

For each Teacher, please provide a bi-weekly development update including: Overview of coaching dashboard (emphasis on effective use of data), recent successes, areas of concern and/or FYIs.

2017 - 2018 DPAS Rating		Week 2 (ending 9/7)	Week 4 (ending 9/21)	Week 6	Week 8	Week 10	Week 12
Morgan Sagan	Effective		3 Check Ins; Goal Setting, Leading debriefs	4 Check Ins; Goal Setting, Student Strategies	Goal Setting: Differentiation for students with special needs	Goal Setting: Differentiation for students with special needs	Goal Setting: Differentiation for students with special needs
Leland Kent	Effective		2 Check Ins; Goal Setting, Prompting student input, pacing	3 Check Ins; Checks for Understanding, student ratio	Goal Setting: Increasing CFUs and anticipated misconceptions into the lesson plan	Goal Setting: Increasing CFUs and anticipated misconceptions into the lesson plan	Goal Setting: Increasing CFUs and anticipated misconceptions into the lesson plan
Kevin-Paul Edwards	Effective		3 Check Ins; Goal Setting, Clear Directions, Strong Presence	5 Check Ins; Clear Directions, Exit Procedures	Goal Setting: Increasing CFUs to increase rigor in the classroom	Goal Setting: Increasing CFUs to increase rigor in the classroom	Goal Setting: Increasing CFUs to increase rigor in the classroom
Taryn Timko	New Hire		3 Check Ins; Goal Setting, Curriculum Planning	Goal Setting: Curriculum Planning	Goal Setting: Curriculum Planning	Goal Setting: Curriculum Planning	Goal Setting: Curriculum Planning
Aiyah Thomas	New Hire		3 Check Ins; Goal Setting, Strong presence, clear directions	Goal Setting: Strong presence, 100% compliance	Goal Setting: Curriculum Planning	Goal Setting: Curriculum Planning	Goal Setting: Curriculum Planning
Jerrica Flint	Effective		2 Check Ins; Goal Setting, Curriculum Planning	Goal Setting: Curriculum Planning	Goal Setting: Curriculum Planning	Goal Setting: Curriculum Planning	Goal Setting: Curriculum Planning
Victoria Kager	Needs Improvement		3 Check Ins; Goal Setting, Strong presence, clear directions	Goal Setting: Strong presence, 100% compliance	Goal Setting: Strong presence, building relationships	Goal Setting: Strong presence, building relationships	Goal Setting: Strong presence, building relationships
Brandon Fong	New Hire		3 Check Ins; Goals: Neutral Tone, Lesson Planning, and clear directions	5 Check Ins; Improvement Plan for neutral tone and clear directions	Goal Setting: Clear directions, neutral tone	Goal Setting: Clear directions, neutral tone	Goal Setting: Clear directions, neutral tone
Barbara Espirtu	New Hire		2 Check Ins; Goals: Checks for Understanding and Lesson Planning Structure along with Entrance/Exit Routine	4 Check Ins; Unit Planning, Lesson Planning	Goal Setting: Lesson planning, increased CFUs to increase rigor	Goal Setting: Lesson planning, increased CFUs to increase rigor	Goal Setting: Lesson planning, increased CFUs to increase rigor
Michael Smtih	New Hire		2 Check Ins; Goal Setting, Clear Directions	Goal Setting: Lesson planning, increased CFUs to increase rigor	Goal Setting: Lesson planning, increased CFUs to increase rigor	Goal Setting: Clear Directions	Goal Setting: Clear Directions
Sean Brookins	New Hire		5 Check Ins; Goal Setting, Daily Real Time Coaching, Clear Directions, Curriculum Planning	Daily REal Time coaching, 3x weekly check ins, Improvement Plan			
Imani Roman	Effective		3 staff meetings, 1 Check in; Goal: Working on Lesson planning structure	3 Check Ins; Lesson Planning and CFUs	Goal Setting: Lesson planning and CFUs	Goal Setting: Lesson planning and CFUs	Goal Setting: Lesson planning and CFUs

