



Common Performance Task Write-up

Washington State University, Tri-Cities

Fall 2023

### **Task 1: SCHOOL VISION AND IMPROVEMENT PLAN, BASED ON EQUITY AND DATA**

The candidate will develop a school vision and improvement plan for one school based priority area, focusing on the two pillars of highly effective schools, the instructional program (curriculum, instruction and assessment) and school culture. The candidate will collaboratively collect and analyze quantitative and qualitative data on student performance with attention to issues of equity, disproportionality, and inclusion, student and teacher relationships and school culture, select a priority area for focus, document existing school programs, services and practices, and develop a set of goals, objectives and action strategies with input from school leaders and key stakeholder groups.

Data from [REDACTED] Online Academy ([REDACTED]) has shown that students who regularly attend class make adequate monthly progress more often than students who do not attend Zoom classes regularly. This project aims to improve attendance by changing our attendance policy and methods for communicating with families. By improving attendance for live Zoom classes, it will support our mission and vision. It is impossible to build an equitable and inclusive community without having all members of the community present.

This project will convert our attendance system from the School Data Systems network to PowerSchool attendance. By changing to taking attendance in PowerSchool, we can utilize the SwiftK12 communication system. This system is built into PowerSchool and automatically sends an email, text message, and prerecorded phone call to families whenever a student is marked absent. It can also be used to send other communication.

We have had reports from families that their students claim to have been in class, but they were playing games on their computer or watching videos rather than doing their schoolwork. It is very easy for students to pretend they are engaged in school, while they are doing other things instead. Also, many students are home alone during the school day while parents/guardians are at work. This extra layer of accountability will improve attendance rates and as a result, it should also improve engagement and the percentage of students who are

making adequate monthly progress. Converting to the PowerSchool system will also allow us to obtain attendance reports and keep a log of communication sent to parents more easily

### **Component 1.1: DEVELOP A SCHOOL MISSION AND VISION**

Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include: data use, technology, equity, diversity, digital citizenship and community.

██████████ Online Academy (██████████) is a fully online K-12 public school. It is a school of choice that is available to all students who reside in Washington state. ██████████ mission is to “Foster a caring community of online learners and educators who support each other in accomplishing their individual learning goals.” The vision is to “Improve the future through access to inclusive learning opportunities for each child.” This information is on our website, registration materials, and at the top of all agendas used in ██████████ meetings. We start every meeting grounding our work in our mission and vision.

To develop a school mission and vision it is essential to include all stakeholders. I would start by collaborating with the staff first. I would see how they felt about the mission and vision and if they felt that it needed to be revised. The teachers and support staff are the heart of the school. We would discuss how they feel they follow the mission and vision. Then I would ask if they felt that the mission and vision still applied, and if not, what they might add or remove. I would not want to revise a mission and vision without their full support. Next, I would consult other stakeholders, such as students and families. I would create surveys and/or focus groups to see how they felt about the current missions and vision and what edits might be needed.

When there is a change in leadership, it is important for the new leader to examine the mission and vision and determine if it still applies. It is also important to consider district

requirements for a mission and vision. A school's individual mission and vision statements should align with the mission and vision of the school district. There is not a mission and vision for the district, but they do have a strategic goal. The current strategic goal of the Richland School District is "Together, we educate every student for success." Because the school is part of the district, its mission and vision should have some alignment with the overall mission and vision of the district.

### **Component 1.2: LEAD THE IMPROVEMENT PROCESSES**

Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

If it was determined that revisions to the mission and vision needed to be made, I would form a committee. There needs to be a process to choose committee members, as well as a process for the committee to follow. I would establish these processes using the Microsoft Education Transformation Framework (MS/ETF). "The Microsoft Education Transformation Framework is a guide for education leaders to navigate the complexity of transformation impacting every aspect of their mission. It facilitates the process of envisioning what's possible and developing a strategy to achieve it" (p. 1). I would like to include all stakeholders to help revise a mission and vision. This would include teachers, support staff, parents, and students. They will examine the existing mission and vision and determine areas for growth. Sometimes the mission and vision do not need to be changed, but it is important to make sure they still align with the goals of the school.

Given the current state of our district and our school currently, I do not feel that it would be the best time to implement a new mission and vision statement. The school is only 2 years old and has already had a change in leadership. The staff is experiencing some growing pains as

well, as enrollment has doubled. Whenever there is a change in leadership, there is an adjustment period. Having a new principal is a big change for staff, and I would not want to change the mission and vision right away. It would not be a good time to implement major changes. However, if it were a perfect world and the timing was right, it is important to have a mission and vision statement that aligns with the values of leadership and staff.

Mission and vision statements need to be motivating and inspirational for the school and its stakeholders. A mission and vision for my school are even more important because we are a school of choice. Families will read our mission and vision when they are deciding if they want to enroll their children. Unlike traditional schools, our school runs more like a business. Our mission and vision statements are a large part of our advertising. I would not completely rewrite the mission and vision. I would edit them. The mission would be to foster an innovative, supportive, and caring community.” The vision is to improve the future by providing students with flexible, rigorous, and inclusive learning opportunities that will empower them to reach their goals.

One concept I would bring into the process is utilizing our building School Improvement Plan (SIP). This was created with the Virtual Leadership Team (VLT) last year and reflects the direction we want our school to go. It is important to consider this information as we move forward with a mission and vision. Once the mission and vision process are complete, it will be important to revisit the SIP to make sure the goals still align with our new mission and vision. There may need to be some revisions done to the SIP. This can be done with the VLT through the building decision-making process.

It is also critical to build transparency to the process. Murphy and Torre (2015) illustrate “Discussions and analyses of vision often unfold at high levels of abstraction that, while

meaningful, provide little direction to researchers, policymakers, developers, and practitioners about how to grasp the concept in ways that it can be acted upon—to study, to provide guidance and direction, to forge into tools, and to build, respectively (p. 10). It is critical that everyone understands what we are doing, why we are doing it, and how we are making decisions.

There are a variety of concepts and leadership frameworks that I would draw upon throughout this process. There is not one leadership style that fits all situations. An effective leader knows what style to use in a variety of situations. At the heart of the process, I would focus on servant leadership. Northouse (2022) points out that servant leadership “emphasizes that leaders be attentive to the concerns of their followers, empathize with them, and nurture them” (p. 253). Servant leaders will put their followers first and help them develop to their full potential.

I would also use transformational leadership in this process. This goes well with servant leadership because they both utilize nurturing and empowering teachers through change. Transformational leadership differs though, as it relies on the leader to a strong role model where the followers want to emulate the leader. One of the key aspects of transformational leadership is to create vision. This is done through the leader being a social architect, being involved with the culture, and contributing to the greater purpose of the school. This framework is built on trust in the leader to foster collaboration.

Authentic leadership would be used when working with the committee of stakeholders. One strength of authentic leadership is that it “helps to fill a void and provides an answer to people who are searching for good and sound leadership in an uncertain world” (Northouse, 2022, p. 232). The word uncertain defines the times we are living in and the operation of our

district right now. By using authentic leadership, the stakeholders will know that I am not faking it. I am genuinely interested in being an exceptional leader.

### **Component 6.1 SUPPORT STUDENT LEARNING NEEDS**

Program completers understand and demonstrate the capacity to evaluate, develop and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

To fulfill the mission and vision of [REDACTED] students need to attend their classes and engage in the learning. Due to the online nature of our school, it is very easy for students to enroll and then disengage. Because we do not have the same attendance requirements as traditional schools, it is very difficult to troubleshoot attendance issues with families and provide the resources needed for their student(s) to participate in their learning.

To ensure all students have access to learning and to attend Zoom classes, [REDACTED] provides students with a laptop and all the school supplies they need. For families in need of better internet access, we have partnered with the Informational Technology (IT) department to provide internet hotspots. We also conduct home visits to reach families and help support student learning needs. To improve attendance and participation we have implanted a version of study hall. Students can attend in person or via Zoom twice a week where there is both teacher and paraprofessional support available

### **Component 6.2 DEVELOP A DATA-INFORMED AND EQUITABLE RESOURCING PLAN**

Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Social justice and equity should be the center of school improvement and change. This can be done by learning about and embracing the cultures represented in a school. Bush (2015)

posits “in linking culture to school leadership, a central factor is whether or not culture is perceived to be unitary within the organization” (p. 43). It is imperative to celebrate and value all cultures. Building culture and community is crucial to supporting the mission and vision of the school and the district.

It is also critical to provide training for the staff involved in this process that focuses on bias and microaggressions. Lac and Baxley (2019) note that “to genuinely promote racial equity in schools, school leaders will need to procure a host of resources to develop the skill sets necessary to facilitate difficult conversations about race and racism among their staff” (p. 9). Many people have implicit biases that they are not even aware of. I would incorporate training with OPSI BEST Mentor Academy. I think it is important to bring in a third party that specializes in these types of training to make it most effective.

