	No
6F	Yes	Yes	1 of 2 books	Yes	N/A	Yes	1 of 2 books
11M	Yes	Yes	Yes	No	Yes	No	Yes
17 F	Yes	Yes	Yes	No	Yes	No	No
Group 2							
1F	Yes	Yes	Yes	Yes	N/A	No	1 of 2 books
8M	Yes	Yes	Yes	Yes	N/A	Yes	No
12F	Yes	Yes	Yes	1 of 2 books	1 of 2 books	No	1 of 2 books
16M	Yes	Yes	1 of 2 books	Yes	N/A	Yes	Yes
Group 3							
2M	Yes	Yes	Yes	Yes	N/A	1 of 2 books	Yes
4F	Yes	Yes	Yes	Yes	N/A	No	Yes
7M	Yes	Yes	Yes	Yes	N/A	No	No
10F	Yes	Yes	1 of 2 books	Yes	N/A	1 of 2 books	1 of 2 books
15F	Yes	Yes	Yes	Yes	N/A	No	No
18M	Yes	Yes	Yes	Yes	N/A	No	Yes
Group 4							
5F	Yes	Yes	Yes	Yes	N/A	No	Yes
9F	Yes	Yes	Yes	Yes	N/A	No	Yes
13M	Yes	Yes	Yes	Yes	N/A	No	Yes
14M	Yes	Yes	Yes	Yes	N/A	No	1 of 2 books
19F	Yes	Yes	Yes	Yes	N/A	1 of 2 books	1 of 2 books
20M	Yes	Yes	Yes	Yes	Yes	No	Yes

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?

Group 1 will be able to:

Name main characters- All 4 students met expectations.

Describe the role of main characters (mother, boy, pet) – Three out of four students met expectations; one student met expectations for 1 of the 2 books read.

State at least one setting from the story - Three out of four students met expectations; one student met expectations for one of the two books read.

In addition, 2 of the 4 students improved in their ability to retell the major events of the stories in sequence.

No additional small-group instruction on these three story elements is needed. Rochelle will continue to have Student 3M focus on describing the role of main characters and Student 6F focus on setting as they conference about the books they are reading.

Group 2 will be able to

Retell the major events of the story in sequence – Three (3) of the 4 students met the expectation; one student met the expectation for one of the two books read. Two (2) of the 4 students (1F and 12F) are still having difficulty differentiating major from minor events. Perhaps they could be grouped with 2M and 10F to engage in activities where they are given sets of events and asked to sort them into major and minor events.

Group 3 will be able to

Include only major events when retelling in sequence – All 6 students met the expectation, although 2 of the students also included some minor events when retelling one of the two stories they had read. As noted above, they (2M and 10F) could join students 1F and 12 F to work on including only major events in their retellings.

Group 4 will be able to

Include only major events when retelling in sequence – Five (5) of the 6 students met the expectation when retelling both stories they had read; 1 student met the expectation when retelling one of two stories she had read.

Explain the lesson of a story when there is a lesson – Four (4) of 6 students met the expectation when explaining the lesson for both stories they had read; 2 students were able to explain the lesson for one of the two stories they had read. Rochelle will continue to model how she figures out the lesson of a story during interactive read-alouds as at least half of the students need to think more carefully about this story element. She will also focus on the lesson of the story when conferencing with Students 14M and 19F about the books they are reading. In a few weeks, Rochelle will reassess the students who are currently having difficulty explaining the lesson of a story to decide if there is a need to form a small-group that focuses on determining the lesson of a story.

- 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? 24