

Elk Grove Associate Feedback
School: Mary Tsukamoto ES
Associate: Kim Bailey

Visit 1: 10/4/2016

What was accomplished?

After fleshing out the reality, we drafted a game plan for the coaching sessions. We met with leadership team for their input, including celebrations and challenges. There was a great discussion that revealed the need to establish a common language and a common vision around the work of teams in a PLC. As a leadership team, we discussed the need to identify essential standards for one strand of literacy (i.e., Reading), and came up with a game plan to embed the process within some release days that were already determined. We also established "tights" for the year.

What are the next steps?

During the next visit, I will work with all teams using a video "fishbowl" activity to help establish how teams work effectively and efficiently. We will focus on the plan/do/study/act process as well as how teams establish their agendas and use norms to work productively and respectfully. I will also provide protocols for teams identifying their essential standards in reading so that Liz can conduct a vertical activity across all of the grades.

What homework was assigned?

Preparing for next week (logistics) and communicating upcoming goals for teams.

Visit 2: 10/12/2016

What was accomplished?

I met with the instructional coach to discuss areas in which teams were struggling with the new ELA adoption (Wonders), and potential resources/tools to assist them in narrowing the focus to the essential skills and concepts and priorities for common assessments. I walked classrooms to observe the level of common instructional practices. I also provided an overview of the Plan-Do-Study-Act process with all grade level teams and discussed strategies for identifying norms and setting agendas. The principal and I also discussed some strategies for identifying schoolwide essential standards (vertical), as well as some ways in which some struggling teams could be supported.

What are the next steps?

I will be working with three grade level teams during the next visit. The teams will help determine the focus of those sessions based on where they are in the PDSA process-- they will likely be planning an upcoming unit of study (including identifying or designing CFAs) or examining the results from common assessments.

What homework was assigned?

N/A

Visit 3: 11/4/2016

What was accomplished?

Met with the principal and walked classrooms to observe alignment of the curriculum and continuity across classrooms within a grade level. Co-planned the next faculty meeting which will emphasize how PLCs fit with the district's E4 plan and their sites's vision for learning. Also discussed how they could embed small celebrations into their ongoing efforts so teams feel supported as they work hard.

What are the next steps?

Originally this day was planned for me to directly work with three teams, but the sub arrangements didn't work out. The next visit will consist of this activity.

What homework was assigned?

Arrange subs and frontload teams to come prepared to co-plan a unit of study with CFAs or to analyze the results of a CFA.

Visit 4: 12/12/2016

What was accomplished?

I worked with two teams for three hours each. During that time, we discussed their teams current level of collaboration, and then spent time working on planning out an upcoming unit, with particular emphasis on identifying a common assessment that could be used by the team to monitor student learning. Well the teams were in slightly different places, they both worked well and seemed eager to bring in student evidence of learning to their collaborative conversations.

What are the next steps?

I will be working with two different teams during my next visit. In the interim, the principal and staff will reinforce the use of common formative measures as part of their team process.

What homework was assigned?

Follow up with common assessments that were identified.

Visit 5: 1/10/2017

What was accomplished?	<p>I worked specifically with two teams (Grades 3 and 4) as they planned out an upcoming unit of study in language arts and identified pivotal pieces of evidence they could use to formatively assess their students. One team also examined the results of a common assessment in math. Teams were getting clear on what they wanted their students to learn within the unit, but often fell into the "our kids can't do that" trap. Some good conversations ensued about ensuring that we need to take the growth mindset and be intentional with our instruction to get the kids where they need to be.</p> <p>One team also mentioned that there was no way they would hit everything in the textbook by the end of the year. We used this as an opportunity to really examine the desired outcome in a priority area and what it would take between now and the end of the year to empower students.</p>
What are the next steps?	<p>I had a lengthy discussion with the principal and vice principal about some of the patterns I observed--that teachers had the tendency to shelter their students from challenging work rather than discussing the scaffolds that would empower them to achieve those challenges. We also discussed the need to support teams to use the leveled readers more consistently.</p>
What homework was assigned?	<p>Liz was going to strategize training on guided reading groups with the academic coach in order to support teachers as they try to "fit it all in." We also discussed the notion of taking one domain in language arts (e.g., writing) to walk through expectations for student performance in a particular area and begin discussions about how to build those skill sets with students.</p>
What was accomplished?	Visit 6: 2/15/2017 <p>I worked with two teams: Grade 5 and Grade 6. Both teams identified the need to be more intention in terms of focusing their efforts toward priority skills to be addressed in the state assessment (SBAC). The fifth grade team spent time examining online assessment tools within math that they will be using with greater frequency so that students become more familiar with the demands and format of the assessments.</p>
	<p>Grade 6 spend time discussing the challenges faced in the ELA adoption. They shared that they are in "survival mode" and that it's difficult to see the forest through the trees. We discussed possible strategies for defining clear targets by trimester and then using the tools within the adoption to hit those targets.</p>
What are the next steps?	<p>A common theme across both teams was the desire to articulate vertically with other grade levels to identify the progression of expectations for skills and quality of work. I will be sharing this concept with the principal.</p>
What homework was assigned?	<p>None.</p>

Visit 7: 3/13/2017

What was accomplished?	I met with the principal and the academic coach. Together, we looked at the current reality of the school and identified areas in which the school needed to gain traction. Among these was the identification of common literacy screening/diagnostic tools that could be used to monitor students through grades 6 to ensure that students needing additional support were provided with targeted interventions (currently, only grades K-2 use a common tool for this purpose). Additionally, we noted the need to work closely with the leadership team to make connections to the work and collectively move forward (not a top-down approach). We also noted that the fourth grade students seem to dip drastically in their achievement, which has implications for how the school prioritizes its resources, which seem to need further refinement and coordination.
What are the next steps?	We will be meeting with the leadership team on our final session to plan remaining support to the end of the year, and game-plan next steps for fall.
What homework was assigned?	The principal will be using her next staff meeting to have teams do self-reflection on their work so far this year, emphasizing their growth as teams and their impact on student learning.

Visit 8: 5/15/2017

What was accomplished?	<p>I met with the principal, AP, and instructional coach during the morning. We debriefed progress they had made in establishing common clarity across grade level teams about their targets for student learning. Together, we outlined next steps they could take to support teams as well as clarify systems for supporting students on a schoolwide basis.</p> <p>In the afternoon, I met with the school leadership team, including the site administrators. After sharing out their successes, they plotted their current teams' development along 7 stages. Their reflection seemed pretty accurate and it helped to clarify some of the areas necessary to deepen their efficacy.</p>
What are the next steps?	The teams will work to clarify products/outcomes that students will produce by the end of the year (based on the standards) and then backward map the milestones toward meeting them. We also discussed the need to establish a smaller subcommittee focused on looking at their schoolwide intervention systems, with particular attention to how they are meeting the needs of students with significant gaps in foundational skills (i.e., Tier III).
What homework was assigned?	The site administrator and the leadership team are moving forward with the game plan and discussed using monthly opportunities to enhance vertical team connections.