Considering school budgeting is essential when developing data-informed and equitable resourcing. Sorenson & Goldsmith (2018) point out, “Principal leadership skills must carry the school budgeting process to the next level by integrating the school vision with budgeting and academic process for the purpose of achieving academic success for all students” (p. 5). The district is facing considerable budgetary cutbacks right now. More than ever, it is essential for building leaders to carefully consider how funds are being allocated. Equitable resourcing should be at the forefront of school improvement.



### References

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- Lac, V., & Baxley, G. S. (2019). Race and racism: How does an aspiring social justice principal support Black student leaders for racial equity among a resistant White staff. *Journal of Cases in Educational Leadership*, 22(1), 29-42.
- Microsoft Education Framework. (2022). Retrieved from <https://www.microsoft.com/en-us/education/school-leaders/k-12-microsoft-education-transformation-framework>.
- Murphy, J., & Torre, D. (2015). Vision: Essential scaffolding. *Educational Management Administration & Leadership*, 43(2), 177-197.
- Northouse, P. G. (2022). *Leadership: Theory and practice* (9<sup>th</sup> ed.). Sage.
- Sorenson, R.D., & Goldsmith, L.M. (2018). *The Principal's Guide to school budgeting*. Corwin.

## Artifacts

### Artifact 1: Task 1 Overview Document

#### 1. Brief Description of the Project

Mission and vision statements need to be motivating and inspirational for the school and its stakeholders. A mission and vision for my school are even more important because we are a school of choice. Families will read our mission and vision when they are deciding if they want to enroll their children. Unlike traditional schools, our school runs more like a business. Our mission and vision statements are a large part of our advertising. I would not completely rewrite the current mission and vision statements for [REDACTED] Online Academy. I would edit them. The mission would be to foster an innovative, supportive, and caring community. The vision is to improve the future by providing students with flexible, rigorous, and inclusive learning opportunities that will empower them to reach their goals.

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We have had reports from families that their students claim to have been in class, but in reality, they were playing games on their computer or watching videos rather than doing their schoolwork. It is very easy for students to pretend they are engaged in school, while they are doing other things instead. Also, many students are home alone during the school day while parents/guardians are at work. This extra layer of accountability will improve attendance rates and as a result, it should also improve engagement and the percentage of students who are making adequate monthly progress. Converting to the PowerSchool system will also allow us to obtain attendance reports and keep a log of communication sent to parents more easily.

#### 2. Needs Assessment

**a. Identify data that will be needed to be collected, consider disaggregation of data based on various student populations as needed**

Data that will need to be collected:

- Monthly attendance rates while using the School Data Systems attendance method
- Percentage of students making adequate monthly progress while using School Data Systems attendance
- Monthly attendance rates when we switch to the PowerSchool attendance method
- Percentage of students making adequate monthly progress when we switch to the PowerSchool attendance method
- Disaggregation of data mentioned above to examine gender, ethnicity, free and reduced lunch, 504 plans/IEPs, underserved populations.

**b. Identify boundaries, barriers, challenges, opportunities, and limitations of the project**

Challenges for this project are the online nature of our school. This makes it difficult to reach students/families because they do not attend a physical location. It is very easy for students to enroll in [REDACTED] and completely disengage without repercussions. Many families have figured out how to manipulate the system to avoid truancy offers and court.

**c. Identify social justice issues that apply to your project**

Social justice issues that apply to this project are taking into consideration the cultures and needs of underserved populations, students of color, indigenous youth, students living in poverty.

**d. Identify ethical issues that apply to your project**

Ethical issues that apply to this project are to ensure we are not doing any harm to our students. The population of [REDACTED] consists of students with high needs. Many students attend [REDACTED] because they do not feel comfortable attending school in person in a traditional setting. Our students struggle with mental health issues, bullying, behavior problems, teen parenting, etc. We need to carefully consider the impact of our attendance policies on all populations.

**e. Identify legal issues that apply to your project**

Alternative Learning Environment (ALE) schools have different guidelines for attendance from OSPI. We need to ensure we are following the RCW and WAC laws. We also need to document all communication that goes home to families and clearly communicate our attendance policy to families. Other legal issues that may arise would be if we file a BECCA petition and need to attend court.

**3. Action Plan (Planning overview)**

**a. Identify objective of the project**

The objective of this project is to support our mission and vision by increasing attendance rates and increase the number of students making adequate monthly progress.

**b. Identify steps to be taken to complete the project**

The following steps will need to be taken to complete this project:

- Recreate the classes in PowerSchool so attendance can be taken on the days and times each class meets
- Create an attendance waiver that families can fill out to excuse the student from attending live classes. This would be for Tri-Tech, Running Start, and other needs as discussed with building administrators.
- Work with district PowerSchool administrators to create codes for Preset, Absent, and students to have an attendance Waiver
- Make a video and a PDF one-pager with attendance instructions for teachers and subs
- Secretaries will monitor attendance each day by 3pm and send out reminders to teachers who forgot to mark attendance for the day
- Set up SwiftK12 to send automatic calls, texts, emails when students are absent
- Pull data for attendance in the School Data Systems and in PowerSchool and compare it to the percentage of students making adequate progress each month
- Disaggregate the data based on previously mentioned groups
- Clearly outline our attendance/participation policy in the handbook and communicate it to families
- Create templates for letters for students who have 5, 10, 15, and 20 consecutive absences.
- Create a spreadsheet to track truant students
- Have weekly meetings to discuss students of concern
- Communicate with the truancy officer as needed
- Conduct home visits to attempt to reengage students who are not participating and determine/eliminate barriers

**c. Identify the timeline for the project (if the project will go beyond your internship, describe the potential timelines)**

The timeline of this project will be the duration of this school year. First semester attendance was done using the School Data Systems platform. Second semester we changed over to PowerSchool and created the policies and SwiftK12 messages. At the end of 3<sup>rd</sup> quarter, we will disaggregate and compare the data.

**d. Describe how the project aligns with the School Improvement Plan**

This project aligns with the following School Improvement Plan (SIP) goals:

- Increase the percentage of students making Satisfactory Monthly Progress from 75% to 85%.
- Increase the percentage of students who feel connected to a teacher.
- Increase opportunities for students to interact with peers.
- Increase the percentage of students making Weekly Contact from 92% to 95%.

**e. Name who will be involved in the project, their roles, and the timeline of their involvement with the project**

The following people will be involved in this project:

- District PowerSchool administrators will create codes needed for ALE attendance
- Secretaries will manage the attendance spreadsheet with students of concern, they will send out the SwiftK12 messages, and document when communication is sent to families. They will also check that attendance has been done each day and send reminders to teachers if they have forgotten to mark attendance

- Building Administrators will update the student/family handbook with the attendance policy. They will also create the templates for the 5-, 10-, 15-, and 20-day truancy letters. They will communicate with families and conduct home visits when applicable.
- Counselors will assist with home visits and help reach out to families that are difficult to contact. They will also offer assistance and resources to help overcome barriers that are preventing students from attending school.
- Teachers will take attendance each day and encourage students to come to class. They will improve engagement strategies using UDL practices.
- Families will help hold students accountable and encourage them to attend their live classes.

#### **4. Outcomes of Project**

##### **a. State evidence the project objective was met**

The evidence required to know when this project was met will include attendance data from both semesters and the monthly reports of which students made adequate monthly progress. We hypothesize that we will see an improvement in students making adequate progress when they attend classes more regularly.

##### **b. State outcomes for the students, staff, and or educational community**

Outcomes for students will be improved attendance, better grades, more participation, and connecting to staff and peers.

Outcomes for the staff will be more student participation, opportunities for UDL. This will also increase our enrollment, which will give teachers job security. Much of our enrollment is from word of mouth because we are a choice school.

##### **c. Key learnings for you as an educational leader**

Key learnings as an educational leader for this project are that we do not have a good method to disaggregate our data. The School Data Systems platform does not disaggregate data, making it difficult to analyze the information.

I also noticed substantial barriers for underserved populations. Many of the high school and middle school students provide childcare for younger family members and cannot access school as often as students who are not caring for younger children. We also have a large population of teen parents and students who are working to help support their families. ALE schools provide a unique opportunity for students to finish their education while dealing with a variety of issues. We need to do everything we can to support the students and families to be successful given their unique circumstances. It is evident that we need a social worker or a Communities in Schools partner to help families with the resources they need.

