

Elk Grove Associate Feedback

School: Prairie ES

Associate: Robin Noble

Visit 1: 10/26/2016

What was accomplished?

I worked with Robin in the morning to get a feel for where the school was on the PLC journey. Robin indicated that the grade level teams meet as PLCs once a week but they are all at different levels of functioning and understanding about the characteristics of an effective PLC. We also reviewed data to determine where the school is academically as well as how their climate and culture play out in the school setting. I was able to meet with the leadership team and get feedback from them about their understanding of PLCs as well as clarify understanding using the 3 big ideas of a PLC and the four critical questions of a PLC. I also observed classrooms with Robin to get an idea of academic practices in the classrooms. Finally, I sat in on a 6th grade PLC meeting as well as a kindergarten PLC to see how different groups managed their meetings

What are the next steps?

During the next two visits we will be focusing on identifying essential standards, unpacking these standards to address key learning targets and developing rigorous CFAs. We hope to quickly move toward evaluating and shoring up data collection protocols, intervention/extension plans and SMART goals that are focused and monitored. Robin also requested that I focus on evaluating team meeting protocols to ensure teams have the tools necessary to collaborate effectively around the 4 questions and looking at student work collectively. We will also need to visit school culture as the teachers begin to build a more solid foundation and understanding of PLCs

What homework was assigned?

Teachers were asked to look at the state standards for informational text independently, and then come together as grade level teams to build consensus for 2-3 essential standards. This is in preparation to begin the process of unpacking these standards and identifying learning targets during my next visit (just 2 weeks away this time)

Visit 2: 11/9/2016

What was accomplished?

I met with individual grade level teams this visit. Robin set up a schedule where I had approx 2 hrs with each of three grade levels, 5th, 1st and 2nd. Robin wanted me to touch on the overview of PLC work I did with the leadership team in more depth during my last visit. She felt all teachers should get this overview. I also went over the purpose and definition of high performing collaborative teams in a PLC setting and evaluated protocols the teams were using during their grade level team meetings. This included fine tuning norms and agenda formats. We also discussed how their process went in identifying essential standards and using evidence to support their choices. We also went into the unpacking piece together and how to identify learning targets. I briefly went over some of the characteristics of CFAs and their purpose. We will touch on this more at our next visit.

What are the next steps?

Teams are committing to review their norms and make adaptations to current norms that are a little more focused and common understandings are ensured. They also committed to reading norms and the beginning and end of their meetings, ensure there is a goal oriented time-bound agenda, and a place for next steps and follow up. They will also finish unpacking and identifying learning targets for the other 2 essential standards in informational text. My next visit will be with grades 6, 3 and 4 with similar goals as this visit.

What homework was assigned?

See above

What was accomplished?

Visit 3: 12/7/2017

I met with 4th grade first. This was a strong team. They had strong norms, secure rolls they rotate and share, and understand the purpose and importance of collaboration. They did ask for clarification on the why and how of essential standards work. I was able to do this. They had not unpacked yet so we did one of their essentials and talked about rigor. We also talked about learning targets and how they tease out and scaffold toward end of year essential standard. We also reviewed the cycle for unit planning and the need to embed CFAs within the unit to see if you are on target as well as building in re-teaching time during the unit. I met with 6th grade next. This team is solid on the "form" of team meetings but has struggled with team collaboration due to some deeply embedded mistrust between two of the team members. This was not as apparent during this meeting as one of the members was not there, but you I could still see that the mistrust had become part of their team culture. I talked about their norms and asked them to revisit them for more targeted and explicit expectation around team meetings to provide a stronger feeling of safety about how they would commit to be with one another in meetings. I met with 3rd grade at the end of the day. Also a strong team in how they run and organize their meetings. Went over essential standards and unpacking. Also talked about the cycle of formative assessments and about building in a reteaching day into their next unit.

What are the next steps?

I will follow up with all grade level team leaders to determine where they are with the next steps provided on my initial visit and discuss reteaching/intervention times in their schedules. Robin and I will meet to look at the PLC Implementation timeline and evaluate next steps and goals for establishing a strong foundation that will take them into the beginning of the next school year.

What homework was assigned?

4th Grade- Unpack the 3 essentials for Inform text. Tease out learning targets. 6th Grade- Review Norms in January and Unpack and tease out learning targets for 1 Informational text standard in prep for CFA and data meeting in February. The focus is to help the team work more collaboratively on the task and build some trust in looking at data together. 3rd Grade- Next visit will cover CFAs and also talk about student "I can..." statements and student tracking their data.

Visit 4: 1/11/2017**What was accomplished?**

I was able to follow up on the team assignments from my last visit and help clarify processes for unpacking and identifying learning targets. Teams were also able to talk about their work with identifying essential standards (Robin, their principal, has set the goal of having all ELA/Math essentials identified by the end of the year).

I also showed them example documents for organizing student CFA data to identify students who are struggling, identify teachers who are having more success to promote sharing best practices, and facilitating the conversation around what will we do for those who have not/have learned. The focus I asked teams to work with for my next visit was the practice looking at their CFAs together, identifying students that are struggling and brainstorm ways they can build in reteaching/intervention time into their day. We will discuss when I come back

Robin and I went through PLC Products, Tasks, and Timelines to establish what has been accomplished and what we would like to accomplish by the end of the year. I also introduced the first chapt of The Five Disciplines of the PLC Leader and asked her to read and be ready to discuss Vision/Values during my next visit

What are the next steps?

