

Elk Grove Associate Feedback  
School: Carroll ES  
Associate: Ginny Mahlke

**Visit 1: 10/12/2016**

**What was accomplished?**

I asked each team how the collaborative time was of VALUE to them. This started the discussion of what was going well and where their challenges were. I tried to lead the teams through questions that would help them reflect on how their work addressed the 4 questions and supported student learning. Each of the teams did some good reflection and came up with ways in which they could improve the meetings.

**What are the next steps?**

On December 14 we will again meet with all the teams. At that time, we may revamp the structure of the day go do something different.

**What homework was assigned?**

Every team left with something they were going to "fire" on. It ranged from how they would maintain focus in their meetings to how they would use student work to assess their teaching practices. They will report back on December 14 about what they did and how it worked.

**Visit 2: 12/14/2016**

**What was accomplished?**

I reviewed the SMART goals with each team and found that all the teams had focused on reading text, forming an opinion, supporting their opinion with details and examples, and writing some form of opinion piece. In the lower grades, the goals did not include all of these items, but what they wanted from students was a foundation for what the upper grades were expecting. I worked with each team on the M and A portions of the SMART goal. They hadn't set a goal for achievement (a percentage of students at the grade level that would demonstrate mastery) and hadn't set criteria for mastery (18 out of 20 items, a certain score on a writing rubric). The teams were going to go back and fill in that information.

**What are the next steps?**

The leadership team is going back to their colleagues to talk about how to use the day on February 22 and March 15. Since there is such a short time between the third and fourth visit (the fourth visit was to be in April but had to be rescheduled). The principal and I talked about the possibility of meeting with teams again on February 22 to see how teams were making progress toward their SMART goal and to spend time on March 15 with the leadership team looking at planning for next year and planning for school-wide areas of focus.

### **Visit 3: 2/22/2017**

**What was accomplished?**

The pattern in the primary (K - 2) grades was that the collaboration was strong and the data analysis was across the grade level. With K and first, we worked on how to move from looking at the percentage of students who achieved mastery to breaking down the data into examining by student and by skill what the intervention/reteaching needs are. The teams at 3rd through 6th weren't as cohesive about having common data, but each grade level had made progress using data to drive their instruction. In a couple of cases, we had to revamp the SMART goal so it included all the elements.

**What are the next steps?**

When I come back in March, we will meet again with the grade level leaders. The principal and I felt that we had a better discussion and made more progress with just the team leader. The principal is going to make sure that expectations are very clear for what the team leader is to report back to us about. Most teams did this very well, but a couple of them seemed not to understand what the team needed to assemble so the team leader could present the work of the entire team.

**What homework was assigned?**

The only homework is to continue with the SMART goal or to begin working on a different one and for the team leader to be prepared to bring tangible products for us to respond to and discuss.

### **Visit 4: 3/15/2017**

**What was accomplished?**

We heard a report from each team leader about what had been done in the month since I was there.

The kindergarten team came to a consensus on test taking conditions (how much support to give a student in reading words in a sentence). They also developed a data analysis sheet where they put all the student names down one side, all the words they were supposed to read across the top and indicated whether or not the student could read the words. The kindergarten teacher who came to talk with us said that she had never wanted to do an item analysis of assessments but realized how valuable it was to do this work.

First grade - They had a data analysis sheet and put the SMART goal and the expected proficiency level on top of the data sheet. They had differentiated the assessment on finding answers and evidence from the text according to expectations for different students.

Second grade - They broke down writing into 9 progression goals and have determined master for each of the goals. They are compiling a chart of reading standards and pulling strategies from the Reading Strategies book to differentiate for students at different levels of achievement.

Third grade - They developed a common rubric to use with writing assessments and now need to calibrate their rating of writing to get consensus on what the different categories on the rubric mean.

Fourth grade - They developed They developed two separate rubrics to rate writing. One is by standards and their indicators are the same language as the SBAC (below, approaching etc) They are ranking the entire grade level on this rubric. They have developed a separate rubric that is more diagnostic and prescriptive, allowing teachers to pinpoint specific improvement areas for students.

Fifth grade - The team has created a graphic organizer to break down the steps involved in writing a 5 paragraph essay. They have also developed a rubric to score the essays. Their next step is to bring one piece of student writing to the table and have everyone on the team rate it according to the rubric to see if they have consistency in the way they interpret the rubric.

Sixth grade - They created two rubrics to use with DBQ essays - one for the Silk Road, which is a journal entry piece of writing and one for the information writing on other prompts. They also will need to bring one piece of writing to the table so they can all rate it and see if they have consensus.

I haven't been to my other 5 schools for the last visit, but at this point there is no school that has made the progress and has demonstrated the type of commitment I see at Carroll. The principal has given them big chunks of time to work together and has been clear about his expectations for their work.

**What are the next steps?**

I encouraged them next year to pay close attention to what gains in student achievement they are seeing as a result of all their collaboration around creating assessments, developing rubrics and doing common scoring of the assessment.