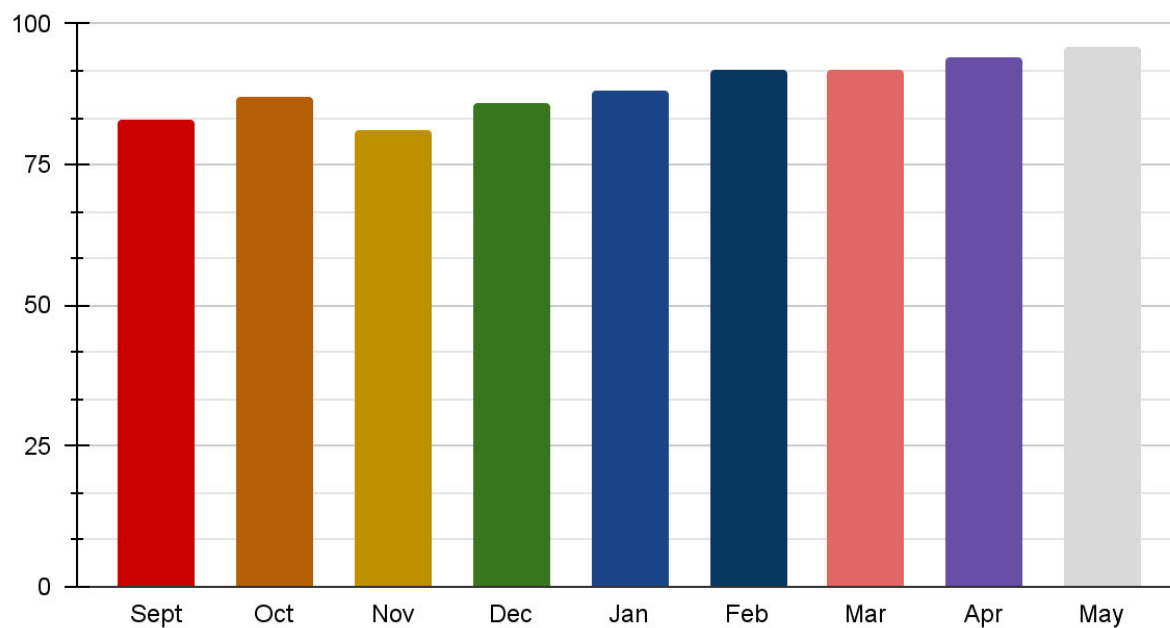
Communicating with all stakeholders is essential to successfully execute our mission and vision. Among our English Language Learners, four different languages are spoken. Currently we have translation services available upon request. It is imperative that we communicate clearly with all families. We need to have information such as the attendance policy and the truancy letters translated into the native languages of our families. As of now, they are only available in Spanish.

Our mission and vision need to be clearly communicated to all stakeholders, and we need to ground all our work in the mission and vision. We need to continuously examine the mission and vision and make sure we are staying true to the outlined core beliefs. Students and families should also be aware of the mission and vision and know they are working towards the related goals.

## Artifact 2: Attendance and Monthly Progress Data

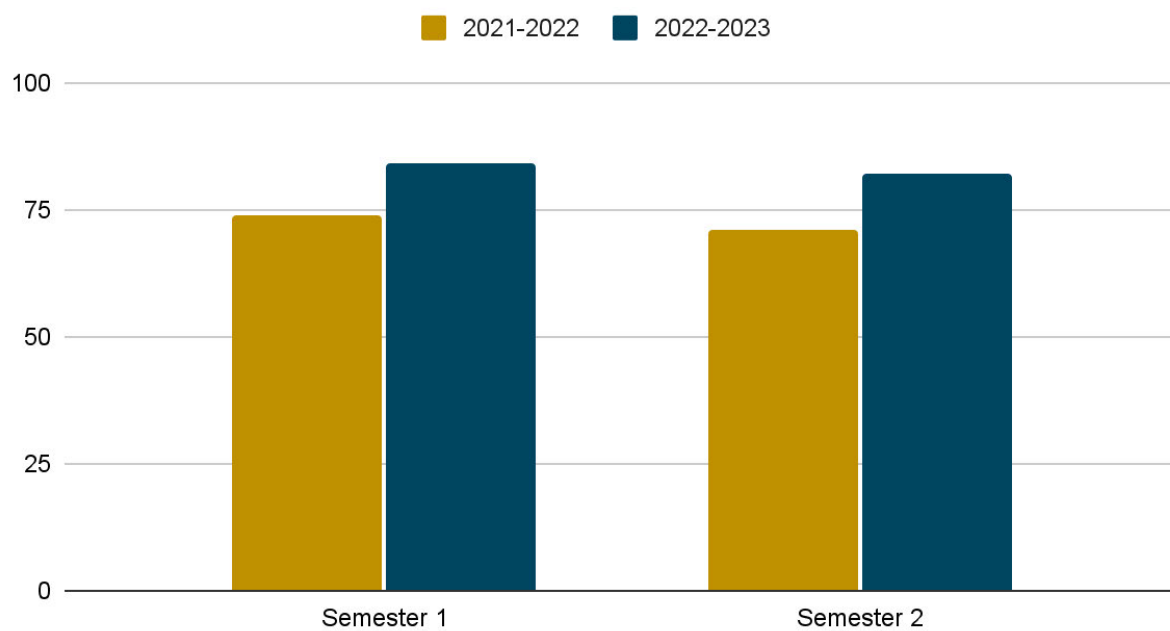
**Table 1**

Average Percentage of Students Marked Present



**Table 2**

Average Percentage of Students w/Adequate Monthly Progress



## **Task 2: PROFESSIONAL LEARNING CULTURE TO IMPROVE ACADEMIC LEARNING**

The candidate will demonstrate their capacity to foster a professional learning culture to improve student learning, particularly for historically and currently marginalized student groups (e.g. students of color, emergent bilingual students, students living in poverty, immigrant/refugee students, students with disabilities, LGBTQ students, Native American/Indigenous Peoples, and others). A candidate will work with a small group of teachers using structured learning activities to improve the teachers' collective knowledge and skills. The candidate will support collaborative groups in improving an existing curriculum, instruction, or assessment strategy, while documenting the process, teachers' team work and improved practices, with attention to equity and addressing the learning needs of historically marginalized or underserved students. (NOTE: This task can be embedded and aligned to Task 1 above).

The district is running a yearlong professional development (PD) for UDL to help teachers incorporate these practices. This PD has some limitations because it is only offered in person. Many of the teachers are [REDACTED] work remotely and do not live close enough to attend in-person events. As a result, I have created weekly PD opportunities for teachers via Zoom. To provide PD that would be meaningful to teachers, I sent out a survey to determine the best day and time. I also solicited information regarding what topics the teachers and staff would like to address. Based on that information, I planned the topics for the year and aligned them to the district PD to reinforce the learning.

Every Wednesday from 8-9 am I host office hours. The first 30 minutes are spent on PD and the last 30 minutes are for general questions and/or troubleshooting. The 30-minute PD sessions will also be recorded and kept in a designated folder on our shared Google Drive. This way teachers can watch them if they are unable to attend the live meeting, and the videos will also be there for future reference for teachers to refer to.

I created a schedule of topics that will be covered each week. This way teachers and staff can attend the sessions that are most applicable/interesting to them. I worked with the facilitators of the district PD to help align my sessions to what they were working on. This allows teachers to dive deeper into the UDL framework with extra support, and it also provides an opportunity



for the teacher who were unable to attend the district UDL PD to have access to the same content. The PD is held on Wednesday morning. On Monday, I sent out a reminder and Outlook calendar invitation with the topic, date, time, and Zoom link.

Throughout the course of the year, I will seek feedback from teachers and staff for ways to improve our PD or other topics they would like to address. Rather than stick to a strict schedule of what topics will be covered, I want to leave room for adjustment as needs arise. Often during the school year, we learn new things that we want to incorporate. By having a flexible plan, I can adjust the schedule of topics as needed. The schedule is kept in our shared Google Drive, as well as in our [REDACTED] shared Outlook calendar.

### **Component 1.2: LEAD THE IMPROVEMENT PROCESSES**

Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Teachers and staff at [REDACTED] have been working with PLC groups, per district mandates, for many years. Due to changes in district leadership, the focus of the PLCs has shifted. The principal and staff at [REDACTED] are ready to re-commit to meaningful PLCs that focus on data and student needs, as well as using the four-question PLC cycle. Due to the unique nature of [REDACTED] there are not many teachers that can form content-specific PLCs in the way traditional schools do their PLCs. For example, there is one science teacher for middle school and one science teacher for high school. Teachers cannot PLC with others in their same grade levels/content. Using vertical PLCs is essential. Vertical planning and PLC work will also help to continue building the school community, which is tricky in an online environment.

The vision to implement Collaborative Inquiry will start with refocusing the goals and functions of PLCs by collecting and analyzing data and using it to design instruction that will improve learning for [REDACTED] students. This will begin with work around building the community

and culture and learning to use data in efficient and effective ways. In the long run, this work will lead to building capacity for data analysis, research, and curriculum development. It will also increase teacher autonomy and continuity to help with learning recovery post-COVID. This will lead to closing the achievement gap. The goal for [REDACTED] PLCs will be to use the Collaborative Inquiry Cycle based on the Problems of Practice and Theory of Action. These can change from year to year, depending on student and staff demographics.

As classrooms recover from the COVID-19 pandemic, student engagement is at all-time low. Teachers across the country are struggling to keep students engaged and motivated. Student engagement is even more challenging for online schools, like [REDACTED] Online Academy ([REDACTED]). According to a recent article in the *Harvard Business Publishing* journal students reported that in order for cases to be more engaging “there needs to be less focus on the grades and more on the learning, as well as ample opportunities for course concepts to be applied to the real world.” One way to improve student engagement is using Universal Design for Learning (UDL) guidelines.

