

Milestone One: Data Analysis and Coaching Scenario

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I am planning a weekly data analysis meeting with a first-year teacher whose students are struggling with some of the more critical learning standards for the grade level. The teacher will bring the most recent exit ticket assessment, hi/med/lo student work, and a plan for addressing learning gaps. The exit ticket is a multiple choice (MC) question that asks students to determine which statement is most likely true given a scenario about how someone who works in a restaurant is paid. Looking at the data, 40% of the students in this teacher's class were able to answer the question correctly. The remaining 60% of students were split evenly between 2 incorrect answers. The exit ticket was used to assess student mastery for the grade-level mathematics TEKS 1A, a mathematical process standard, which states that students use mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to apply mathematics to problems arising in everyday life, society and the workplace. As the instructional leader I already have access to this information, as well as looking at the lesson and/or unit plan(s) for an idea of what instruction that took place prior to the exit ticket.

My first steps as the instructional leader is to script a reteach plan and the gap in student understanding (Bambrick-Santoyo, 2018). I will unpack the standard, perhaps with a thought partner who can provide content support should I need it. This will be a one-on-one meeting as this grade level is self-contained and all other classroom data sets showed evidence of more than 80% mastery on this TEKS. Protocols will include using the weekly data meeting template and asking the teacher to take notes while I facilitate the meeting and keep track of time. Now that I have prepared for the meeting, I will dive into the "See It, Name It, Do It" data meeting process (Bambrick-Santoyo, 2018) for our meeting scheduled for a maximum of 45 minutes.

In the first 15 minutes of the meeting, our focus will be on ‘seeing’ past successes, ‘seeing’ an exemplar, and finally, ‘seeing’/analyzing the gap in learning. As previously stated, the teacher has been working to address identified gaps in student knowledge and skills. We briefly address the success of last week’s reteach of a basic mathematical function needed for more sophisticated concepts coming up this unit. My script for at least the next 10 minutes will be:

“Today, I want to dive into [Grade-level] 1, applying mathematics to everyday situations, and the exit ticket with the MC question asking students to identify which statement is most likely true about Nina’s income from working in the restaurant. Take one minute in your own words and tell me what students should know or be able to do when demonstrating mastery?” The teacher should respond by indicating students being able to explain typical life, social or workplace situations through a mathematical process. “Take the next couple of minutes to note what students needed to do to get the correct answer.” Teacher annotates the exit ticket to show mathematical representation of the thinking needed to arrive at the correct answer. “How does your exemplar align to the standard?” “Ok, take a minute to compare the student exemplar (hi student work) to your teacher exemplar. What similarities and differences do you see in demonstration of mastery? Teacher will share those observations and I will repeat the question only this time the teacher will compare unmastered work (esp. lo student work) to the teacher exemplar. The follow up to this comparison is, “Look back at our notes about the standard and exemplar and tell me what the misconceptions you see.”

At this point in the meeting, my goal as the instructional leader is to help the teacher clarify what mastery of this particular standard looks like and where students may have missed the mark. In other words, “see” what the student misconception is and now “name” it (the

misconception). I will prompt the teacher by asking them to state clearly what the key reteach area is and follow that up by asking them whether the misconception is procedural, conceptual, or both. Then we will write down all the things students can do to close the gap and get to mastery on this standard. When preparing for the meeting and reviewing student work with the teacher, we identified that students who got the incorrect answer had failed to notate the mathematical equation that would explain how Nina's income was calculated. Conceptually, students needed to understand that the scenario could be explained using a mathematical process. Procedurally, students needed to create an equation that represented all parts of the scenario to help them understand the relationship between Nina's hours and income.

Now that we have seen the misconception and named it, we are ready to "do" it, which in this context, means the teacher will develop a reteach plan with my support. Reteaching is either modeling or guided discourse dependent upon the number of students who reached mastery from the 1st teach. When over 50% of the class has not mastered a concept, the teacher needs to do a whole-group model. Since 60% of the students did not demonstrate mastery, the teacher will need to design a new model for this TEKS. We will spend the remainder of our time planning a reteach, practicing, and deciding on what follow up will look like. We will both use 5 mins or so to script a model think aloud and questions, after which we will exchange and highlight strengths from each to add to our own script. The teacher and I will also plan for student independent practice and what will need to be seen in student work, for example looking for evidence of a math equation as part of the scenario annotation. I may ask, "How will you use the steps outlined in your think aloud to name your laps?" Because this is a first-year teacher, I will model the reteach first and elicit observations before asking the teacher to practice their model. Time

permitting, I will watch the model, offer feedback and ask the teacher to try again, while incorporating the feedback.

In closing, the teacher and I note the details of when the reteach will happen, what the reassessment will look like and when we will revisit data on this standard. This needs to be a fairly quick turnaround, because we do not want misconceptions to be cemented in student thinking and there are still other areas of the content that needs to be taught in this unit. I will also make a plan to come observe the reteach to offer additional feedback regarding the live implementation of the reteach lesson plan.

References

Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0*. Wiley.