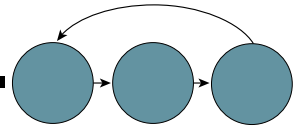


# SECTION 16: PROBLEM SOLVING SESSIONS



Administrator Leadership Institute  
Kurt Engelmann/Tara Davis

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# Problem Solving Sessions

## What are they?

Regular reviews of data, observations and expectations for each instructional group.

## Why have them?

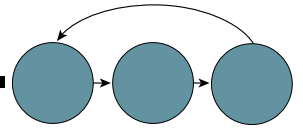
- 1) Need consistent process for identifying problems and generating remedies for each instructional group.
- 2) Need a process for identifying common problems to generate systemic remedies that maximize impact.
  - Common problems across instructors.
  - Common problems across subjects

## How long and when should they occur?

- About an hour.
- Each week.
- Not during instructional time (participants need to be in classrooms during instructional time).

## Who attends?

- Leadership team and coaches (sometimes teachers)
- External Support Provider

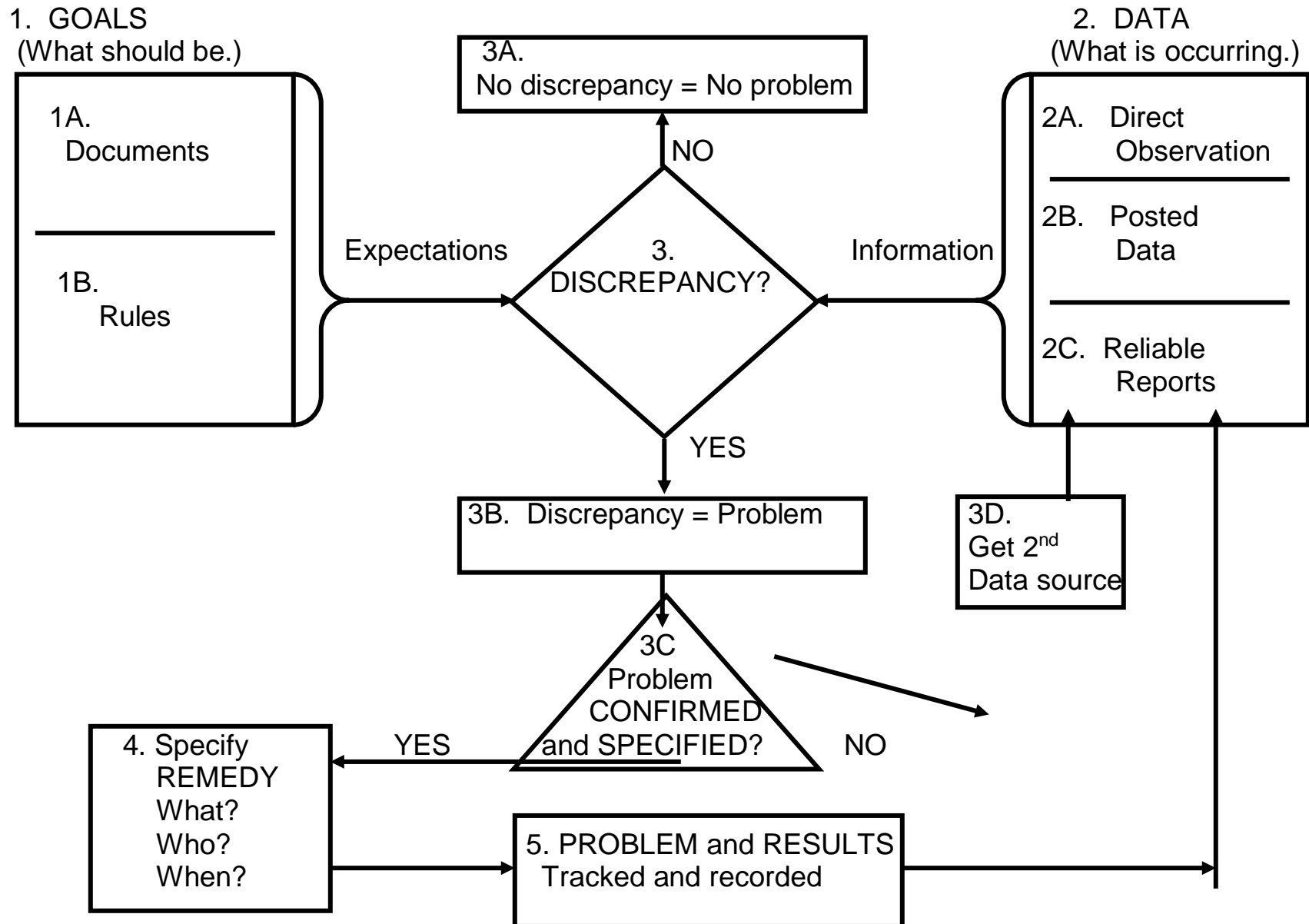
**Set up:**

- All data sheets collected and screened for completion beforehand.
- Completed observation forms and notes for observations compiled.
- Ordered for systematic review to save time.
- Data sent to External Support Provider in enough time for them to review data and identify potential problems.