### **Component 2.1: REFLECT ON PROFESSIONAL DISPOSITIONS AND NORMS**

Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

The primary role of the principal is to lay the groundwork for developing an informed Problem of Practice and Theory of Action to guide the Data Teams. The principal must work within the budget to meet the needs of the Collaborative Inquiry process. This includes making a schedule, finding professional development opportunities, and other logistics. The principal will work closely with the Instructional Coach to determine her role and responsibilities in terms of this work. The Coach and the principal need to have weekly meetings to check on the

collaborative inquiry process. These meetings will be scheduled on their outlook calendars for the entire school year in order to protect that time. The principal will also check in regularly with teachers to see how the process is going. This can be done by stopping by PLCs or using teacher surveys.

Administrators must start with reflection in order to support the educational success and well-being of each student and adult affiliated with their school. One way to meet this challenge is to begin with self-reflection and understanding ones strengths and weaknesses as a leader. The Platinum Rule assessment is an excellent tool that can be used to identify strengths and areas for growth. Also by utilizing this tool, leaders can “lean people in the way they want to be led” (p. 4). By reflecting upon my own leadership style and getting to know the people I work with, I will be better prepared to not only build culture and community in our school, but also empower others to take leadership roles and communicate more effectively.

Personally, the Platinum Rule helped me identify that I am a “relater” which means that I am warm and nurturing and I value close, friendly relationships. This also indicates that I am a good planner, who is persistent and detailed. There are also areas for growth, which include understanding more of the big picture and delegating more so I am not spread so thin. Knowing this about myself can lead to more behavioral adaptability. In other words, adjusting my approach or strategy to meet the needs of the situation or individual.

This also ties in with knowing how to adapt my own leadership style to meet the needs of others. Different situations may call for different types of leadership. Northouse (2022) outlines many traits and approaches to leadership and identifies effective use of each one. There is no one clear best way to lead. A good leader will understand that they need to be reflective and adaptable.

#### **Component 4.4: EVALUATE AND IMPLEMENT SCHOOL'S PRACTICES IN AN EQUITABLE MANNER**

Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

The desired outcomes for [REDACTED] collaborative inquiry work are to increase monthly progress by utilizing UDL and culturally responsive teaching and improve curriculum and instruction. UDL uses research-based rigorous instruction, student voice and choice, and other best practices to make learning accessible to all learners. The collaborative inquiry process is intended to foster student equity. By partnering UDL with collaborative inquiry, [REDACTED] will make learning more accessible and more equitable for all students. By also incorporating culturally responsive teaching, [REDACTED] will create a place where all students, families, and staff feel safe and valued. All voices will be heard and welcomed. By participating in the collaborative inquiry process, all staff members will have the opportunity to be leaders and help facilitate this process for others. By working as team, everyone can contribute and learn from each other.

In addition to the UDL professional development and collaborative approach, it is also imperative to utilize data-driven decision making including analyzing student performance as we continue to develop and improve UDL implementation. While making this shift, it is essential to ensure all students, regardless of their background, have access to high-quality curriculum and instruction. This includes addressing biases in our current curriculum/resources. As this work is done, curriculum should be adapted as needed.

#### **Component 7.2 ENGAGE STAFF IN PROFESSIONAL CULTURE WITH A GOAL OF SCHOOL IMPROVEMENT**

Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Building culture in an online school can be tricky. Teachers and most staff work remotely, and primarily interact via Zoom. The first year of implementation will build a foundation for UDL and through collaborative inquiry. This will be done by developing culturally responsive teaching, removing barriers, and giving students voice and choice. These strategies are specifically designed to meet individual student needs and help close the achievement gap. [REDACTED] must develop a shared understanding of how culture and how it impacts teaching and learning. It is important to have difficult conversations about race, bias, and privilege. It is also imperative for [REDACTED] teachers to use trauma-informed practices due to the unique demographics of the school. [REDACTED] will allow teachers to attend training with Kristen Souers to foster resilient learners. The combination of this work will allow the school to focus on building community and competency.

The August Professional Development Days will focus sessions on UDL, trauma-informed practices, and cultural sensitivity in teaching. The culture-related activities will begin with a survey to help staff better understand their own culture. Trainers from the OSPI Beginning Educator Support Team (BEST) will deliver this PD. It allows teachers to determine the aspects of their own culture that they are proud of. This can be especially insightful as the staff shares their culture with the rest of the team. The training will allow participants to find their identity and examine any implicit biases. They will examine anti-racist teaching practices, strategies for talking about race, and pursuing equity in education for all students.

### **Component 7.3: ENGAGE STAFF IN CULTURALLY RESPONSIVE LEADERSHIP**

Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection,

cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

██████ has a goal in its School Improvement Plan (SIP) to increase the percentage of students making satisfactory academic progress each month from 62% to 70%. To achieve this goal, it is imperative to have a shared sense of urgency with the collaborative inquiry process. There needs to be a shared sense of purpose that starts with gathering information from stakeholders to update the mission and vision of ██████. This is especially important because the school is now under new leadership. All stakeholders should be involved in the process, including staff, students, families, and district administrators. The current mission and vision are to foster a caring community of online learners and educators who support each other in accomplishing their individual learning goals and to improve the future together through access to inclusive learning opportunities for each child. Once a team of stakeholders has been assembled, they will create a statement of purpose for their work to maintain a shared focus.

There will also be an emphasis on developing common assessments, organizing shared data, and improving instructions and learning with UDL practices. By using a slow roll-out, over three years, staff will feel supported and safe during each stage of the process. Having a shared schoolwide focus will make their PLC work more meaningful. They will be able to utilize the Instructional Coach as a partner as they explore and try new things. This work will be directly tied to the Virtual Leadership Team (VLT) work. The VLT will be open and transparent when making choices. They will also be more intentional to seek input from staff and include everyone in the process of making decisions.

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## Artifacts

### Artifact 1: Task 2 Overview Document

#### 1. Brief Description of the Project

As classrooms recover from the COVID-19 pandemic, student engagement is at all time low. Teachers across the country are struggling to keep students engaged and motivated. Student engagement is even more challenging for online schools, like [REDACTED] Online Academy ([REDACTED]). According to a recent article in the *Harvard Business Publishing* journal students reported that in order for cases to be more engaging “there needs to be less focus on the grades and more on the learning, as well as ample opportunities for course concepts to be applied to the real world.” One way to improve student engagement is using Universal Design for Learning (UDL) guidelines.

The district is running a yearlong professional development (PD) for UDL to help teachers incorporate these practices. This PD has some limitations because it is only offered in person. Many of the teachers are [REDACTED] work remotely and do not live close enough to attend in-person events. As a result, I have created weekly PD opportunities for teachers via Zoom. To provide PD that would be meaningful to teachers, I sent out a survey to determine the best day and time. I also solicited information regarding what topics the teachers and staff would like to address. Based on that information, I planned the topics for the year and aligned them to the district PD to reinforce the learning.

Every Wednesday from 8-9 am I host office hours. The first 30 minutes are spent on PD and the last 30 minutes are for general questions and/or troubleshooting. The 30-minute PD sessions will also be recorded and kept in a designated folder on our shared Google Drive. This way teachers can watch them if they are unable to attend the live meeting, and the videos will also be there for future reference for teachers to refer to.

I created a schedule of topics that will be covered each week. This way teachers and staff can attend the sessions that are most applicable/interesting to them. I worked with the facilitators of the district PD to help align my sessions to what they were working on. This allows teachers to dive deeper into the UDL framework with extra support, and it also provides an opportunity for the teacher who were unable to attend the district UDL PD to have access to the same content. The PD is held on Wednesday morning. On Monday, I sent out a reminder and Outlook calendar invitation with the topic, date, time, and Zoom link.

Throughout the course of the year, I will seek feedback from teachers and staff for ways to improve our PD or other topics they would like to address. Rather than stick to a strict schedule of what topics will be covered, I want to leave room for adjustment as needs arise. Often during the course of the school year, we learn new things that we want to incorporate. By having a flexible plan, I can adjust the schedule of topics as needed. The schedule is kept in our shared Google Drive, as well as in our [REDACTED] shared Outlook calendar.

#### 2. Needs Assessment



**a. Identify data that will be needed to be collected, consider disaggregation of data based on various student populations as needed**

Data that will need to be collected will be teacher surveys to plan PD. I will also create surveys for the students to determine the impact of the PD on student engagement, sense of belonging, and connectedness to staff/peers. These surveys will be done quarterly. As student engagement increases, it will promote a culture of learning and help build relationships.

**b. Identify boundaries, barriers, challenges, opportunities, and limitations of the project**

The biggest challenge of this project is overcoming the obstacles presented in an online learning environment. Not being in person creates barriers, especially when students do not participate in the Zoom meetings by turning on their cameras, unmuting, or engaging in the chat. It is often difficult to tell if they are even there. Other barriers will be consistent teacher and staff participation. This can be challenging especially when trimesters and quarters end and report cards are due. Another limitation that will impact the data that will be collected is the changes in student population. [REDACTED] experiences frequent changes in enrollment as student circumstances change. Many students transfer in/out throughout the year.

