

**ASSURANCES REVIEW
PRINCIPALS NETWORK MEETING WEST - MARCH 24, 2006**

1. ESTABLISH SCHOOL VISION WITH BELIEF

Benefits	Challenges
<ul style="list-style-type: none"> • establishes focus • sets priorities • basis for decisions • can use "out of box" ideas/approaches • needs to be research based • usable tool 	<ul style="list-style-type: none"> • buy-in from staff • past practice - that's how we've always done it • union contract issues - i.e. keeping aides
Current Actions	New Actions
<ul style="list-style-type: none"> • whole site on same page - not a K-3 program 	<ul style="list-style-type: none"> • need to revisit/update • need to share with staff • are we aligned <ul style="list-style-type: none"> ○ curriculum ○ Reading First ○ District

2. PROTECT INSTRUCTIONAL TIME

Benefits	Challenges
<ul style="list-style-type: none"> • focused - students and teachers • time on task • pacing schedule 	<ul style="list-style-type: none"> • scheduling RSP Assemblies • no interruptions • making sure personnel follows through • support staff • monitor
Current Actions	New Actions
<ul style="list-style-type: none"> • designate language arts block • directive to staff • continue to monitor 	<ul style="list-style-type: none"> • specific to office staff - no calls to classroom • support staff adjust work day • more monitoring to assure full implementation

3. USE PACING SCHEDULE

Benefits	Challenges
<ul style="list-style-type: none"> • movement - In and Outs <ul style="list-style-type: none"> ○ continuity of program ○ district level meetings-good articulation and collaboration • training • teaming 	<ul style="list-style-type: none"> • more time • pacing schedule needs to include all testing "Aprenda" • bring "independent practice" folks along with the program • year round support is difficult
Current Actions	New Actions
<ul style="list-style-type: none"> • provide pacing chart • built in assessment • accountability of data • protect time • efficient distribution of materials • timely duplication of materials • walk throughs • monitor lesson plans/charts data • grade level meetings • meeting with coaches • at grade level meetings share feedback from walk throughs 	<ul style="list-style-type: none"> • continue to monitor • provide for feedback - make changes to schedule as needed • more collaborative time and prep • dedicate time • keep it consistent

4. REQUIRE AND SUPPORT PROFESSIONAL DEVELOPMENT

Benefits	Challenges
<ul style="list-style-type: none"> • teachers gain knowledge • consistency in program implementation • improved student learning 	<ul style="list-style-type: none"> • time • scheduling • quality of trainers • funding for Year 2 and 3 (including stipend)
Current Actions	New Actions
<ul style="list-style-type: none"> • proving AB 466 and AB 75 • support RF strategies • using data to guide grade level and site planning 	<ul style="list-style-type: none"> • 1 coach per site • 4 months - pre-K parent-child program - language development and parenting • district use of data over time

5. BE INVOLVED AND KNOWLEDGEABLE

Benefits	Challenges
<ul style="list-style-type: none"> • have more credibility • provide more effective feedback • can monitor more skillfully • help identify or provide solutions • demonstrate your own commitment and viewed as a support source/provider • it shows that we're all in this together 	<ul style="list-style-type: none"> • most administrators didn't teach this program. Things have changed • trainings are not very accessible (remote locations and not offered frequently) • finding the time to balance the responsibilities
Current Actions	New Actions
<ul style="list-style-type: none"> • conducting walk throughs with a specific purpose • learning something new every week and monitoring for level of implementation • attend teacher trainings • participate (facilitate grade level meetings at times or in different ways) 	<ul style="list-style-type: none"> • provide more specific tasks/objectives for the grade level meetings (especially those that lack substance)

6. ORGANIZE AND SUPPORT GRADE LEVEL MEETINGS

Benefits	Challenges
<ul style="list-style-type: none"> • teachers share best practices • teachers can identify successes and areas of focus to address weaknesses 	<ul style="list-style-type: none"> • scheduling <ul style="list-style-type: none"> ○ multitrack ○ subs • buy-in by teachers • maintain a focus on L.A.
Current Actions	New Actions
<ul style="list-style-type: none"> • banking minutes to provide time • agendas • minutes • principal/coach attends • some schools schedule in lieu of staff meetings 	<ul style="list-style-type: none"> • banking minutes • ensure accountability in GLM (teachers come prepared, do what team agreed upon) • practice lessons with peers

7, GUIDE MONITORING OF PROGRESS BASED ON ASSESSMENT DATA

Benefits	Challenges
<ul style="list-style-type: none"> • guides instruction • monitors individual student achievement (grouping etc.) • teacher accountability • teachers can collaborate on interpreting data 	<ul style="list-style-type: none"> • assessment data isn't available at same time (multi-track, year round) • consistency of administration assessment • interpreting the data
Current Actions	New Actions
<ul style="list-style-type: none"> • grade level meetings - two a month • access to OARS • agendas/goals • coach as facilitator • principal attends 	<ul style="list-style-type: none"> • revamp grade level meeting schedule • train/empower teachers to become facilitators • more honest conversations - building trust • "our kids" at grade level

8. INSIST AND ENSURE FULL IMPLEMENTATION

Benefits	Challenges
<ul style="list-style-type: none"> • consistent instruction • student access the same information • take advantage of the "spiral" effect and all components (EL Handbook, classroom management, etc.) • measuring student progress becomes more meaningful • common language/facilities discussion • teachers can depend on prior knowledge/skills being taught (vertically) 	<ul style="list-style-type: none"> • belief system - no buy-in (for full implementation) • union issues (ex. classroom autonomy) • effective grade collaboration meetings. Need to develop facilitators • multi-track • using the assessment data to guide instruction effectively (next steps?) • time constraint (especially early bird/late bird) • direct instruction expertise/effectiveness
Current Actions	New Actions
<ul style="list-style-type: none"> • walkthroughs (district, site, state) • grade collaboration - providing materials • training • pacing guide • assessment deadlines • OARS • coaches 	<ul style="list-style-type: none"> • site walkthroughs to include teachers • what can make grade collaboration meetings more efficient/effective? • more regular advanced training - more flexibility, latitude in scheduling - more opportunities • more indepth analysis and support from district personnel to analyze OARS data and develop potential next steps • additional support for direct instruction training

9. ENSURE SUPPLEMENTAL MATERIALS ARE IN ALIGNMENT

Benefits	Challenges
<ul style="list-style-type: none"> • consistent delivery of instruction • provide extra practice • reach learning modalities of diverse learners • ensures scope and sequence of instruction 	<ul style="list-style-type: none"> • teachers may rely on supplemental materials vs core • return to direct instruction • maintain pacing • materials don't always provide feedback for students • teachers can't articulate/show connection to core curriculum • development of appropriate and systemic list of supplemental materials
Current Actions	New Actions
<ul style="list-style-type: none"> • list of approved supplemental materials • board memo 	<ul style="list-style-type: none"> • increased monitoring of consistent use of core curriculum and appropriate of supplemental materials

10. ASSURE READING FIRST COORDINATED WITH OTHER INITIATIVES

Benefits	Challenges
<ul style="list-style-type: none"> • same goals and expectations • have fidelity to program 	<ul style="list-style-type: none"> • coordinate Pulliam with RF • coordination with Special Ed
Current Actions	New Actions
<ul style="list-style-type: none"> • plan to meet with Pulliam Principals and district staff • look at goals and expectations • RSP and SDC participate on staff development with regular Ed teachers 	<ul style="list-style-type: none"> • ongoing district meetings to collaborate, strategize to improve instruction • include the RSP teacher in grade level meetings