



# IT WORKED!

## *Why Isn't This Working?*

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AR*

My name is Krystle Hula. I am an Assistant Principal at LISA Academy Chenal public charter school. I am over academics and testing in our building. I would like to tell you a story about an experience I had with one of our 2nd grade teachers.

The teacher came to me needing some guidance about her math lessons. She indicated she was losing her students during her whole group lesson and having difficulty transitioning to small group and/or one on one instruction.

We began with a pre-conference in which she told me about her frustrations and how she would like to improve. She explained that during her whole group lesson, she was having trouble with students being disruptive and not listening carefully. She went on to add that she had a lot of students that needed additional help, but the behaviors she was having to address made it difficult for her to confer with those students.

During a class observation, I made notes to help guide my discussion with her. I noted that she spent a lot of time on her lesson. Her diverse students were all doing different things with some listening attentively, some working through the work as fast as they could and not listening, and some that were frustrated and unwilling to begin once it was time to work. This resulted in students being off task and disrupting the classroom. The teacher would then attempt to work one on one with her frustrated students by walking around to them, but she kept having to address other behavior issues while students continued to raise their hands needing help.

We met once again to talk about my observations. I asked her to reflect on how she felt the lesson went. The teacher expressed that by the end of her lesson she felt overwhelmed and did not feel that the skill was successfully delivered. We then revisited our district suggested minutes of instruction for teaching a math lessons. We talked about strategies to use in the transition times between a quick mini lesson, independent practice, teacher conferencing, and closing.

Our next step was for me to teach a sample lesson in her classroom to model some of the strategies that we had discussed. I made sure to move efficiently through the lesson, give the students different tasks based on what they felt they were ready for and I began to confer with students as needed. In these one on one mini meetings, I made modifications as needed to help students and guided their learning through varying strategies based on their needs. We then had a quick review and closing where a few students were able to share their problem-solving strategies.

In my subsequent visits to the classroom, I was able to observe the teacher using some of these new strategies successfully. Over time, I continued to see improvements during her math lessons. She has been able to transition through her lessons fluidly, help students that need additional modeling, engage her various learners and minimize her disruptive behaviors. The teacher feels more confident now in her delivery of math lessons.

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