**c. Identify social justice issues that apply to your project**

Social justice issues that apply to this project are making the content accessible and relevant to students of color, indigenous youth, students living in poverty.

**d. Identify ethical issues that apply to your project**

Ethical issues that apply to this project are to ensure we are not doing any harm to our students. The population of [REDACTED] consists of students with high needs. Many students attend [REDACTED] because they do not feel comfortable attending school in person in a traditional setting. Our students struggle with mental health issues, bullying, behavior problems, teen parenting, etc. We need to carefully consider the impact of our teaching practices on all populations.

**e. Identify legal issues that apply to your project**

Legal issues that apply to the project include following FERPA regulations when using student examples in our work. We also need to ensure that we are still meeting the needs of the RCWs and WACs that relate to alternative schooling.

### **3. Action Plan**

**a. Identify objective of the project**

The objective of this project is to foster a culture of learning by improving student engagement using the UDL framework. UDL improves engagement by giving students voice and choice in their learning. When students are engaged, they take ownership of their learning and build the necessary skills for becoming life-long learners. This project will also use UDL principals to deliver PD to teachers.

**b. Identify steps to be taken to complete the project**

The following steps need to be taken to complete this project:

- Using the UDL framework create teacher/staff interest surveys
- Use the survey results and district PD to create a schedule of topics
- Add the schedule to the staff Google Drive and shared Outlook calendar

- Create student surveys to use quarterly to determine engagement and connectedness
- Analyze student survey results and make adjustments according to the data

**c. Identify the timeline for the project (if the project will go beyond your internship, describe the potential timelines)**

The timeline for this project will last the duration of the school year, and beyond. I would like to continue this practice in subsequent school years to continue to build a library of PD videos for our teachers to choose from and/or refer back to.

**d. Describe how the project aligns with the School Improvement Plan**

This project aligns with the [REDACTED] School Improvement Plan (SIP). It aligns with the following goals:

- Developing students to become self-directed learners. UDL promotes voice and choice and allows students to take ownership of their learning.
- Increase percentage of students making adequate progress. By improving engagement, students will complete work and participate more. This will improve their grades and more students will make adequate monthly progress, as a result.
- Develop a multi-tiered system of support (MTSS) for academics, attendance, and social/behavior. UDL practices are part of the MTSS plan for [REDACTED]
- Increase opportunities for students to interact with peers. UDL practices provide more opportunities for students to collaborate with their peers. The current online curriculum does not have any peer engagement activities.
- Increase the percentage of students who feel connected to a teacher. UDL fosters relationships between staff and students by increasing engagement and allowing more opportunities for students to work with the teacher to determine appropriate learning choices that suit their learning style.

**e. Name who will be involved in the project, their roles, and the timeline of their involvement with the project**

The following people will be involved with this project:

Myself-planning and leading weekly PD, creating and evaluating surveys, making appropriate adjustments.

Teachers and Staff-attend weekly PD or use the library of videos on the shared Google Drive to improve instruction by incorporating UDL principals.

Students-participate in lessons using UDL practices and provide feedback via surveys

**4. Outcomes of Project**

**a. State evidence the project objective was met**

The evidence that will support if the project objective was met will include the results of the student and staff surveys, and the progress towards meeting our SIP goals.

**b. State outcomes for the students, staff, and or educational community**

The outcomes for the students will be to increase engagement and participation by making learning more accessible and giving them voice and choice. It will also allow them to take ownership of their learning and learn valuable skills about decision making and self-

direction. This project will create opportunities for students to engage more with peers and staff. As a result, the percentage of students making adequate monthly progress will increase.

The outcomes for staff will be to improve their teaching practices by incorporating UDL fundamentals into our online curriculum. They will learn more about Canvas and other online learning platforms as they incorporate them into their lessons. It will also increase the opportunity for teachers to work together and improve collegial collaboration and foster community building.

### **c. Key learnings for you as an educational leader**

As an educational leader my key learnings have been to improve engagement strategies in my own PD delivery. I have been incorporating UDL practices into my weekly sessions to allow teachers to explore and give them choices. I also learned that the videos needed to be organized in a way that teachers could easily navigate to them within our shared Google Drive. In the PD folder, I created a document that served as a table of contents with the PD linked to each topic. This allowed them to find all the videos in one place instead of having to search through the entire folder to find what they needed. If teachers and staff have to search and cannot find what they are looking for, they will give up. Often, they do not have a lot of time during their planning hours. Information needs to be accessible and readily available.

As part of my survey to teachers, I inquired about their learning and communication styles. This helped me tailor my instruction to meet the needs of my learners. I discovered that for certain topics, some teachers would rather have written instructions instead of watching a video recording. As a result, I created PDFs with screenshots and written instructions for the applicable topics. I embedded the videos into a Google Doc that had a direct link to my email and my Calendly App, that allows teachers to set up meeting times with me based on my Outlook calendar availability. This way if they had any follow up questions my information was readily available.

I also learned that student engagement increased when the students felt connected to their teachers. When those teachers also began to use UDL strategies, the student surveys reported greater student satisfaction and grades improved. This all starts with building relationships. In education today there is pressure to cover all the material and hit all the standards. It is important to allow time at the start of the year/semester for teachers and staff to build relationships with students and form a sense of community. This is even more important in an online setting. When everyone is working and learning remotely, it can be very isolating. Allowing more opportunity to interact with others helps eliminate feelings of isolation.

## Artifact 2: Office Hours/PD Schedule

### November

- 3rd How to modify assignments/quizzes in Canvas
- 10th Classcraft PD
- 17th How to use Teams
- 24th UDL-Choice Boards



### December

- 1st Online Platforms: Adobe Spark, FlipGrid, Book Creator, etc.
- 8th Online Games: Kahoot, Gimkit, Quizziz, etc.
- 15th Rubrics



### January

- 5th CANCELED
- 12th Tract (PBL) w/Ari
- 19th Class Refresher w/Andrew
- 26th 2nd Semester Troubleshooting



### February

- 2nd Kimber ClassCraft Check-In
- 9th Using Canva
- 16th Cancelled (school board shenanigans)
- 23rd Canvas Discussions-Assignments



### March

- 2nd Canvas-Speed Grader
- 9th Canvas-Studio
- 16th Canvas-Study Mate
- 23rd Canvas-Organization
- 30th Google Drive



### April

- 6th Spring Break, no meeting
- 13th Google Keep
- 20th Outlook Basics
- 27th Google CS First



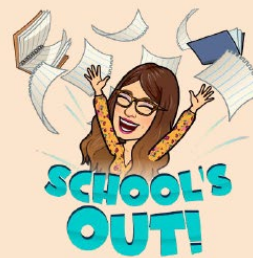
### May

- 4th Printshop
- 11th EdPuzzle
- 18th PearDeck
- 25th ClassWize



### June

- 1st HelpDesk
- 8th Planning for Next Year



**Task 3: INSTRUCTIONAL LEADERSHIP FOR FEEDBACK AND SUPPORT**

The candidate will demonstrate instructional leadership skills to plan for a teacher observation, observe, analyze observation and student data, provide feedback and plan support for an individual teacher. The candidate will document the observation cycle and teacher feedback, focusing on the quality and use of the feedback.

Please see Artifact 1 for an example of a walkthrough observation and feedback received (Cowin 2023).

I conducted an observation in High School Biology class at [REDACTED] Online Academy. The class has been studying different kingdoms, and they were focusing on the animal kingdom. This lesson aimed to identify the similarities and differences between members of the animal kingdom. Thirty-two students were enrolled in the class. Twenty-two were present for this Zoom meeting. Most of the coursework is done asynchronously for this class. The class meets two times a week for 50 minutes.

The strengths of this lesson were that it was engaging and entertaining. The teacher used humor when comparing and contrasting members of each animal kingdom. For example, one slide had a picture of himself and a picture of his cat. The students love his cat, who makes regular appearances in Zoom meetings. Many students were engaged in the lesson via chat, using polls, emoji reactions, or unmuting their microphones. The teacher used images of organisms they were familiar with and incorporated some they might be less familiar with.

Some areas for growth in this lesson would be to adjust the pacing. The teacher felt as though he had run out of time. In our post-observation meeting, he shared that he would like to shorten the lesson, split it into synchronous and asynchronous work, or split it into two live class sessions. The teacher also reflected that he would like to use additional technology tools to make the lesson more interactive and engaging, such as a platform like PearDeck or Nearpod.

This teacher is on Focused TPEP and chose to center his work on recognizing individual student learning needs and developing strategies to address those needs. Based on the TPEP rubric, I would place this teacher as Proficient using the CEL5D+ rubric. The difference between Proficient and Distinguished would have been seeing the students take more ownership of their learning and have the opportunity to probe deeper into the content. It is important to note that an online teaching model drastically differs from a traditional classroom. It makes it more challenging to evaluate teachers using a model not designed for this type of instruction. It would be appropriate to use Professional Growth Plans for the teachers at [REDACTED] instead of TPEP.