**Outcome:**

- Problems clearly specified with respect to student performance.
- Remedies generated for all problems that specify:
  - What the remedy will entail
  - Who will carry out the remedy
  - When the remedy will be carried out
- Problems and their remedies prioritized according to their impact on student performance.

## GRAPHIC FOR PROBLEM SOLVING ORIENTATION



# Lesson Progress Chart (LPC)

Teacher Mrs. Walker Start Date Dec. 1 End Date Dec. 5  
 School Orchard Elementary Coach's Name NA

## Lesson Progress

## Mastery Test or Checkout Summary

Grade	# in group	Subject/Level	Performance Level (H, M, L)	M	T	W	T	F	# lessons taught / # of school days	Test or ✓ out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If ✓ out, write time/errors
2	6	Rm Reading Grade 1 Apples	H	a.m. 108	110	112	114	116	9/5	22/23	4/6	Suzy Jaquin			2:03/6
				p.m. 109	111	113	115	116			3/6	Derrick	Suzy Jaquin		2:24/7
2	8	Rm Reading Grade 1 Oranges	H	a.m. 111	113	115	117	119	10/5	23	8/8				(Checkout 24 results next week)
				p.m. 112	114	116	118	120							
2	14	Rm Lang. Grade 1		a.m. 46	47	48	49	50	5/5	5	12/14		Suzy Jaquin	map — relative direction	
				p.m.									(remedies and retest on Monday)		

Comments: On Friday, Apples repeated L.116 because group errors were so high and  
3 students hadn't passed checkout the day before, Jaquin is struggling  
to pass checkouts — every time he doesn't pass, he fails both criteria. Derrick still  
absent on Friday.

**MODEL OF A COMPLETED SUMMARY:** The Follow-up section refers to problems identified while the implementation manager was on site and/or via examination of lesson progress and mastery data. This week's review refers to problems identified while looking at lesson progress and mastery data and talking on the phone.

## Problem Solving Session Summary

**School:** Star Academy

**Date:** February 5, 2015

**From:** Implementation Manager #6

**To:** Principal, Assistant principal, Building Coordinator (BC),  
Coach #1, Coach #2, Coach #3, Coach #4, Coach #5

**Cc:** Project director, District person

Teacher or Coach	Follow-up of last week's actions:	Follow-up completed
<b>Coach #1:</b> <b>Teacher #1</b> <b>RMSE K</b> Frozen 6 students	<p><b>1/29 Problem:</b> E. H. did not pass MT at lesson 75. He correctly sounded out, but would say random words when he went to say it fast. Teacher has conducted a sounds check - He did not know t, n, c, u, l, or w.</p> <p><b>Remedy:</b> BC will observe E.H. on 1/30. <i>Observation completed.</i> Student was missing sounds, stopping between sounds, and was unable to say it fast. Teacher #1: a) Ensure that sounds are being held a solid 3 seconds. b) Watch mouths and listen that they aren't stopping between sounds. c) Hold students accountable for having their eyes on the book - maintain a consistent and steady focus for them (do not move book). BC will conduct follow up observation of group.</p> <p><b>2/5 Update:</b> E.H. has been absent since last observation. Note that he has not passed 4 of the last 5 MTs. BC observed group briefly on 2/2. <i>Move E.H. to the Airplanes.</i></p> <p><b>Additional remedy:</b> <b>Conduct sounds page 3x per session.</b></p>	<b>BC</b> <b>Coach #1</b> <b>2/5 Ongoing</b>
<b>Coach #2:</b> <b>Teacher #4</b> <b>Gorillas</b> 6 students	<p><b>1/29 Problem:</b> V. A. has not passed 4 of the last 5 reading checkouts due to time.</p> <p><b>Remedy:</b> <b>Coach #2</b>, please have teacher begin duet reading with V. A. Please practice this intervention with her and have her mark it on her STS form.</p> <p><b>2/5 Update:</b> Coach #2 reports that duet-reading intervention has started and phase line indicated on STS.</p>	<b>Coach #2:</b> <b>2/5 Done</b>
<b>Coach #2:</b>	<p><b>1/29 Problem:</b> Teacher has noted that J. G. has passed his last 6 checkouts with almost a minute to spare.</p>	<b>Coach #2:</b>