- brainstorm ways the classroom teacher, team and school can support reteaching/intervention/enrichment. Look at school master schedule.
- Work with Proficiency Mapping and Unit Planning in preparation for curriculum planning for next year and unit planning for this year and next year.

What homework was assigned?

- Teams will look at their CFAs together, identify students that are struggling and brainstorm ways they can build in reteaching/intervention time into their day. We will discuss when I come back
- Robin will continue to set up the release days for grade level teams to work on essential standards and read the first chapter in Tim Kanold book on leadership

Visit 5: 2/8/2017

What was accomplished?

I was scheduled so that I had time to meet with each grade level team for approximately 50 min throughout the day. Our goal was to look at current formative assessments, sort them by high/med/low, then generate a conversation about critical questions number 3 and 4 regarding what we do when students don't/do learn the standard or target we are teaching. I began by introducing the concept of tight/loose in a Professional Learning Community focusing on the tight of "when kids don't learn we have a guaranteed way to intervene, no exceptions". Then, through identifying students who were high/med/low, I prompted teachers to identify what they currently do when students don't learn, first in the classroom, then school wide. Finally, I asked them to brainstorm a list of ideas for the "perfect" scenario for reteach/intervention/enrichment time for their students. Many creative ideas were generated by teachers which I have compiled for Robin to review with her teachers and staff. What became apparent early on in my work with teachers this visit is the advancement that Prairie ES has already accomplished in ensuring a school wide response to intervention. Robin has ensured that each grade level and classroom has a "workshop" time in place in the schedule that allows for individualized, targeted instruction for those who need reteaching/intervention/remediation. They have also spent time creating a scaffolded schedule that allows push-in/pull-out interventions to occur during the grade level workshop times throughout the day. This has greatly alleviated the need to pull students out during core instruction. The brainstorming sessions primarily focused around some of the intensive kids that still get pulled out of core instruction, and how to build a system of communication between teachers and interventionist at all levels to ensure that there is alignment between the skills and standards needed for mastery of grade level standards and what is happening in pull-out intervention times.

What are the next steps?

Grade level teachers will continue the work of identifying essential standards from the ELA strands of the state standards. Several grade level teams have already completed this work with the instructional coaches and Robin has scheduled out the rest of the teams to do this same work.

Schedule the meeting times for vertical articulation of essential standards to solidify a school wide guaranteed and viable curriculum.

Utilizing their work with essentials, I would like to introduce proficiency mapping during my next visit so teachers can get an idea when each standard is expected to be mastered during the year and be reading to begin unit planning for next year.

Work with Robin and Leadership team on Vision/Values work as it relates to leading a Professional Learning Community at Work.

What homework was assigned?

- Continue work with essential standards/unpacking/learning targets
- Review proficiency mapping documents and protocols for next visit
- Identify school wide response to intervention protocols the teachers would like to see added to their current protocols and scheduling.
- Review first chapter of The Five Disciplines of the PLC Leader with Robin and members of leadership team

Visit 6: 3/8/2017

What was accomplished?	I spent the day visiting classrooms during their workshop/intervention time. During my last visit, we discussed this time as a very necessary (tight) reteach/enrich time for students when functioning as a PLC at Work, so it was helpful to see how these were functioning in the school. There were varying levels of implementation, but Robin Riley has utilized her ability to establish structures in her school (ie. scheduling) that require teachers to respond to the workshop model. She has very effectively created a schedule for a year-round school, on 4 different tracks, that requires a workshop (reteach/enrich) time for all. The goal now will be to fine tune these times to ensure the most effective interventions are occurring.
What are the next steps?	<p>Meet with grade level teams with common formative assessments at the table. Ask them to tease out specific deficits and then create learning targets for these students based on the data. I will then ask them plan out a specific intervention/reteach strategy for the students identified from the CFA data that they will execute during their workshop time.</p> <p>Complete essential standards work and facilitate a vertical articulation across grade levels. Robin Riley anticipates facilitating this work mid April.</p>
What homework was assigned?	N/A
Visit 7: 4/6/2017	
What was accomplished?	We really hit the necessity for setting up workshop protocols and introducing the sacredness of this time to kids using the essential standards as our guide at the very beginning of the yea. We also talked about CFAs, focused on the learning targets of the essential standard, need to be common so that the data is consistent across classrooms in a grade level. Learning targets were clarified again with the question, " If you want students to be prof at the end of the year, what are the skills they will need to master to get there?" We also talked about celebrating student successes along the way with "I can" statements and consistent recognition and celebration throughout the unit of study. Finally, we touched on using the essential standards as they begin unit planning for next year.
What are the next steps?	<p>Completing the vertical articulation of essential standards across grade levels</p> <p>Identifying values and commitments and creating goals that will focus their actions as they begin next year</p>
What homework was assigned?	<p>Complete vertical articulation of essential standards school wide</p> <p>Begin/complete unit planning for next year identifying essential standards and CFAs to be addressed during the unit of study.</p>

Visit 8: 5/3/2017

What was accomplished?

This visit was focused on clarifying any loose ends, identifying what was accomplished this year, and celebrating the successes of both students and staff.

What are the next steps?

- Robin is going to solidify the school wide essential standards through vertical articulation grades K-6
- She wants to clarify the purpose and format of common formative assessments for next year to ensure they are driving the workshops with specific learning targets
- Teacher teams are working on unit planning and proficiency mapping with the essential standards in mind.

What homework was assigned?

N/A