Kevin Edwards

Week	Date	Strand	TEACHER ACTION GOAL (TAG)	SOG	Actual Student Coaching Actions	Notes
1	9/13	Classroom Culture	1.8 Teacher scans the room after every direction to determine whether or not behavioral expectations are being met.	85-94%	64	<p>After giving directions, Kevin was circulating but not seeing student work. Narrated work but not accurately, as 18/28 had classroom questions complete</p> <p>Kevin gave directions for "all pencils down and eyes on me" (20/28 followed directions). There was not a lot of positive praise. Kevin implemented feedback immediately and students responded.</p> <p>Kevin gave directions for "all pencils down and eyes on me" (20/28 followed directions). There was not a lot of positive praise. When Kevin did narrate, "Thank you to the front row for holding at a voice level 0," the rest of the class got silent.</p> <p>Kevin gave directions for "all pencils down and eyes on me" (20/28 followed directions). There was not a lot of positive praise. When Kevin did narrate, "Thank you to the front row for holding at a voice level 0," the rest of the class got silent.</p>
2	9/18	Classroom Culture	1.8 Teacher scans the room after every direction to determine whether or not behavioral expectations are being met.	85-94%	71	<p>During coaching meeting, discussed next steps for giving directions, scanning the room, and praising students on task</p> <p>After instructions were given for students to hold up a number on their fingers 1/123 held up their fingers. When Kevin instructed students to turn and talk with their peers, 3/7 students doing the work</p>
	9/18	Classroom Culture	1.8 Teacher scans the room after every direction to determine whether or not behavioral expectations are being met.	85-94%	49	<p>Modeled and had Kevin practice giving directions and scanning, and praising during the work</p> <p>49 coaching meeting</p>
	9/20	Classroom Culture	1.6 Directions are delivered from the front of the room with the attention of the overwhelming majority of students. 1.8 Teacher scans the room after every direction to determine whether or not behavioral expectations are being met. 1.9 Teacher immediately and genuinely praises students meeting expectations after every direction given.	65-94%	100	<p>Provided real time feedback during class, stood next to Kevin while he gave directions, modeled scanning the room and praising and redirecting students.</p> <p>Kevin got 20/24 doing what he asked them to do on the first direction. He implemented the real time feedback and got 100% on task.</p>
	9/20	Classroom Culture	1.6 Directions are delivered from the front of the room with the attention of the overwhelming majority of students. 1.8 Teacher scans the room after every direction to determine whether or not behavioral expectations are being met. 1.9 Teacher immediately and genuinely praises students meeting expectations after every direction given.	65-94%	100	<p>Observed two of his class. Met with Kevin after to discuss confusion over 6th grade transitions. Going in again Wednesday and meeting with 6th grade team to norms on beginning of class expectations</p> <p>KPE will reestablish and enforce routines using the illusion of speed. 1. Say directions for routine crisply. 2. Immediately narrate and don't stop, repeat direction. 3. Redirect student who is not complying</p> <p>After Kevin gave a direction for students to answer the 2 questions on the handout, he had 24/27 students on task. When he called on students to share their answers, the expectations (silently tracking the speaker) weren't enforced because Kevin didn't scan, praise, and redirect.</p>
3	CR 9/25/2017	Classroom Culture	1.4 Teacher has created and modeled expectations for all class routines.	65-94%	40%	<p>Real-time coached regarding scanning, praising and redirecting, specifically around seeing what work students are producing</p> <p>86</p>
	MG 9/27	Classroom Culture	1.8, 1.9, 1.10	65-94%	89%	<p>Real-time coached regarding scanning, praising and redirecting, specifically around seeing what work students are producing</p> <p>86</p>
	MG 9/27	Classroom Culture	1.8, 1.9, 1.10	65-94%	86	<p>Real-time coached regarding scanning, praising and redirecting, specifically around seeing what work students are producing</p> <p>86</p>