<b>Teacher #5</b> <b>RMSE 1</b> Horses 8 students	<p><b>Remedy: Coach #2</b>, ask teacher to give <b>J. G.</b> the reading checkout at lesson 55. If passes easily, continue with checkouts at lesson 70 and 75. Let <b>J. G.</b> read the story through one time, correcting errors. Then have him read the story a second time as a checkout. Send scores to BC.</p> <p><b>2/5 Update: J. G.</b> read the checkout for L55 on 2/4. Results were 3:00/1. Very accurate. Time is over by 1 minute. Will keep him with his current group, but we will continue to monitor to see if he may be ready to move later on.</p>	<b>2/5 Done</b>
<b>Para #6</b> <b>All groups</b>	<p><b>1/29 Problem:</b> Lesson progress continues to be a concern. Language and math groups made an average of 1 lesson gain last week.</p> <p><b>Remedy: BC</b> will observe instruction to see what is impeding lesson progress. Provide assignments and follow-up with written feedback.</p> <p><b>2/5 Update:</b> Language groups made 2-3 lessons this week. 1 lesson made in math. Language observations not yet completed due to placement assessments with other groups. <b>Note: observation of language groups is still needed to see what is impeding lesson progress.</b></p>	<b>BC</b> <b>2/5 Not done</b>
<b>Coach #4:</b> <b>Teacher #9</b> <b>CMC E</b> 14 students	<p><b>1/29 Problem:</b> LPC indicates that group completed lessons 92-95 this week. IW scores submitted are for lessons 51-54.</p> <p><b>Remedy: Coach #4</b>, please ask teacher to submit both sets of IW scores with Tuesday's data.</p> <p><b>2/5 Update:</b> Correct IW scores included this week. Students are meeting mastery criteria.</p>	<b>Coach #4</b> <b>2/5 Done</b>
<b>Coaches</b>	<p><b>1/29 Problem:</b> We would like to provide coaches additional opportunities to utilize skills gained during Coaches C training.</p> <p><b>Remedy:</b> Admin will schedule days and times to get all coaches out to conduct observations. Based on these observations, they will then hold practice sessions to follow up with staff. Looking at having a rotating sub for coaches on 2/17.</p>	<b>BC</b> <b>Principal</b> <b>Coaches</b> <b>2/19</b>

This week's review of written records				
Teacher	Problem Description	Remedy	Follow-up by Whom?	Follow - up by When?



<b>Coach #1:</b> <b>Teacher #1</b> <b>RMSE K</b> Cars 6 students	<b>2/5 Problem:</b> X. C. has not passed 4 of the last 5 MTs. Student is receiving speech services. Articulation is part of the performance issues. Speech services interrupt lang/reading lessons 2x per week.	<b>Remedy:</b> <b>Coach #1</b> , move student to Frozen group (just 1 lesson back, but a group that needs more repetition). <b>Teacher #1</b> will change rotation schedule so that speech comes during the independent work time.	Coach #1 BC	<b>2/12</b>
<b>Coach #2:</b> <b>Teacher #2</b> <b>RMSE 1</b> Cats 9 students	<b>2/5 Problem:</b> H. did not pass checkout at lesson 100 (errors OK, 20 seconds over time).	<b>Remedy:</b> <b>Coach #2</b> , listen to student read. What type of errors are being made? <b>BC</b> , observe during instruction. Are errors being corrected during the lesson? Is <b>H</b> participating, i.e., initiating her own responses and not coat-tailing?	Coach #2 BC	<b>2/12</b>
<b>Coach #2:</b> <b>Teacher #3</b> <b>RMSE 1</b> Bunnies 7 students	<b>2/5 Problem:</b> Students are not completing a reading lesson in time allotted.	<b>Remedy:</b> <b>Coach #2</b> will observe full lesson and time the parts (sounds, words, story reading, etc.). Coach will demonstrate parts where there is a problem.	Coach #2	<b>2/12</b>
<b>Coach #3:</b> <b>Teacher #5</b> <b>SMC</b> Tornados 20 students	<b>2/5 Problem:</b> 7 out of 11 students passed test 105 in Spelling C.	<b>Remedy:</b> Provide remedies and retest. <b>Coach #3</b> to demonstrate how to record on LPC. BC to review IW with teacher. Are students at mastery on daily lessons? Are fix-ups being conducted?	Coach #3	<b>2/12</b>
	<b>[Note:</b> More teachers' LPC's were examined but not included in this sample summary in order to keep it short]			

**This week's review (continued)**

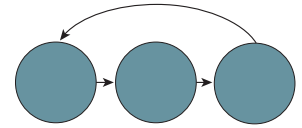
**Accolades**

100% of the students in Teacher #11's CMC D class passed their Cumulative Test the first time!