Based on this lesson, this teacher would benefit from professional development using technology tools to improve engagement. There are a variety of digital platforms available to help in this area. It would benefit the teacher to get exposure to various choices to find what suits his needs. What works for one class may not work for another. It also depends on getting to know the students to see what they find engaging and tailoring lessons to meet their needs.

A post-observation meeting was conducted using the information listed above. Before observing this teacher, I asked him how he would like to receive feedback. He indicated he would prefer to talk about things face-to-face via Zoom. He also said that he did not want me to sugarcoat anything, wanted me to watch for student engagement, and wanted to help come up with practical next steps. I shared with the teacher that I am a verbal processor, and when I am sharing feedback, it is helpful for me to talk through it. This approach grounded each of us in our respective ways of knowing and helped us understand what to expect when communicating. It also helped that I have a good rapport with this teacher, and we have been building a collegial relationship for the last three years.

Before the post-observation meeting, I sent a google form to the teacher to see how he felt the lesson went. (See Artifact 2) I also used the answers to the survey questions as talking points as we discussed the lesson. We reviewed the questions and the rubric simultaneously to see where his responses fit the TPEP criterion. The teacher wrote relatively lengthy and thoughtful answers to these questions. It gave us much to discuss as we dove into the TPEP rubric. We went through the rubric together, and I asked where the teacher thought he scored in each of the five dimensions of teaching and learning. In most cases, we agreed. In some cases, I felt he scored higher than he gave himself credit for. I never felt that he was scoring himself too high. This led to some rich discussions about the next steps.

The aspects of our feedback session that went well were the collaborative approach. I always felt like TPEP was done to me and that I did not have a voice or a say in my score. At the end of the process, I got a score, and that was the end of it. There was very little follow-up. For feedback to be meaningful, I feel that it is essential for the teacher to engage in the process. When teachers are reflective practitioners, they can think more deeply about their instructional practices. By having the teacher share his thoughts, I could gauge his receptiveness to suggestions to where he might be able to improve student engagement. I was able to offer some suggestions for other digital platforms that he might want to try. He left our meeting with three options to look at and test in upcoming lessons.

I would have allowed more time to improve this aspect of the session. We only had 45 minutes due to scheduling conflicts. It would have been better to have an hour or more. At the conclusion of our meeting, I sent the teacher a survey to get feedback from him about our process together. (See Artifact 2). I am unsure of how sustainable this practice will be when observing 20+ teachers. However, modeling reflective practice is essential for an innovative

school leader. I would like to carry some version of this with me moving forward. Being able to brainstorm and work alongside the teacher was very powerful. I would prefer to have collaborative relationships rather than a dictatorship.

## **Component 2.2: EVALUATE, COMMUNICATE ABOUT, AND ADVOCATE FOR ETHICAL AND LEGAL DECISIONS**

Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Ethical leadership is imperative in today's educational system. As an ethical leader I will use the evaluation process to create a culture of collaboration to promote effective teaching strategies and increase student outcomes. My leadership styles incorporate servant leadership, transformational leadership, and authentic leadership theories. At the heart of all three of these leadership styles is clear communication, having a distinct purpose, and having a clear vision (Northouse, 2016). As our student populations grow more diverse, and to meet the unique needs of our students at [REDACTED] I will embed inclusion and equity into our culture. By modeling these behaviors, I will advocate ethical and legal decisions while maintaining effective communication and transparency.

Understanding educational law is a critical skill that educational leaders must possess. This is not an easy task, as laws related to education can come from many different places. "Education law comes from a variety of sources, including the US Constitution, state constitutions, federal and state statutes and regulations, the common law, and local school policies." (Blokhuys et. al. 2021, p. 14). When it comes to local school policies, educational leaders must also consider collective bargaining agreements between school districts and unions and stay abreast of changes when new agreements have been bargained. Additionally, school board votes can change or add new district policies. When this occurs, administrators should



familiarize themselves with the new information, and they should also be sure their staff are aware.

Collaborating with teachers while conducting evaluations will build strong relationships. I believe the process should be collaborative, where I seek to understand and elicit teacher feedback to inform my evaluation. Drago-Severson and Blum-DeStefano (2019) indicate “that genuinely caring for and about the ways colleagues’ meaning making and life circumstances (whether positive or negative) inevitably influence their performance and contributions can make a tremendous difference” (p. 103). By collaborating with and caring about teachers in an intentional way, I will be able to build and cultivate trusting relationships where feedback is welcome in both directions.

With these trusting relationships in mind, I will be more equipped to follow the educational laws and district policies related to evaluating school employees and addressing any issues that may arise. This can be a delicate balance. As Blockhuis et. al. (2021) indicates, “Many cases require balancing an employee’s constitutional rights against a school’s need to promote its educational goals.” (p. 450). As an educational leader, I will rely on our school district’s legal counsel, Human Resources Department, and Director of Labor Relations when attending to disciplinary actions that might involve the constitutional rights of a teacher to ensure that I am upholding the district’s educational goals while maintaining the constitutional rights of our school employees.

Ethical communication between the principal and the teacher can lead to collaborative inquiry, which will lead to outcomes that benefit students. Another way communication plays a role in ethical leadership is by knowing my own communication style, as well as the communication styles of others. Goodwin and Hein (2015) point out the importance of leading

with emotional intelligence where leaders keep their emotions in control, demonstrate their passion to pursue goals to incorporate a shared vision. This emotional intelligence also includes relationship management, empathy, social awareness, self-awareness, and self-management. Using these tools, leaders can be accessible and open when communicating legal and ethical issues.

School administrators must also use ethical and legal practices to advocate for students, staff, and the school as a whole. During the observation process, it can often become clear that teachers need other tools or resources to improve their practice. As a result, it may be necessary to advocate for funds to provide teaching tools, professional development, or other related resources. It is essential to understand the needs of teachers and staff to empower them to make adjustments to their teaching practices to promote equity and inclusion. By providing opportunities for teachers to learn and grow, they can also take on leadership roles within the building to facilitate the shared vision of equity and inclusion.

### **Component 2.3: MODEL ETHICAL BEHAVIOR IN PERSONAL CONDUCT AND RELATIONSHIPS**

Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Relationships and personal conduct are paramount to being a successful leader.

Combining the leadership practices of a servant leader, an authentic leader, and a transformational leader allows me to cultivate relationships (Northouse, 2016). Using principles of servant leadership allow me to be attentive to others needs and advocate accordingly. My experience as a classroom teacher, adjunct professor, instructional coach, and administrative intern have provided a unique perspective and awareness of the importance of school and classroom culture. Authentic leadership practices give me the opportunity to work towards a

mission and vision using goals and objectives. Authentic leadership offers excellent opportunities to model clear communication, transparency, and follow-through. By using the strengths of the leadership theories that I identify with, I can model ethical behaviors, cultivate relationships, and build community.

An important role for educational leaders is to promote and cultivate ethical behaviors in others. To do this, I feel it is imperative to model these behaviors with transparency, clarity, and compassion. I would begin by building relationships, sharing my core values, and establishing trust. Without establishing trust, I would not be able to have collaborative conversations regarding feedback and support. For people to put their trust in others, there is a certain amount of vulnerability involved. Hoy and Tschannen-Moran (1999) explain “along with a general willingness to risk vulnerability, five faces or facets of trust emerged: benevolence, reliability, competence, honesty, and openness” (p. 186). I will build trust as a leader by having an open-door policy, being transparent and authentic, working with the staff, asking questions, and sharing my experiences. Modeling this behavior for teachers and staff is essential. Respect and trust must be earned and cultivated through authentic and intentional interactions with teachers, staff, students, and families.

Artifact 1 demonstrates the ways I sought out and implemented feedback. I have already cultivated a trusting and collaborative relationship with the teacher used for this observation over the course of the last two years as an Instructional Coach. Because the trust had already been established, we were able to partner together to determine effective next steps during our post-observation debriefing. Goodwin and Hein (2015) remind us that “to influence school performance, it must be backed up with effective, ongoing relationship building and

communication” (p. 83) As a result of my relationship with the teacher and knowing how to communicate with them, we were able to establish a feedback loop to improve student outcomes.

### **Component 3.2: EVALUATE, CULTIVATE, AND ADVOCATE FOR EQUITABLE ACCESS TO EDUCATIONAL RESOURCES**

Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Educational leaders should always model being lifelong learners. This can be accomplished by researching and acquiring resources. These resources could include professional development, instructional coaching, utilizing online learning platforms, book studies, supplies and manipulatives, technology, and support personnel. Often new teachers require more support, but it is important to ensure that resources are obtained and delivered equitably. Sullivan and Glanz (2013) provide the Ten Guidelines of Observation that can be used to evaluate additional resources. This resource provides a guide that can be implemented easily.