CR 9/28	1: Classroom Culture	1.4 Teacher has created and modeled expectations for all class routines.	65-94%	Follow up from observation on Monday Kevin and I practiced giving directions and narrating from the doorway as students entered. We practiced not engaging with students, just redirecting and repeating the directions.
4 MG 10/2	1: Classroom Culture	1.8, 1.9	65-94%	82 Had coaching meeting and practiced narrating and redirecting using group reminder, anonymous reminder, signal, and proximity. Practiced 6 times. Provided real-time coaching - stood at the front of the room with Kevin and scanned with him. I also circulated and pointed out students that he should address. Oh-task at students to show their hands each time.
MG 10/2	1: Classroom Culture	1.8, 1.9, 1.10	65-94%	86 86% Gave real-time feedback on what exactly students should do at a given point. Do they have to annotate a specific part of the text? 19/27 didn't first, but that increased to 25/27
MG 10/2	1: Classroom Culture	1.8, 1.9, 1.10	65-94%	93 25/27 Kevin narrated while students were working, saying things like "I see my whole 2nd row is underlining" and "I love how much participation I'm getting from everyone" 25/27 students were annotating along with Mr. Edwards
MG 10/4	1: Classroom Culture	1.9 Teacher immediately and genuinely praises students meeting expectations after every direction given.	65-94%	70% Real-time coached and pointed out students that should be addressed, either in praise or redirection.
MG 10/4	1: Classroom Culture	1.9 Teacher immediately and genuinely praises students meeting expectations after every direction given.	65-94%	70% Kevin used constant praise and narration while giving directions and talking through the lesson. During DN, 19/22 kids had it complete. He asked for students to show their hands indicating an answer, and after narrating and saying last time we had 19/22 students show their hands, he got the number up to 20/22.
MG 10/6	1: Classroom Culture	1.9 Teacher immediately and genuinely praises students meeting expectations after every direction given.	65-94%	88% During class, whenever Mr. Edwards gave directions, 8 students disregarded the instructions. There was no follow-up, consequence, given to these students. Students continued to with misbehavior and Mr. Edwards just waited for the behavior to stop.
5 LT 10/10	1: Classroom Culture	1.10 Appropriate redirection is used and logical consequences are issued for misbehaviors.	65-94%	66% Ms. Thompson will follow up with email regarding observation.
10/11	1: Classroom Culture	1.5 A signal is used to achieve and maintain one voice when appropriate. 1.6 Directions are delivered from the front of the room with the attention of the overwhelming majority of students.	65-94%	72% Ms. Thompson will follow up with email regarding observation.

