Zimbra **chinn@4j.lane.edu**

Re: Holt BEST Coordinator

From : Molly Lajoie <lajoie_mo@4j.lane.edu> Tue, Dec 07, 2021 10:58 AM
Subject : Re: Holt BEST Coordinator 1 attachment
To : Allan Chinn <chinn@4j.lane.edu>

We are currently seeking a new BEST Academic Coordinator. This is an after-school position that is paid with extended contract. The time commitment is (1.5-2 hours/day). The best fit for this position is a certified staff member who has an interest in/comfort level with math and data.

Below is more information about the position. The Academic Coordinator works specifically with the small group math intervention piece of BEST, partnering with our BEST Program Coordinator, who oversees the big picture. You would also have the support of Molly Lajoie, District BEST Afterschool Coordinator, and the ACs at the other schools.

Overview:

- The BEST Academic Coordinator (AC) will oversee EA instruction in Do the Math small groups (similar to Title groups happening during the day).
- The AC will take a look at data, and with consultation of the Data Team, determine who should be invited to BEST.
- This is an **extended contract position** for 1.5-2 hours per day.
- There are Academic Coordinators at other sites that can help, with regular collaboration meetings planned.

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From: "Allan Chinn" <chinn@4j.lane.edu>
To: "Molly Lajoie" <lajoie_mo@4j.lane.edu>
Sent: Tuesday, December 7, 2021 10:46:13 AM
Subject: Re: Holt BEST Coordinator

Do you have a document or write-up of the duties and time commitment for the Academic Coordinator?

BEST Afterschool Program

Boosting and Enriching Students Today

Elementary Academic Coordinator Guide

<u>Included in this guide:</u>

Overview of responsibilities
Do the Math - Tracking Template
Show What You Know - Tracking Sheet
Do the Math - Placement Sheet
Easy CBM Benchmark - Score Sheet

Recruiting

When it comes to recruiting students to BEST, we first need to look at their academic needs. This will be done in conjunction with the Title One teacher at your school. You will both need to look at the EasyCBM Fall benchmark scores to determine who needs academic support that your school's BEST program is offering. Some schools will offer math or reading support, or possibly both.

When looking at scores we are looking for students who fall between the 10th and 30th percentile. Once students have been invited who fall in between those numbers, and you still have openings, the next wave would be between the 30th and 40th percentile.

Exceptions can be made on a case by case basis. Students who are McKinney Vento are given automatic exception because of their need for a safe place.

When it comes to recruiting students, behavior concerns also need to be considered. We want the program to be a good fit for the student, and we need to make sure we have the supports in place for success. However, sometimes it is not a good fit and an invite may not be appropriate. Talking with the principal, counselor, and teachers is helpful to determine if the student is a good fit. We want the student to be successful, and for some of them, it could possibly be too long of a day for them.

Academic Groups

When creating academic groups, you want to start with what grade the student is in. Then you want to look at percentiles within that group and try to place students with similar percentiles in that group. Groups should not be larger than 5 students.

You will need to create a sheet that shows your groups. You will want to include what time the group is, who is teaching the group, and what module is being taught.

Here is an example:

2:20-2:45

1st Grade - Stephen- Num Core
Bond, James
Hamilton, Linda
Nicholson, Jack
Hathaway, Anne

2nd Grade - Ann- Number Core
Clooney, Gerorge
Lisa, Mona
Slater, Christian

2:45-3:10

3rd Grade - Ann - Mult A
Damon, Matt
Craig, Daniel
Chase, Chevy

4th Grade - Ann - Division B
Pitt, Brad
Bale, Christian
Bullock, Sandra
Waterman, Charlie

Also, once the groups are set up, you will need to enter all students on the Do The Math Placement Sheet, enter all the names in alphabetical order by last name, then check the box of the module they are in. If they complete more than one module, check all the boxes of the modules they have completed for the year.

Do The Math Placement Sheet

Student Name	Num Core	Add A	Add B	Add C	Mult A	Mult B	Mult C	Div A	Div B	Div C	Frac A	Frac B	Frac C
Bond, James	X												
Damon, Matt					X								
Pitt, Brad									X				

Data Tracking

You will need to track scores from the different assessments. Do The Math has a beginning, middle, and end assessment. These scores can be tracked on the Do The Math tracking sheet, located in the back of this binder.

John - Addition/Subtraction A				
Students	Grade	Beginning Test	Mid-Test	End Test
Smith, John	1			
Smith, Jane	1			

Also, there are lessons called Show What You Know. These are lessons 5, 10, 15, 20, 25, and 30. You will need to make copies of these lessons for the EAs and have them turn them in to you, when they are completed. Students should score 75% or higher, if they do not, you will need to tell the EA they need to go back three lessons and then repeat the Show What You Know. There is a Show What You Know tracking sheet in the back of this binder.

Show What You Know Lesson Tracking Sheet

Addition/Subtraction A						
EA: Bob Jones						
Student	Lesson 5	Lesson 10	Lesson 15	Lesson 20	Lesson 25	Lesson 30
Jones, Bob	80%	75%	80%			
Doe, John	80%	80%	75%			
Doe, Jane	80%	90%	90%			
Williams, Jack	90%	100%	80%			

Looking at test scores is extremely important, as sometimes group placements need to be changed based on how the assessments turn out.

Checking out the Winter Benchmark scores will also be a telling sign of how things are going. We should see an improvement over the Fall scores and if you do not, you will need to look at ways to improve things. For example, are the students in the right module, do they need something easier or harder to help them fill the gaps they may have, so they can do better on the next Benchmark assessment.

When using EasyCBM, you will need to click the box in the upper right hand corner, so that it brings up the percentiles next to the raw scores, the percentiles are the info we will need for end-of-year reports.