It is critical that leaders know which resources to use and when. The principal needs to be involved in every step of implementing new resources from initiating and encouraging use of the resources to researching the impact of the resources. Simply identifying and providing resources is not enough. There needs to be follow up once the resources have been in place to determine if they are meeting the desired outcomes. Ultimately, every resource should tie into student’s outcomes and success. Kouzes and Posner (2007) encourage educational leaders to challenge the process by “searching for opportunities to innovate, grow, and improve” (p. 67).

Part of evaluating the effectiveness of resources would be to seek feedback that focuses on closing the achievement gap and adding value for learning. Inclusive practices are essential to guide implementing and evaluating resources in an equitable manner. As an instructional leader,

my most important responsibility is to my students and my staff. By modeling a growth mindset and learning from our missteps, I would create a safe space where we can draw from one another's strengths and support each other with our challenges. Mistakes should be viewed as a learning opportunity. I like to use the term "failing forward" a concept from Maxwell (2014) where we can turn mistakes into a path to move forward and be successful. We are all human, and we will make mistakes. It is what you do with the mistake that will make the difference. Modeling this will cultivate trusting relationships. I believe that by working together we can create a school culture where every teacher can meet the distinct learning needs of their students. When trusting relationships are established, teacher will feel well cared for and encouraged to try new things. This will help them promote learning for all students while they enhance their teaching practice.

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## Artifacts

### Artifact 1: Walk Through Assignment with Feedback

Elizabeth Cronin  
Walkthrough Assignment  
Washington State University, Tri-Cities  
Ed Ad 516: Instructional and Curricular Leadership  
Spring 2023

1. I created the following forms to assess Canvas course cards, as well as live zoom observations.

<p>Name of Canvas Course *</p> <p>Your answer _____</p>
<p>Meeting time/day clearly posted? *</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>Zoom link easily accessible? *</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>How are modules organized? *</p> <p>Your answer _____</p>
<p>How do students know where to get help? *</p> <p>Your answer _____</p>
<p>Is grading up to date? *</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>



Class/Teacher \*

Your answer \_\_\_\_\_

How many students are present? \*

Your answer \_\_\_\_\_

How many have cameras on? \*

Your answer \_\_\_\_\_

Number of times students engage in the lesson (chat, unmute, reaction, raise hand, etc) \*

Your answer \_\_\_\_\_

Learning targets present? \*

☒ Yes

☐ No

Comments \*

Your answer \_\_\_\_\_



**Kathleen Cowin**

thanks for sharing your examples, Liz.

2. During our Leadership Team meeting, the principal gave me some time to engage in peer review of my forms. The only adjustments that we made was adding a comments section to the end of

each form to address anything that was not noted with the previous sections.

3. I used the forms to conduct walk-throughs in ten classes.

4. Report and Findings:

Conducting observations for an Alternative Learning Environment (ALE) school when classes are all done via Zoom can be challenging. Many of the aspects of walkthroughs that I would look for in a traditional school building cannot be seen via Zoom. Even the form that most of the district uses for walkthroughs, would not apply in this situation. I consulted with the principal, and he said that he does not have a specific form. He just makes anecdotal notes, on the rare occasion that he can do a walkthrough. Because we only have one administrator, he does not have time to do many informal observations. Most of his observations are scheduled and for the purpose of TPEP.

Due to this, I created my own observation forms that are specific to our school. One form is to observe the teacher's Canvas course cards. This looks at the way they have the course organized, and how easy it is for students to access all the information they would need to be successful. It also examines if grading is up to date. In an ALE, it is essential that grading is as up to date as possible. There are separate teachers that monitor weekly contact and monthly progress for our students based on the laws and regulations for ALE schools. If grading is not up to date, it is difficult for those teachers to see the accurate progress of students assigned to their caseload.


The second form I created is to be used when observing live Zoom classes and/or small groups. This form was designed to target observing student engagement. This is one of the biggest issues we have as an online school, and as a result, it is part of our School Improvement Plan. This form documents how many students attended, how many had their cameras on, how many time students engaged in the lesson in some way, and if learning targets were addressed. After a peer review session with our

 Kathleen Cowin

Super!

 Kathleen Cowin

qualitative data capture can be so helpful...

 Kathleen Cowin


thanks for sharing

 Kathleen Cowin

I hear you!

 Kathleen Cowin

keen insight

 Kathleen Cowin

thanks for sharing, Liz

 Kathleen Cowin

Wow! I'd like to learn more about this...

 Kathleen Cowin

I'd like to hear more about the "whys" for ALEs...

 Kathleen Cowin


Okay ... I think I understand... but I'd still like to chat about this idea...


Leadership Team, I also added a section to write comments. This was very helpful, once I started my observations because there were things that I wanted to remember and being able to jot them down in the form was helpful.


By creating these forms using Google Forms, any time I fill out an observation it gets saved into a spreadsheet. It was really helpful to have all of the information from all observations in the same place. This allowed me to compare what teachers are doing in a variety of grade levels and content areas. It also helped me notice which teachers have exceptional systems in place that could be shared with the rest of the staff to improve our practices. I used the spreadsheet to send follow up emails or schedule follow meetings to the teachers I was able to observe. We were able to chat about things that I noticed they were doing well, and I could also make suggestions. I feel that my role as the Instructional Coach, naturally lends itself to teachers being open to my feedback. I had two teachers who scheduled coaching cycles with me because of my observations.


In my observations of the Canvas courses, I noticed that the Middle School teachers all have their Canvas courses set up the exact same way. This is brilliant, because students know exactly where to look for things, no matter which class they are in. The zoom link, schedule, modules, etc. are all in the same exact spot. They also have a button where students can schedule 1-on-1 help anytime they need it. I think it would be a good idea to implement this layout to all our classes K-12. The high school classes all seem to be different. One teacher does not have a button for her zoom link, the students must go into the module for that day to get to class. This is a bit cumbersome. I showed her the way the Middle School has theirs set up and pointed out that it streamlines the process. She thought it was a great idea and changed the layout to make it easier for her students.


The zoom observations were interesting. The older the students were, I saw less and less cameras on and less engagement. Some teachers try to require them to turn their cameras on and give several reminders to turn them on. Others did not even mention having cameras on. One common observation

 **Kathleen Cowin**  
for sure... and documentation is so important...

 **Kathleen Cowin**  
I love this!

 **Kathleen Cowin**  
Your tech skills are amazing!!!!!!

 **Kathleen Cowin**  
This is powerful data about "walk thrus"


 **Kathleen Cowin**  
A point of celebration... Remember as the leader you are in charge of the celebrations!

 **Kathleen Cowin**  
this is also draws on the ideas of co-mentorship practices... Very powerful...

was that teachers all seem to have difficulty monitoring the chat while they are engaged in a lesson. This made me wonder if we need to make use of more Teacher Aids (TA) that can help with that or find another way to view the chat while sharing screens and using document cameras. Very few teachers mentioned a learning target in their live zooms, but it was there in the Canvas modules.

As a result of my walkthroughs in zoom, I noted that we need to do some PD around engagement strategies for online learners. Some of the elementary teachers were using online game platforms, and students enjoyed those and participated in the lessons. There were some lessons where students did not come prepared because they had not looked at the module or read their email from the teacher ahead of time. For example, I was doing a walkthrough in an art class. The teacher was demonstrating watercolor techniques. The expectation was for the students to have all their materials ready. Many did not because they didn't look at the directions before coming to class. As a result, several students just watched the teacher demo the techniques, instead of trying them out.

My walkthrough observations revealed some great things, as well as some areas that need improvement. After sharing my results with my principal, he wants to start doing more informal walkthroughs using my forms. We decided we need to invest in Professional Development specific to online engagement strategies. We also would like to use the same template for every Canvas course to take the guesswork out of where to find things.

 Kathleen Cowin

I think this is a powerful ideas to come from your observations...

 Kathleen Cowin

A critical component of making a lesson relevant ...

 Kathleen Cowin

a very powerful eg, Liz

 Kathleen Cowin

The power of walk throughs in action... Also, co-mentorship practices... The PD might be provided by your own staff... and this can be very cost-effective ...

Reply

Liz Cronin  
2.28.2023

### Walk-Through Assignment Scoring Guide

Criteria	Possible Points	Score
Student submits walk-through forms and data collected. The paper describes the walk-through form construction with teachers and the process of conducting walk-throughs.	10	10
The paper also describes strengths and areas for growth observed during the walk-throughs, and uses evidence to support all claims.	10	10
Professional development needs are identified and recommendations are made for increasing individual and group instructional capacity.	10	10
<b>Total Points</b>	30	30

Please see comments embedded in your assignment in Canvas.

Liz, I am not sure but do you have any scored forms you could share as egs.? Or maybe your spreadsheet with your data tallied or? The data you described in your "report" was detailed.

## **Artifact 2: Survey Questions**

### **Post-Observation Survey Questions**

1. What do you feel went really well?
2. What would you absolutely do again?
3. Are there resources you would have liked to use differently or things you would have liked to use to enforce the lesson that you either didn't have or didn't know how to utilize?
4. Are there things about the lesson that you would want to change if you were giving it again tomorrow?