5	MG 10/16	1: Classroom Culture	1.10 Appropriate redirection is used and logical consequences are issued for misbehaviors.	85-94%	75%	Real-time coached on redirecting students who hadn't put their binders under their desks.	During DN, 6 students had binders on their desks. Real time coached on expectations for binders to be put away. Kevin addressed all students with binders on their desks and they were put away (18/24 to start). When Kevin asked students put their pencils down and eyes on him, 23/26 students did.
	MG 10/16	1: Classroom Culture	1.10 Appropriate redirection is used and logical consequences are issued for misbehaviors.	85-94%	88%	Had coaching meeting to discuss redirecting students after giving directions and narrating the positive. Created and practiced new entry routine for 2nd period. RTCed on giving demerits to students who were not following directions after Kevin gave directions and narrated the positive. On task for DN increased to 17/19	Entry was delayed and getting students started on work was initially not as smooth as possible. During DN, 15/19 students were working silently.
	MG 10/16	1: Classroom Culture	1.10 Appropriate redirection is used and logical consequences are issued for misbehaviors.	65-94%	50 - 85%	RTCed on repeating instructions to ensure students know to begin Do Now. Also RTC to give positive praise and directed to students who were not on task	When direction was repeated, he gained 85% of student attention
	MG 10/16	1: Classroom Culture	1.4 Teacher has created and modeled expectations for all class routines.	65-94%	93%	RTCed on noticing students who didn't follow directions and redirected those 2 students. Kevin addressed both and gave 1 a demerit.	Kevin asked for students to put their pencils down and eyes on him as he was transition to the next task. 22/27 students continued to write.
	MG 10/17	1: Classroom Culture	1.10 Appropriate redirection is used and logical consequences are issued for misbehaviors.	65-94%	81%	Supported with implementing new entry routine by pointing out students who were following the directions and redirecting students who were not.	Kevin attempted to implement new entry transition into 2nd period. Class was interrupted by a student saying, "there's a fight," and running to the doorway to investigate. Kevin regrouped and had students do the new entry routine. 22/27 students actively participated.
	MG 10/17	1: Classroom Culture	1.10 Appropriate redirection is used and logical consequences are issued for misbehaviors.	65-94%	88%	Gave real-time feedback on which students hadn't put their pencils down. Kevin redirected them and got to 100%	After students were done with taking notes, Kevin asked all pencils to be put down and eyes on him. 21/24 students put their pencils down.
	MG 10/25	1: Classroom Culture	1.7, 1.10	65-94%	86%	Coached by Relay Action Sleep. When resetting the class give clear. What to do directions and follow up with immediate aligned positive narration. Gave him a what to do assignment to revise unclear directions. He practiced telling students to track him when he is speaking and giving students clear expectations of what to do in all parts of student work.	Has greatly improved in his redirection and continuing to give clear narration. During the entry procedure, Mr. Edwards redirected students who were not meeting expectations, giving demerits where applicable. This was effective in getting students to fix their behavior. During the DN, 20/24 students completed it in the time allotted. When Mr. Edwards asked students to annihilate on their paper as he did on his, 22/25 students did that.
6	MG 10/24	1: Classroom Culture	1.7 Major directions include information on time, task, materials, and sound.	65-94%	80%	Real time coached on what he wants students to do at specific point in time, ie if he wants students to copy down something on the board exactly as he wrote it, he needs to say that to the students.	

MG 10/25	1: Classroom Culture	1.7, 1.10	65-84%	86%	<p>Gave real-time feedback on clarifying which sections of the text the students were supposed to underline, as Ms. Edwards' directions at first weren't initially clear.</p> <p>Mr. Edwards had specific directions for what students should be doing at a given moment, like "put your eyes on the text so you can read the next words when I call on you." At 3 different observation points, on-task was 70/81</p> <p>Mr. Edwards' directions to work silently on a section of a packet were clear and 23/23 students got to work silently. (This was Mr. Edwards teaching Mr. Knox's 7th grade class). At the end of class, 20/23 students had completed the exit ticket.</p>
MG 10/25	1: Classroom Culture	1.7, 1.10	65-84%	93%	<p>Supported in scanning, praising, and redirecting.</p> <p>Real-time coached in scanning, praising, and redirecting students. Modeled and supported in reselling the class to get students back on task.</p> <p>In last period, 3 students were routinely calling out, 2 others had their heads down and didn't participate in class. Mr. Edwards redirected students a lot, but it wasn't as effective as it could've been. For the last 20 minutes, students progressed through 1 page of work.</p>
MG 10/25	1: Classroom Culture	1.7, 1.10	65-84%	68%	<p>Real time coached on giving students precise "what to do," as Mr. Edwards' directions were always as explicit as they could be.</p> <p>During the DN, 14/20 attempted it. Mr. Edwards redirected students who were disruptive, but his directions on what students should be doing at all times were not as clear as could be. On-task at 3 points: 14/20, 10/20, and 16/20.</p>
7 MG 10/30	1: Classroom Culture	1.7, 1.10	65-84%	70%	<p>Supported in scanning.</p> <p>Entry procedure for getting students to their new seats was not as efficient as it could have been, so class started later than it should have. Once students were in class, 16/20 completed the DN. When Mr. Edwards gave directions for students to fill in notes in their packets, his directions were clear and precise. "Take 60 minutes to complete the stop and jot at a voice level 0 - 1/7/20 completed the stop and jot. At another point in time, 15/20 students filled in their notes as Mr. Edwards directed.</p>
MG 10/30	1: Classroom Culture	1.7, 1.10	65-84%	80%	<p>Gave real time feedback and coaching on redirecting students who were off-task and supported in scanning, praising, and redirecting.</p> <p>While Mr. Edwards read a text out loud, he asked that all eyes be on the text and reading along 20/23 had their eyes on the text. Students were asked to write a definition, 20/23 did it. When he had students read the next word in the text out loud 10/23 did it. 2nd definition, 22/23.</p>
MG 11/1	1: Classroom Culture	1.7, 1.10	65-84%	78%	<p>Real time coached on scanning, praising, and redirecting. Supported in seeing students on/off task.</p> <p>In Miami, Mr. Edwards was having students annotate a text and define terms. His directions were, "When I say go, you have 45 to write down a definition in your own words for 109 age. Go." 20/22 students completed the first definition in the allotted time.</p>
MG 11/1	1: Classroom Culture	1.7, 1.10	65-84%	91%	<p>Created reminder for scanning, praising, and redirecting and posted it in the back of the room.</p> <p>Supported in defining terms and clarifying meaning.</p> <p>Mr. Edwards gave students clear directions on what he expected to students to do, whether showing hands to indicate agreement with a statement, or completing the exit ticket. 20/26 showed hands, 24/26 completed exit ticket. While he did say "Oh" when students got off task, he did follow up with that they should be doing.</p>
9 MG 11/5	1: Classroom Culture	1.7, 1.10	65-84%	85%	<p>giving directions.</p> <p>Scanned the room while students were completing the exit ticket and gave feedback as to who was completing work and who wasn't. Used visual cues to remind narrate, redirect, and narrate after.</p> <p>Saw the end of class, and 21/24 students completed the exit ticket. Mr. Edwards had instructed students to be at a voice level 0, but 5 students didn't follow his directions. He narrated, redirected and narrated to get back to that sound.</p>
MG 11/5	1: Classroom Culture	1.7, 1.10	65-84%	83%	<p>Supported in scanning, praising, and redirecting.</p> <p>Gave visual cues to remind Mr. Edwards to narrate, redirect, and narrate after.</p>
MG 11/5	1: Classroom Culture	1.7, 1.10	65-84%	83%	<p>Supported in scanning, praising, and redirecting.</p> <p>Gave visual cues to remind Mr. Edwards to narrate, redirect, and narrate after.</p>

