

Elk Grove Associate Feedback
School: Hellen Carr Castello ES
Associate: Kim Bailey

Visit 1: 10/5/2016

What was accomplished?

After meeting with Janet, I worked directly with the fifth grade team. We preplanned an upcoming unit using the four questions as a guide to the process. We examined the standards and established clarity about the end in mind. We also identified the type of evidence that would give formative feedback about key learning targets during instruction, and the teachers "tweaked" an assessment item so that it better aligned to their learning target. They generated a game plan for the instructional strategies they would use (i.e., scaffolding the task), and calendared their next team conversation at which they would be bringing evidence of learning (using their common assessment). The team's feedback was highly positive--they felt that by engaging in the process, they not only were more clear about what their students would learn, but also learned how their adoption could support (but not hinder) their efforts. Janet and I also mapped out how the next day would be used and finalized the new date (the fourth day to be added to the original contract).

What are the next steps?

Janet will identify the next two grade-level teams that will each receive a half-day support (similar to what was done with the fifth grade team). I will also be sending a protocol that the Grade 5 team can use when examining their CFA results.

What homework was assigned?

Identify the next teams. The fifth grade team will share out their experience from today at the next staff meeting and discuss the benefits. I will send the protocol. I will also send Solution Tree the next date, which hadn't been part of the original contract.

Visit 2: 12/6/2016

What was accomplished?

After briefly meeting with principal Janet Anderson, I met with the fourth grade team. They had come equipped with student work and we analyzed and discussed implications for supporting higher levels of learning. We also discussed potential formative assessments that could be used as part of their ongoing work with the selected skills. I also met with the third grade team, who were in the beginning stages of planning their next unit of study. Much of the time was spent familiarizing them with their textbook resources, a process that was aided by the instructional coach. The majority of time was used to address question one however we did discuss that question two (how will we know students are learning?) should be the teams next focus.

What are the next steps?

During the next visit, I will be meeting with the first and sixth grade teams, interacting with them to either plan a common formative assessment or debrief the results of a completed common formative assessment.

What homework was assigned?

N/a

Visit 3: 1/30/2017**What was accomplished?**

I worked with the first and second grade teams. The focus in Grade 1 was clarifying Question 1 using the ELA adoption (Wonders) to guide the conversation. The team shared that they weren't used to talking about specific standards and felt that they would like to carry forward the process used today. We also discussed additional elements of the "Plan" portion of the PLAN-DO-STUDY-ACT process. Specifically, we identified that not all teachers were using the shared instructional practice of guided reading/leveled reading groups. The team will be working with the instructional coach to get more support for implementing this strategy.

Grade 2 teachers expressed the desire to make their collaborative time more productive, and that invited a good conversation on the PDSA process. They appeared to be quite congenial and willing to share ideas, but their work hasn't been based in evidence collected around their students' learning, nor did they appear to have the same end in mind. We walked through the planning process to identify focus standards and pieces of student evidence that members of the team could collectively bring to analyze.

What are the next steps?

I will be working with the K and 6th grade teams during the next visit. The instructional coach will follow-through with the Grade 1 request to observe model classrooms to gain insight into guided reading group implementation.

What homework was assigned?

Teams had a game plan for their next early-out Wednesdays.

Visit 4: 4/24/2017**What was accomplished?**

Across the day, I met with two teams (Kinder and Grade 6) and also with the instructional coach, ELD coach and principal. During the grade level meetings, we focused on steps for establishing a clear instructional focus for each unit of study that could be used as the basis for common assessments. There was a lot of discussion about how teams need to be clear up front about their students "end in mind" versus "what will we teach?" For example, the sixth grade team wants to focus on writing, but they don't seem to be on the same page about what was crucial (e.g., conventions v. content).

What are the next steps?

Because of some staffing changes, it was suggested that teams spend time mapping out the journey to get to the end of year skills/concepts to be mastered by their students and an example of the rigor they would be expecting. The principal indicated that they would be releasing teams and/or spending time over the summer to build these common "maps" of student learning.

What homework was assigned?

N/A