

Examining the Effects of Coaching Cycles on Student Learning: Differentiated Reading Instruction Example

Teacher's Name: Pat S.

Grade: 1

Coach's Name: Kenisha T.

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

We focused on implementing the Differentiated Reading Instruction (DRI) lessons during Pat's small-group instruction. Pat requested support in using the Test of Letter Names, the Test of Letter Sounds, and the Informal Decoding Inventory (IDI) to group students appropriately and to implement the lessons as specified in the text titled *How to Plan Differentiated Reading Instruction: Resources for Grades K-3*. Our collaboration was related to Michigan Reading Standards: Foundational Skills 2 and 3. It was also related to Essential Instructional Practices 3, 4, 5, and 9.

2. Baseline Assessment Data: What assessment(s) [observations, formative assessments, teacher-coach created assessments] did we use when developing our focus? Include the baseline data results and the date(s) of the assessment(s) here.

We administered the appropriate subtests of the Informal Decoding Inventory (IDI) as well as the Test of Letter Sounds when necessary. We also administered the first 50 words of the Test of Fry Instant Words for First Grade. The results of the Test of Fry Instant Words were used for lesson planning, not for grouping. The assessments were administered between September 13 and September 27, 2021.

The following table shows the groups into which the 22 students fell.

Lesson Group	Number of Students	Special Notes
Basic Alphabet Knowledge (Lessons 14-30)	1	This student was placed in a group with 4 other students from the other first grades. The group was taught by the Reading Specialist.
Using Letter Sounds	4	Group taught during 45-minute differentiated reading block
Using Letter Patterns	6	Group taught during 45-minute differentiated reading block
Blends and Digraphs	8	Group taught during 45-minute differentiated reading block
R-Controlled Vowels	3	Group taught during Independent Writing Time two to three times per week. Proficiency of R-Controlled Vowels is not expected until the end of the second nine weeks, so all 29 lessons in R-Controlled Vowels would be covered before these students have completed the second nine weeks of school.

3. Expectations: What did we expect to see in terms of student learning? How would we know that students had met those expectations?

Students participated in the lessons designed for the group into which they fell. At the end of the lessons, we expected each student to meet proficiency on the Progress Monitoring Assessment. The proficiency score differed from group to group as shown in the following table.

Lesson Group	Proficiency Score
Basic Alphabet Knowledge (Lessons 14-30)	No specific proficiency scores listed. We set the following proficiency scores. Letter Names: 24 of 26 Letter Sounds: 17 of 19 consonant sounds (not counting q and x); 4 of 5 short vowel sounds
Using Letter Sounds	Segmenting and Blending – 5/8 Sounding and Blending – 5/8
Using Letter Patterns	Segmenting and Blending – 10/15 Sounding and Blending – 10/15
Blends and Digraphs	Sounding and Blending – 10/15
R-Controlled Vowels	Sounding and Blending – 10/15

4. **Post-Instruction Assessment Data (at the conclusion of the Coaching Cycle):** Include specifics about the assessment results here and date(s) of assessment(s). The Coaching Cycle continued until all groups had completed the series of lessons designed for the group.

Lesson Group	Date of Progress Monitoring	Number of Students	Number of Students Who Met Proficiency	Number of Students Who Did Not Meet Proficiency
Basic Alphabet Knowledge (Lessons 14-30)	10/26/21	1	1	0
Using Letter Sounds (14 lessons)	10/25/21 or 10/26/21	4	3	1
Using Letter Patterns (14 lessons)	10/25/21 or 10/26/21	6	5	1
Blends and Digraphs (29 lessons)	11/16/21 or 11/17/21	8	6	2
R-Controlled Vowels (29 lessons)	11/16/21 or 11/17/21	3	3	0

5. **Analysis of Student Learning: How many students met/did not meet expectations? What were the next steps for students who did not meet expectations?** Eighteen of the twenty-two students (82%) met expectations by demonstrating proficiency on the progress monitoring assessment and moved on to the next lesson set. Four students did not demonstrate proficiency. The student who did not demonstrate proficiency in Using Letter Sounds redid Lessons 8, 9, and 10 before moving on to Using Letter Patterns; he was absent when those lessons were given and missed several short u words on the assessment. The student who did not demonstrate proficiency in Using Letter Patterns redid Lessons 9, 11, and 13 before moving on to Blends and Digraphs. The two students who did not demonstrate proficiency with Blends and Digraphs joined three students from another class to redo Lessons 16-29 in order to strengthen their work with blends.

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: Helped the teacher organize materials for the different groups

7. About how many hours did you spend working with the teacher(s) during this cycle? 15 hours