MG 11/5	1: Classroom Culture	1.7, 1.10				<p>In coaching meeting, we discussed need to make narrate, redirect, and narrate a habit, as well as applying his clear directions to 7th grade as well. We looked at his plans for the day and planned for ways to make his class more rigorous.</p> <p>In Miami, 20 minutes into class, Mr. Edwards was reviewing the DN. I did not see how students entered). 8/22 students had the DN completely finished or demonstrated substantial effort on it. Mr. Edwards commended students for turning around their behavior. At a second part of class, 20/22 students completed artifact analysis. 18/22 completed their explanations.</p>
MG 11/5	1: Classroom Culture	1.7, 1.10	65-84%	70%	<p>RTTCed using visual cues to remind Mr. Edwards to narrate, redirect, and narrate. Gave immediate feedback to clarify a direction. Supported in scanning and redirecting.</p>	
9 MG 11/13	1: Classroom Culture	1.1, 1.10	65-84%	89%	<p>RTTCed on seeing and narrating students on/off task.</p> <p>In 2nd pd, 22/24 worked on IP. 20/24 completed the exit ticket. Mr. Edwards consistently redirected students who were on/off task.</p> <p>In Miami, students showed up to class at very staggered times, so DN completion was inconsistent. 10/10 completed the DN in the allotted time, though not all students were there for the entire time. At a later point, there were 18 students. 17/18 answered questions 1-3. When Mr. Edwards asked kids to read and circle unfamiliar words, 16/18 did so.</p>	
MG 11/13	1: Classroom Culture	1.1, 1.10	65-84%	83%	<p>Supported with overly disruptive students, scanning, praising, and redirecting. Gave immediate feedback on clarity of directions and what students were supposed to do.</p>	
MG 11/13	1: Classroom Culture	1.1, 1.10	65-84%	89%	<p>In 3rd period, on task measured 2x: 21/23 and 20/23.</p>	

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