



LRSP Status Report – June 2011

1.09 MOST Instructional Coach SR 2011

Strategic Objective (SO):

1.09 Instructional Coaching, Special Education, Reading Intervention, Math Intervention, Response to Intervention (RtI), Technology, Professional Learning Communities, Indian Education for All, PEAKS (Gifted) Program, Extended Day and Extended Year Programming.

Department/School: Morning Star Elementary School

Leader: Patti Harrison

Team Members:

Siegel, Crosby, all teachers

In a year, we hope to see the following progress on this strategic objective:

Records will show that most teachers work cooperatively with team members and coach to look at standards and use Understanding by Design to plan units and lessons that include best practices in curriculum, instruction and assessment (CIA) as indicated in our goals for CIA.

PROGRESS SUMMARY

This Action Plan was reviewed periodically throughout the school year. A final review was conducted by the leader in June to review progress made and look forward to the 2011-12 revision.

Action Step 1: Coach met with grade level teams and individuals to focus or review new district writing standards, coming common core math standards and other content standards. Specifically, coach collaborated with and supported teachers to connect content standards across the curriculum when developing field trips. Examples included the planning of the Headwaters trip and visit to the Museum. Coach met with Museum director and shared grade level standards with director and put together plan for teachers to share with students. Graphic organizers outlining standards were developed for science and social studies units.

Action Step 2: Coach used UBD templates to support teachers when creating learning units and developing field trip experiences. An example would be meeting with second grade team to create UBD template for their Headwaters field trip. Coach supported new teachers with curriculum, assessment and planning needs throughout the year by meeting with teachers and offering resources connected to UBD. Coach modeled UBD at staff meetings and grade level meetings.

Action Step 3: Coach collaborated with teachers to develop lessons that implemented best practices across content areas. For example, coach developed and modeled math lessons that focused on rigor and problem solving for K-3rd grades. Social studies, reading, science and writing lessons and activities were also developed and modeled in the classrooms, as well as best practices in formative assessment at staff meetings. Coach worked with CLT teams and MS teachers to develop social studies assessments. The coach attended RtI leadership meetings and

was supportive in developing best practices with RTI. Collections of websites, lessons and activities across content areas were collected and organized for teachers to access at Trackstar, an on-line tool. The coach is an active member on the district's technology committee and shares technology standards with staff throughout the year. Modeling technology and lessons in the classroom showcased methods for teachers to differentiate and enhance lessons.

Action Step 4: Principals and coach collaborated to develop and present professional development at staff meetings that showcased best practices in curriculum, assessment, planning and classroom management. Principal encouraged teachers to use coach to support them in their classroom management and instruction. Teachers asked the coach to come into the classroom as a result of encouragement from the principals. Coach met with principal to discuss professional development and needs of staff on a consistent basis. Principal was very supportive of the coach's work and development of the professional development model.