

Elk Grove Associate Feedback
School: Sunrise ES
Associate: Greg Kushnir

Visit 1: 10/19/2016

What was accomplished?

Sunrise Elementary Why we did: * Met with the principal Marty in the am and talked about the school and some of the work that they had done and some of the roadblocks they face. * In the afternoon I met with the led teachers of the grade level teams as well as the pays ed lead teacher. I used this time to make sure they all had a clear understanding of what a PLC is, why we want to do this work, how the work is supported by research, how the work will benefit all of the teachers, how the work will improve student and how the PLC will make the work they have done with the math coaches more effective. *I also suggested some work they could do between now and when I return. We decided they would lead their teams in the following work. - Use the norm creation process to revise their norms so that they included: a) a process to ensure all voices are heard b) A process to determine consensus c) A plan for what to do when someone breaks a norm. How to ensure they can deal with passive aggressive and outwardly defiant behaviour. - Examine the math common core through the lens of the criteria for determining if an outcome was essential. 1) Endurance, 2) Leverage 3) Readiness - Once the team had a list of essentials they would compare it against the list outlined in the document. The outcomes marked with a diamond. - The teams would begin to develop an agreed upon common understanding of each outcomes meaning, level of rigour and prerequisite skills, by using the essential outcomes chart. - The team will also agree upon a common scope and sequence for instruction. Next Steps: We need to find a way for the school to meaningful create and utilize common formative assessments on a year round school track that sees 1/3 of the students and staff out of the building at any given time.

What are the next steps?

Next Steps: We need to find a way for the school to meaningful create and utilize common formative assessments on a year round school track that sees 1/3 of the students and staff out of the building at any given time. I know I am going to have to answer many questions regarding how to deal with difficult people.

What homework was assigned?

See the section about what the teams agreed to do in the "What was accomplished action."

Visit 2: 11/14/2016

What was accomplished?

* The leadership team acknowledged the need for a better system of transition for staff coming off break. As this is a year round school there are significant challenges to overcome based on the fact that 1/3 of the teachers are not at the school at any given time. They need to be very purposeful in how they communicate what was accomplished during a teachers absence and what expectations the team will have for their member coming back to work. The leadership team is to make some decisions about how they can change the transition format so that it is more effective. In order to drive home the concept that everyone must be a part of the solution and that all teams are interdependent, I discussed ways the leadership team could engage more staff members in the learning process. Part of understanding what it means to live the culture of a PLC is the ability for all teachers to articulate the "Why" and "How" of their work as well as the ability to examine their work in light of its impact on student learning (Evidence). We agreed that a good way to begin this process would be to have two collaborative teams present their work at each of the monthly staff meetings. The leadership team agreed on a schedule for presentations and that each team would answer the following questions. 1) What are our success related to our collaborative team work. 2) How are we measuring the successes. 3) What have been the challenges experienced by our team? The rest of the faculty will be asked to provide suggestions to help the team to help them overcome the challenges. This helps to promote a culture of learning together through reciprocal accountability. 4) How has our collaborative work impacted our classroom instruction? 5) How has our collaborative work impacted student learning? 6) What are the next steps for our team? * The leadership team also agreed upon and made a commitment to ensure that they set school wide goals for the work of collaborative teams. This work is now being communicated as a school goal and as a tight expectation. Each team must complete the following work by the agreed upon deadline. 1) A wish list of prerequisite skills for the prior grade. Completed by Thursday Dec 15th. 2) Essential learning outcomes in math. Feb 6th 3) Sunrise school will align the essentials on Feb 6th. To prepare for this alignment each team will have the list of essentials written in student friendly language as well as the number of the standard on chart paper. 4) Once the essentials are aligned, each team will fill in the essential outcomes chart to deepen their understanding of what each standard means and to ensure clarity amongst each the team members. Completed by March 23rd. 5) An agreed upon scope and sequence for the essentials. Completed by March 23rd.

What are the next steps?

The next steps for Sunrise is to help them develop systems of reciprocal accountability to ensure they follow up on and complete the work they committed to. The long term goal will be to continue to increase the team leads ability to lead the change process. Building a culture of a PLC represents a significant change in practice and philosophical believe for Sunrise School. If we hope to achieve our goal of building a sustainable PLC culture of high achievement and continuous improvement then in the beginning stages we must ensure successful collaborative experiences. It is essential to commit to the time required to ensure quality job embedded professional development occurs. Deep learning will lead to the development of the right culture and beliefs.

What homework was assigned?

See the what was accomplished section.

Ø Each team will be prepared to discuss their finding at the February 21, meeting. This discussion will include strengths and areas of improvement in the student learning.

Visit 3: 1/9/2017

What was accomplished?

During this visit we accomplished the following: 1) Each team leader shared the challenges and successes of their work. All teams completed the wish list of prerequisite skills to support their ELO curriculum work. 2) We discussed the curriculum work they were currently doing and if they were on track to accomplish the next goal. 3) Presented the rationale and research on curriculum, assessment and data work so that the team leaders would be better able to help their team member understand the benefit of this work. 4) Provided the teams with some tools they could use with their teams. 5) Presented the research into intrinsic motivation and how the team leaders could cultivate it by understanding how to ensure belonging, a higher purpose, mastery and autonomy. 6) Presented a process that teams could follow when creating common assessments. 7) Presented several different templates for how teams could analyze data. 8) Examined several data sets to help the leaders see the value of data analysis. 9) Presented a team planning template that could be used to develop reciprocal accountability between the teacher teams and the Leadership team.

What are the next steps?

The school has a plan with deadlines that they have created and are following to build shared knowledge around answering the 1st question. They need to continue this work.

What homework was assigned?

The teams need to complete the agreed upon goals related to question #1.

Visit 4: 3/6/2017

What was accomplished?

We worked on the following:

1) I did a presentation on motivation and influence so that the teacher leadership would have a better understanding about how to change the attitude of resistant staff.

2) We discussed a process for how each of the leadership teams would take their teacher teams through the following:

- Look at the Essential Outcomes that the team created and get team consensus for the sequence (order) they will be taught. March 23 rd

- Discuss each outcome with the team and come to consensus for how long each outcome will take to teach (Scope). March 23 rd.

- Use the Track Planning Chart to plot the scope and sequence of the outcomes for each track. March 23 rd.

Insert the supplemental outcomes on the track chart. March 23 rd.

- Schedule common summative assessment dates for all four tracks. March 23 rd.

- Determine how the team would prefer give common formative assessments and analyze data.

-Option 1: Common formative assessments will be given in the same way as summative assessments, vertically by student track. Teachers stay in grade level teams to create and give common formative assessments. Assessment dates will be determined based on their track. Data analysis will occur at different times based upon track.

-Option 2: An assessment hybrid will be created for the school. Common summative assessments will be created by grade level teams and given vertically at agreed upon dates throughout the year. Common formative assessments will be created by multi-grade teams and would be created and given by track. Common summative assessment data would be analyzed by the teachers in a given track while data from summative assessments will be analyzed by all 4 grade level tracks.

-Option 3: Other

What are the next steps?

The school will complete the work outlined above. They are interested in continuing to develop as a PLC. This will mean continuing to pursue the answers to the 4 questions. I would love to work with this staff again.

What homework was assigned?

See above.