

Elk Grove Associate Feedback

School: Elk Grove HS

Associate: Paul Farmer

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

**What was accomplished?**

Started by reaffirming previous knowledge of processes regarding essential skills and engaging in a review of strategies related to simplifying the identification, clarification, and communication of essential skills. Today's work included: teams gaining an understanding of why the "essential" skills are so important, using a protocol to determine essential skill eligibility, simplifying the identification of underlying learning targets "skills" required in an essential skill, reviewing and confirming previously identified essential skills, reviewing of sample forms for essential skill record keeping, communicating priority standards in student friendly language and unwrapping essential skills for your content area

**What are the next steps?**

They are working on scheduling training for any by the guiding coalition for any staff who are not familiar with the above work. There is a concern there is not enough time to do the work but are still committed to moving forward with a plan of action. At this time the plan is for me to meet with each content team to discuss their successes and troubleshoot obstacles with the teams. This may change, based on a follow up meeting with the principal and the guiding coalition and the steering committee.

**What homework was assigned?**

Design a training plan for the rest of the staff, reach agreement on a set timeline and number of skills each team will identify. Each team is to unwrap their essential skills, identify the learning target, and write the skill in student friendly language.

**Visit 2: 12/7/2016**

**What was accomplished?**

I met with each team representative through the day and offered suggestions, many of which were unique to their collaborative team or department. Debriefed with the principal at the end of the day.

**What are the next steps?**

Admin should think about and implement the following:

- Continue to reference the anchor language of a PLC: Is this good for increasing student learning? Does this make sense for the adults?
- Continue to reference the 4 questions of a PLC
- If it is important enough for a team to meet, then it should be important enough for a written agenda and notes of the action plan/s agreed to during the meeting.
- Each collaborative team must have clarity about their purpose as a team.
- Each team meeting must be meaningful for each team member. Some teams seem to be meeting because they are on a team but could not articulate why the fundamental purpose of the team is, or how being on that team is helping them or their students specifically.

- Continue to ask teams for their identified and agreed upon essential skills they are committing to as a collaborative team.
- Work with the leadership team to identify evidence the teams can send or post to demonstrate the team is doing more than sharing.
- Consider reviewing the master schedule to align planning time by department will provide more time for content teams to meet as they feel appropriate. This strategy would build time into the instructional day without losing instruction time or expecting staff to work outside their contract day.
- Consider setting an expectation that all meetings should end with documented action plans and commitments to taking specific actions prior to the next team meeting.
- It is important for teams to create the agenda. They need to own as much as possible as the school progresses.

**What homework was assigned?**

Ms. Guy is going to run some of the suggestions by her leadership team for consideration and action. We will touch base again prior to my return on February 24, 2017, to develop a plan for that day.

**What was accomplished?**

**Visit 3: 2/24/2017**

The day was broken into two sessions, AM and PM. Each session had a different department in attendance. They brought essential skills previously identified by the teams and aligned appropriate assessment models to the skills. We discussed SMARTe goals format and how to get struggling students to write meaningful SMARTe goals for self improvement.

**What are the next steps?**

The next visit will be on the same content but with different departments in attendance. The principal would like for all core teachers to receive the same training.

**What homework was assigned?**

Ask the next departments to come prepared with their agreed upon essential skills.

**Visit 4: 3/31/2017**

**What was accomplished?**

We worked on assessment alignment and SMART goal alignment

**What are the next steps?**

They are planing to work assessment alignment into the current practices as soon as possible an

d most likely move forward with SMART goal alignment next year.

**What homework was assigned?**

The attendees plan to work their teams to reach agreements on team developed assessment frequency before the year end.