Part I: Lincoln Elementary and Ms. Parker

You are a new instructional coach at Lincoln Elementary.

This year, Lincoln Elementary is focused on utilizing leveled books, increasing independent reading, and implementing instructional coaching.

One of the teachers you support is a 4th grade teacher named Ms. Parker who is starting her 3rd year.

Observation Notes

She becomes easily frustrated with certain students and has struggled consistently with classroom management. In addition, Ms. Parker’s struggling readers have not been making gains in their reading benchmark exams and have not been completing their independent reading.

Ms. Parker (Grade 4) - Class Information

26 students

14 White (54%)
10 Hispanic (38%)
8 Black (31%)
4 Other

15 Low-income (58%)
5 ELL (19%)
3 IEP (12%)

Q1 Reading Benchmark Scores

Above Grade Level 10%
On Grade Level 35%
1 GL Below 30%
2 (or more) GL Below 25%
Part 2: The Idea

You received the following email (and attachment) from Ms. Parker this morning about an idea she has to support her struggling readers.

Write 1 GLOW (a positive) and 1 GROW (an improvement) to share with Ms. Parker at your weekly 1:1 coaching meeting after school today.

GLOW

GROW
Part 3: Empathy for the User

After the 1:1 coaching meeting with Ms. Parker, you got a chance to speak with some of her students’ former teachers. Below are three of Ms. Parker’s struggling readers as well as the work samples and comments from their former teachers.

I wish my teacher knew ...

**Taylor**

Dear Teacher,

I wish my teacher knew I don’t have a friend to play with me.

_I thought Taylor was standoffish and a bit of a bully. This really showed me how much she wanted more positive attention and friendship from her peers._

— former teacher

**Rachel**

I’m from dirty dishes and no bed
From screaming and crying babies
When I get home from school
I’m from long train rides and graffiti on the walls
From empty fridges
And dish soap in bathtubs
I’m from “Why isn’t your homework turned in?”
From “Why isn’t your paper signed?”

**Circles of My Multicultural Self**

I am (a/an) _Chinese, but I am NOT (a/an) _good at math, or school at all.

I always wondered why Rachel seemed difficult to engage, easily distracted, and disorganized.

— former teacher

**Hong**

**Musictian**

I felt bad for Hong because he had a communication and cultural barrier with the other students. I was surprised to learn that he had many interests in common with his classmates.

— former teacher