

Elk Grove Associate Feedback  
School: Franklin HS  
Associate: Mona Toncheff

**Visit 1: 10/28/2016**

**What was accomplished?**

I met with 9 teacher leaders and the admin team on the first visit. We developed a common understanding of the PLC process and they began to craft a shared vision of the professional learning community at Franklin HS. The school has a cooperative culture and some teams have created common assessments. However, the norm of the teams is to not actually focus on results or learning from the common assessments. We also reviewed team actions to become highly effective collaborative teams and the team leaders began by reviewing their norms (not all teams had norms), analyzing their collective commitments, and crafting SMART goals and supporting action steps. In the afternoon, we began planning for the next three visits.

**What are the next steps?**

The admin team is going to work on supporting creating a vision for the PLC process to ensure that the teachers and team have a clear picture of where they are headed. They are also going to identify which teacher is on which team. Currently, teachers are assigned to two teams and each team only meets once a month (or less) so the admin team is going to create focus for the teams (with the support of the teacher leaders). The teams are going to create norms, review their collective commitments and start discussions on the SMART goals. I would hope that they can at least share what measure of success they will use for their SMART goal.

**What homework was assigned?**

The admin team is going to report back on the vision casting activity and the progress on identifying which teacher is assigned to which team. The teacher leaders are going to create norms, collective commitments (Values) and begin the SMART goals.

**Visit 2: 1/17/2017**

**What was accomplished?**

I met with 4 collaborative teams throughout the day. We reviewed the grade distribution data for 2015-2016 and the first two terms of 2016-2017 for each team and they created a SMART goal. We reviewed the 4 critical questions of a PLC culture and supporting actions aligned to answering the questions. The teams created some potential action steps and they will need to revisit the brainstorming at their next meeting to come to consensus on the action steps. All 4 teams are at different points in the PLC process. The Math teams have made sense of the standards and have common assessments, however, they do not consistently review CFA data and make instructional decisions based on the data. The ELA team is in the process of a new textbook adoption and they are shifting from focusing on what novel they are teaching to what standards are being taught. They currently have "similar" assessments and are going to work on creating a common assessment. The World Language team is still working on their

SMART goal as they needed to look at additional data to determine their measure of success. A common trend from all teams is that need support with looking at student work and creating a collective response to student learning.

**What are the next steps?**

For February, we created a schedule to meet with the same teams from today and the EL team to either create a common assessment and/or look at student work. The leadership team is also going to follow-up with the SMART goals and action steps. Mona will email the team leaders and department chairs the template and then Mona will check in on the progress of the SMART goals in February and March. Time continues to be an area of need and during the leadership team we discussed some options for providing more time. Mona recommended creating a master schedule of who is on which team and by department, defining who the team leader is for each team and when each team will meet.

**What homework was assigned?**

Have the team leaders type up the SMART goal and action steps and submit to the Principal by February 13th. Math 1 and 2 team members will need to bring in a class set of scored student work to the February meeting. ELA 10 team members will need to bring in materials for creating a common assessment.  
Thank you!  
Mona

**What was accomplished?**

**Visit 2 part 2: 1/19/2017**

I met with the Math team in the am and the ELA team in the afternoon. The VP joined the am session and the EL and instructional coach joined the ELA session in the afternoon. This was my first time with the teams so we spent time exploring the foundations of the PLC culture, the PLC process, 3 big ideas, 4 critical questions, norms, collective commitments and SMART goals. Since the teams are vertical teams, we spent time thinking about how we would measure success and what each team wanted to focus on in terms of student learning and adult learning.

**What are the next steps?**

Each team is going to complete their norms and SMART goal with action steps that were discussed. Since the department chairs were not present, they are going to finish this when they return. Both team are also going to bring in student work and analyze the data using a looking at student work protocol during the February visit.

**What homework was assigned?**

Mona will email the SMART goal template for the teams to complete. Both teams will also need to bring in student work (Math: any assessment , ELA common assessment for reading comprehension).

**What was accomplished?**

**Visit 3: 2/17/2017**

EL/SDAIE team 1st hour- they reviewed their SMART Goal and action steps and came to consensus on first next steps with their limited time to meet for the rest of the year. They are an interdisciplinary team and we reviewed the instructional rounds data and the team chose to focus on increasing the student structured discourse. They created action steps and they are going to observe 2 classrooms between now and March using a rubric that they create next week. Teresa and Caroline were very prepared for the meeting and brought instructional round data to make informed decisions as a team. The team has student achievement goals but they struggled to come to a consistent measure of success because their tests are changing. I will come back to this in March.

English 10 (2nd Period) brought materials to create a common assessment. They had not completed their action plan so we completed this and one of the teachers will type it up and send it to me. We had more members present today, so we created 5 norms based on what they want in a team. One of the teachers is going to type them up and send them out to the team. one of their norms is related to focused agenda items so each time they meet, they need to have an agenda and take 5 minutes at the end of each meeting to set the next agenda.

They chose a reading and a writing prompt and came to agreement on how to provide support. They started reviewing the feedback and are going to give feedback on the rubric to Margaret by Wednesday.

Math 1 and Math 2 (3rd Period) Worked on creating action steps to support their SMART goal. We modeled a data dialogue by looking at student work by target and defining proficiency by target. They will need to type up their action steps and complete 1 more data dialogue before the next visit.

World Language (Spanish) (6th period) had not completed their SMART goal so they finished their SMART goal and created three solid action steps that address their current challenges.