All of the students in Teacher #7's RMSE 3 group passed MT8 the first time!

Students in Teacher #16's RMSE 2 group continue to show excellent progress, both in independent work and in test scores. Mastery tests are at or above 90%. No students for the past two weeks have been below 85% on independent work. Students just finished textbook 2!

Red Flags/Red Lines			
Problem Description (Red Flag = unresolved issues on three previous summaries/ Redline = issue with an essential implementation element)	Remedy	Follow-up by Whom?	Follow-up by When?
<b>2/5 Problem:</b> Students are not receiving the necessary scaffolding to be successful as teacher #11 continues to not follow formats and give appropriate think time in signaling. Students are not at mastery on their sounds and cannot blend. This is red flagged due to existence of problems over time.	<b>Remedy:</b> Building coordinator and administrator to monitor adhering to formats and giving think time students need. a. Administrator to speak with Teacher #11 re: practicing with IM and coordinator b. IM will follow up with observation	BC, Assistant principal, Principal, IM	2/12
<b>2/5 Problem:</b> Students are not making expected lesson progress because teacher #14 is not using both reading periods for instruction.	<b>Remedy:</b> Principal to observe daily for a week and at different parts of the day to ensure that Teacher #14 is using all allotted time for reading instruction. Principal to also have a conference with teacher emphasizing the necessity and expectation of teaching bell to bell.	Principal	2/6



## Principal's Support

**\*This is an email from a real principal in a real school implementing DI. This principal sends out similar emails on a weekly basis to the teaching staff.**

Hello WONDERFUL DI teachers! Forgive me for not sending this yesterday. Below please find important weekly information for the week of 1/30. LOTS of great things!

### GLOWS: ☺

- Kinder on track grew 61% to 70% last week!
- Ms. Kinsey **CLOSED** the gap for FSU!!!! They are now 2 lessons ahead.
- Amazing job – the Backward plan works
- Mrs. Sanderson **CLOSED** the gap for Alabama State!!!! They are now 3 lessons ahead.
- Excellent job - the backward plan works
- Mr. Borows has hit lesson progress expectation EVERY week for the last 9 weeks!!!
- Last week's mastery was 93.62.

### GROWs:

- While mastery is high, it fell 6.38 percent from the prior week.
- **Emory and Miami** did not meet lesson progress expectations. Please connect with your manager no later than Wednesday EOD.
- Several kinder college houses need reinforcement due to struggling mastery. Focus on mastery this week.

Weekly Lesson Progress Expectations for week of 1/30 (if college house not listed, then original LP expectation remains):

- Clemson – 4 lessons a week. **This is a reduce lesson progress expectation.** Focus on mastery and firming.
- Dillard – 5 lessons a week moving forward. **This is a reduce lesson progress expectation.**
- Grambling State – 4 lessons a week. **This is a reduce lesson progress expectation.**
- FSU – 7 lessons a week. **This is a reduce lesson progress expectation.** Focus on mastery and firming.
- Arkansas – 5 lessons a week moving forward. **This is a reduce lesson progress expectation.**
- Yale University – 5 lessons a week moving forward. **This is a reduce lesson progress expectation.**
- Tennessee State – 7 lessons a week. **This is a reduce lesson progress expectation.**
- University of Miami – 10 weekly (2 a day).
- Harvard – 2 a week. **This is a reduce lesson progress expectation.**
- Alabama – 3 this week, 4 next week, 5 or 6 then after. **This is a reduce lesson progress expectation.** Focus on mastery and firming.

HOT College Houses – these college houses are SO CLOSE to being on track. Pull them during recess to small group, remediate, etc.:

- University of Miami – 3 weeks at 10 lessons a week will **CLOSE** the gap! Once this happens, 2<sup>nd</sup> will go from 64% to 82% on track.
- East Carolina University – if backward plan is followed, DI Online will show gap **CLOSED** in 4 weeks! Once this happens, 1<sup>st</sup> will go from 21% to 42% on track.
- University de Los Americas – 6 a week and gap closes in 9 weeks.