EasyCBM Example, notice the percentile box in the upper right hand corner.

The data will then need to be entered on the EasyCBM Benchmark Tracking Sheet.

	Fall		Winter		Spring		Growth
	66th	29	54th	28	40th	29	0
	81st	32	54th	28	45th	30	-2
	47th	25	60th	29	60th	33	+8
	42nd	24	54th	28	45th	30	+6
	4th	12	3rd	9	6th	15	+3
			66th	30	67th	34	+4

EasyCBM Benchmark Tracking Sheet

	Grade	Fall Raw Score	Fall %ile	Winter Raw Score	Winter %ile	Spring Raw Score	Spring %ile	Fall to Spring Raw Score +/-	Fall to Spring %ile +/-
Pitt, Brad	1	19	40th	32	91st	33	85th	+14	+45
Hathaway, Anne	1	13	7th	22	25th	23	16th	+10	+9
Nicholson, Jack	1	16	20th	26	51st	30	59th	+14	+39
Chase, Chevy	1	15	15th	23	30th	28	43rd	+13	+28
Damon, Matt	1	17	26th	23	30th	28	43rd	+11	+17
Craig, Daniel	1	17	26th	30	78th	29	51st	+12	+25
Averages		16.2	22.3	26	50.8	28.5	49.5	+12.3	+27.2

The last line are the averages that you will need to calculate for each column at the end of BEST.

Observations and Feedback for EAs

It is important to make sure that EAs are following the program, and that progress is being made. Sometimes, student and instructor may not be a good match, and a student may need to be assigned to another group, or you may need to coach the EA on ways they can improve student relations.

It is recommended to occasionally copy a lesson from a module that an EA is using and then follow along at a distance to make sure the EA is following the lesson. If the lesson is not going well, or there is room for improvement or redirection, having a discussion to provide useful feedback is recommended. You want to make sure the EA is following the lesson in the book, that the students seem engaged and understand what is being taught.

Things to look for to give feedback on:

- Is the EA following the lesson as written, and is the instruction clear and understandable.

- Are they using the manipulatives the right way?

- If a lesson ends before dismissal, are the students engaged in an appropriate activity, such as a game from a previous lesson, and not playing something like tic-tac-toe. Also, if there is enough time, another lesson should be started.

- Are there any behaviors from students that were dealt with, and did the EA respond appropriately.

- If possible, all EAs should be in the same room, so that you have a constant line of sight in the room to monitor all groups.

- Prep time is also helpful for EAs, so they have time to prepare for their lessons for the day. Make any necessary copies and make sure they have the supplies they need, so they do not have to worry about these things

Student Support

Some students will have a tough time during group. Taking the student aside and having a conversation with them to see what is wrong is very helpful.

<u>Some things to try:</u>

1) Pump the student up with praise, and get them to a point where they have a "can do" attitude and can go back to the group.

2) Have them take a little break (5 minutes), and then have them return to the group.

3) If the student refuses to go back to the group, see if working 1 on 1 with you for the remaining time is an option they would cooperate with.

If a student is constantly having issues, it is also helpful to check in with their teacher to see if there is anything you need to know to help the student be successful in their group.

John - Addition/Subtraction A				
Students	Grade	Beginning Test	Mid-Test	End Test
Smith, John	1			
Smith, Jane	1			

Nick- Addition/Subtraction B				
Students	Grade	Beginning Test	Mid-Test	End Test
Smith, John	1			
Smith, Jane	1			

This is a template you can copy and paste and customize to the Do The Math Groups you have set up.

Show What You Know Lesson Tracking Sheet

EA:						
Student	Lesson 5	Lesson 10	Lesson 15	Lesson 20	Lesson 25	Lesson 30

EA:						
Student	Lesson 5	Lesson 10	Lesson 15	Lesson 20	Lesson 25	Lesson 30

EA:						
Student	Lesson 5	Lesson 10	Lesson 15	Lesson 20	Lesson 25	Lesson 30

EA:						
Student	Lesson 5	Lesson 10	Lesson 15	Lesson 20	Lesson 25	Lesson 30

Do The Math Placement Sheet

Student Name	Num Core	Add A	Add B	Add C	Mult A	Mult B	Mult C	Div A	Div B	Div C	Frac A	Frac B	Frac C

(Name of School) EasyCBM Benchmark Data

	Grade	Fall Raw Score	Fall %ile	Winter Raw Score	Winter %ile	Spring Raw Score	Spring %ile	Fall to Spring %ile +/-	Fall to Spring Raw Score +/-
	1								
	1								
	1								
	1								
	1								
Averages									

	Grade	Fall Raw Score	Fall %ile	Winter Raw Score	Winter %ile	Spring Raw Score	Spring %ile	Fall to Spring %ile +/-	Fall to Spring Raw Score +/-
	2								
	2								
	2								
	2								
	2								
	2								
	2								
Averages									

	Grade	Fall Raw Score	Fall %ile	Winter Raw Score	Winter %ile	Spring Raw Score	Spring %ile	Fall to Spring %ile +/-	Fall to Spring Raw Score +/-
	3								
	3								
	3								
	3								
	3								
	3								
	3								

	3								
	3								
	3								
	3								
Averages									

	Grade	Fall Raw Score	Fall %ile	Winter Raw Score	Winter %ile	Spring Raw Score	Spring %ile	Fall to Spring %ile +/-	Fall to Spring Raw Score +/-
	4								
	4								
	4								
	4								
	4								
Averages									

	Grade	Fall Raw Score	Fall %ile	Winter Raw Score	Winter %ile	Spring Raw Score	Spring %ile	Fall to Spring %ile +/-	Fall to Spring Raw Score +/-
	5								
	5								
	5								
	5								
	5								
	5								
	5								
Averages									