**What are the next steps?**

During the next visit, we will review the Q3 data. The teams need to bring the quarter 3 data and Mona will email the team leaders the form to complete prior to the visit. The team leaders also need to send an electronic version of the SMART goal to Mona. Below are specific HW for each team to prepare for the next meeting.

SDAIE: Bring in instructional rounds rubric and completed feedback, Mona will bring in sample RTI for EL students. Bring evidence to show you are working on your action steps

English 10: Bring in student work and bring evidence to show you are working on your action steps

Math 1-2: Bring in your standards for an upcoming assessment so we can create an assessment plan.

Spanish: Bring evidence to show you are working on your action steps. Mona will email the team leader the contract examples and the student self assessment forms.

Admin: Send Mona the list of team leaders and email for each team.

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Admin: Send Mona the list of team leaders and email for each team.

**What was accomplished?**

**Visit 4: 3/23/2017**

EL/SDAIE Team: Reviewed the SMART goal and completed a data dialogue with the instructional rounds data that they completed since I was there last time.

Here are the next steps the team brainstormed to support Structured Student interactions.

- Sentence frames was a vehicle to build academic vocabulary- what is next?
- Focus on structures for holding students accountability
- Learn more about Kagan structure and Mona share an article regarding using Kagan to support EL students

- ELA capacities: focus on the critical thinking skills for multiple content areas
- Sharing out best practices at late start meeting (possibly May 17th) with structured student interaction – focused on accountability

- Invite peers to observe new lessons when trying a new structure or strategy
- Make the Structured student interaction into a student rubric

The team also shared their successes from engaging in the PLC process.

- We have a team that is looking at student work and making decisions together
- We have a productive team
- Teresa has been instrumental with the work
- One team member has grown as a teacher in the team
- Learning new strategies

**EL Grade 10 Team**

- Discussed short term vs. long term goals in relation to looking at different measures of success for student achievement
- Update SMART goals to include action step on collecting Data (creating a template in google drive) and add a SMART goal for CP and honors classes
- Gathered the data for the T3 grading (this took along time)

- Discussed the use of the spelling inventory test as a possible student measure for students who are currently failing
  - Bridges grades are generally higher than the block
  - Increase of D/F (decrease in A,B,C's) from Term 1 to Term 3 in the CP classes
  - Shared instructional strategy – getting more time in class to complete something, they had a higher turn in rate versus all outside time - chunking the longer assignments into small chunks to hold student accountable – CP team agreed that they the biggest essay of the term is done in class
  - Peer review of the comments - taught students how to understand the feedback
  - Mona shared the ELA capacities and they brainstormed what would need to happen instructionally to build the capacities in students
- At the end, the team shared their successes with the PLC process and support this year.
- Nice to have time to come together
  - Follow-thru. Continue to do this and stay focused on results
  - Nice to step back and see everyone and see team members successes and challenges
  - Nice to have norms
  - Next steps- best practices
  - Process was supportive – and better understands the PLC process
  - The day at the house was awesome! Being supported by the colleagues

Math Team:

They created norms for both teams and below is a summary of what norms they completed.

1st Norm - Consensus Norm

- Majority for whoever is able to be at the meeting and votes can be submitted (absentee ballot)
- Compromise should be considered prior to the agreement

2nd Norm - Share the load (Need to finish this one)

- Each person needs to be engaged in the work

3rd Norm: Common Courtesy (Need to finish unwrapping this one)

- Agendas are posted ahead of time with action items and possible decisions will be made
- Agree to table the decision

4th Norm- Collective Commitments with Assessment and curriculum (completed)

- Team members should agree on what is given for a study guide
- Maintain test security by keeping tests secure location, test keys put away, 2-3 day testing window - need to communicate when everyone is giving the calendar and if you can't give it at that time, you have to make a different version
- No electronics or notes out during assessment unless discussed
- Honor the curriculum- follow the standards (scope and sequence) and be aware of the rigor and expectation of the standard

- Team members give same assessments and according to the same criteria or process

5th Norm - Effective collaborative (Need to finish unwrapping this one)

At Lunch I met with the leadership team and they shared their success and challenges. We brainstormed some ideas with the admin on how to sustain their growth and providing additional time and support. I sent a follow-up email with some resources to the Principal for planning purposes.

World Language Team: This was the best team meeting of the day! They had fantastic conversations and were reflective throughout the entire process.

- Brought their data and broke the assessment into targets and completed the Data Analysis Protocol. Shared instructional strategies to support the students who were not proficient by target and began planning some intervention ideas

Take-aways

- Nice to see what students did know versus didn't know on each target
- Understanding that students know vocabulary but struggle with looking at it in context – shared strategies

## What are the next steps?

EL/SDAIE Team Next steps:

Here are the next steps the team brainstormed to support Structured Student interactions.

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ELA Grade 10 : They need to continue to monitor their SMART goal and progress on their action steps. They need to focus on establishing additional measure of success to monitor so that they can evaluate how their team is doing on meeting their long term goals. Continue to calibrate scoring and grading practices and creating high quality formative assessments.

Math Teams: They need to complete the norms and then they need support with how to monitor the adult actions and hold the adults accountable for when they are not adhering to the norms. Both Math teams have started creating common assessment

and common independent practice but 3-4 teachers are choosing to do their own thing and they are derailing the team's focus.

World Language: They need to continue to analyze their data by target so that they can truly identify what students are learning versus what they are still struggling with. Also, continue to articulate what you want to students to know AND be able to understand. The DOK of the assessments were quite low and they need to create opportunities for students to dig deeper into the content.