### **Observation Debriefing Feedback Survey Questions**

1. What were some successes you experienced during our feedback session?
2. What impact will this have on your students? For example, what will you be able to do now to improve your teaching practice?
3. How could I improve the feedback experience for you?
4. How can I support you moving forward?

## Artifact 3: Observation Forms

### Google Form Responses

	A	D	E	F	G	H	I
1	Date	Class/Teacher	How many students are present?	How many have cameras on?	Number of times students engage in the lesson (chat, unmute, reaction, raise hand, etc)	Learning targets present?	Comments
	3/1/2023	Biology Boatman	22	2	72	Yes	32 students on the roster, Welcoming each student as they join. Gave a few min to share something new/interesting. One student can't hear, had to troubleshoot. Got it working. Asked kids to send chat to the whole class, not just teacher to share with everyone. Had a student share what the unit is about FN shared bacteria/fungus/plants/study mushrooms/it was fun. Also did plant cells & tissues. Today animals. Mr. B had his cat there, perfect timing. King Philip Came Over From Great Spain, mnemonic device to remember how to classify organisms. Continues to welcome kids who are late. Slide deck to say what animals have in common/different. Encourages everyone to respond. Elk lay an egg? adds humor

### Observation Form

Bradley Boatman

3/1/23

HS Biology

Teacher begins class by chatting with students about what is happening in their lives. Introduces me and Mr. Shaber. Encourages kids to turn on cameras. 18/24 have cameras on. 3 more turn them on. Students with cameras off are asked to reply in the chat or put up an emoji to indicate participation.

S can't get their sound to work. T troubleshoots and fixes it.

"Thank you all for coming to class today! I'm looking forward to seeing all of you engage in the lesson, typing in the chat if possible or turning on your camera."

Teacher asks for a student to explain to Shaber and I just what topic they are on.

Feruza responds.

"Yes that's right Feruza, the name of this unit is classification of animals, and we have all of these fancy terms."

Teacher reminds students of mnemonic device to help them remember classifications.

Teacher brings up a pair of photos, asks students to identify common characteristics

"I want to introduce you to the term 'quadruped.' They both have four legs. What about reproduction, anyone ever seen an elk lay an egg? All right, how about some differences between them? We already have their difference in food choice, what are some other differences?"

Teacher moves on to another pair of images, himself and his cat. S respond because they love the cat. He is the TA.

Many unmute or type in the chat.

"Why aren't you comfortable walking on 4 legs like other animals?"

Students think for a moment, discuss briefly. Teacher responds to the question that our legs are significantly longer and stronger.

Next slide - salmon and killer whale.

Eagle and bat.

Teacher talks about the animals and gives some vocabulary as he explains similarities and differences.

Breakout rooms to discuss the rest in small groups.

Went from room to room to check on groups. Most were engaged. One group all had cameras off and nobody was talking.

Sea sponge and jellyfish.

Ant and lobster.

Running out of time-went over the assignments for the next 2 days until class meets again.

Had S repeat what the directions were and asked for ?s.



#### **Task 4: FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT**

The candidate will develop a research informed proposal and implement at least one component to improve family and community engagement and leadership in a school's priority area. This priority area should be related to equitable student achievement, student health, recreation, or social needs that impact their learning. The candidate will work collaboratively in reciprocal, two-way, and culturally responsive communication with internal and external stakeholders representing but not limited to school administration, staff, families, community members, and students, and detail how they will intentionally shift power dynamics to create an inclusive team that attends to equitable representation of the school community demographics (e.g. students of color, LGBTQ students, emergent bilingual students, students receiving special education services, Native American/Indigenous Peoples, and others). In authentic collaboration with their selected group of stakeholders, the candidate will select a priority area based on evidence of student needs, gather information related to family and community engagement and leadership needs, develop a proposal, and implement one component with stakeholders.

██████████ Online Academy (██████████) is home to many young/expecting mothers and fathers. We have moms as young as 13 years old. They attend our school due to the flexibility of the schedule and all our classes are online. ██████████ is only in its second year as a school and does not yet have the support resources our students desperately need (i.e., Social Worker, Community in Schools (CIS) representative.) In addition to having families of their own, many students live on their own and hold down jobs.

To support the needs of these students, we are partnering with the Youth Access and Resource Program (YARP) to provide resources for youth advocacy, mental health, employment, food and housing, and substance abuse. We are also holding a baby supply drive in our district and community to help provide young parents with non-perishable baby items like diapers, wipes, bottles, blankets, clothing, etc.

These items will be available to young parents attending our school anytime they need them. Whenever a student welcomes a new baby, we will put together a basket with an assortment of items. We are also compiling folders full of brochures and resources such as services through YARP, how to sign up for the supplemental nutrition program for Women,

Infants, and Children (WIC), contact information for the diaper bank, and connecting them with a case manager at school to help keep them on track with their studies.

### **Component 3.1: USE DATA TO PROVIDE A SUPPORTIVE AND INCLUSIVE SCHOOL CULTURE.**

Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

The culture of [REDACTED] is still being established. The school is only two years old. It stemmed from a program RSD created because of COVID-19 to provide online schooling options. The school is on its second principal in two years. This has created some disequilibrium in building the culture of the school. [REDACTED] has a leadership team that meets monthly to make decisions and take issues back to other team members. A social committee plans monthly gatherings for anyone who can attend. It is challenging to build culture and community when most teachers/staff work from home.

A priority area for improvement within our school's youth, family, or community engagement and communication would be addressing the mental health issues and lack of executive functioning skills many of our students face. As seen in Artifact 2, the most recent Behavior Intervention Monitoring Assessment System (BIMAS) data 80% of our K-12 students have been identified as having moderate to high-risk indicators for a mental health problem. Students attend online school because something about traditional in-building school is not working for them. As a result, many students have not learned resiliency and critical thinking skills that are essential for life beyond college. Families often enable students and create an environment of learned helplessness. This is especially troubling for young parents that may be struggling with mental health or executive functioning skills.

### **Component 5.1: ENGAGE DIVERSE FAMILIES IN STRENGTHENING STUDENT LEARNING**

Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

The relationships between school personnel and culturally diverse families are similar to the relationship with all families. The online nature of our school limits relationship-building. Most online schools provide only asynchronous work, and students rarely interact with teachers. At [REDACTED] all our classes meet via Zoom at least two times a week. This helps us foster relationships in ways that most online schools cannot achieve. Some roadblocks we encounter are families not reading emails or answering other forms of correspondence. It is difficult to foster a relationship when we cannot get ahold of families. Current supports to strengthen school-family relationships are using social media and conducting home visits. We are also hosting monthly in-person events for students and families. Again, this limits the engagement to families that live nearby.

Tapping into the funds of knowledge students bring with them is an excellent way to bridge the gap between home and school. Moll et.al. (2001) demonstrate that school and family relationships “can become the basis for the exchange of knowledge about family or school matters, reducing the insularity of classrooms, and contributing to the academic content and lessons” (p. 139). It is critical to embrace the cultures of all families and value their contributions.

## **Component 5.2: ENGAGE AND CULTIVATE RELATIONSHIPS WITH DIVERSE COMMUNITY MEMBERS**

Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Many teachers at [REDACTED] partner with community programs. Junior Achievement is used for elementary and middle school classes. The high school partners with educators from the

Financial Education Public-Private Partnership (FEPPP). [REDACTED] does not yet utilize any volunteers. There is also a partnership with Asking is Caring, a mental health initiative provided through the University of Washington University of Washington School Mental Health Assessment Research and Training (SMART) Center. This program is intended to show families how to support their child(ren) when they are struggling or are in crisis.

We still have much work to accomplish to foster diverse community relationships. It is imperative to have representation for all students. “Diverse membership ensures that partnership activities will take into account the various needs, interests, and talents of teachers, parents, the school, and students” (Epstein, 1995, p. 89). When finding community partnerships, it is important to keep in mind that every student brings unique funds of knowledge. [REDACTED] families would be an excellent resource to link our school and the community. Including a question about partnerships in our family surveys would be an excellent place to start.

### **Component 5.3: COMMUNICATE EFFECTIVELY TO ADVOCATE FOR THE NEEDS OF THE SCHOOL AND COMMUNITY**

Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Again, being an online school makes building relationships and community tricky. The fact that we are only in our second year and on our second principal compounds this problem. We do not have an assistant principal, so it has been difficult for the principal to prioritize building relationships and community. We have been advocating the need for a Social Worker and a CIS person all year. The response from the district has been that they acknowledge our needs, but it is not in the budget right now. They will try to get them next year, but there are no

guarantees. Once we are appropriately staffed, we can focus more on relationships and community.

To communicate with the greater community, [REDACTED] relies heavily on social media, email, our website, and other forms of written communication. Because we are a choice school, students do not automatically attend [REDACTED] because of where they live. As a result, we must advertise and promote our school to get students to enroll. We also use our social media presence to advocate for our students. For example, with the baby supply drive project we were able to notify more people by posting on Instagram, Facebook, and our website. People could then share the posts on their social media accounts. The communication preferences of families have evolved with technology. Many prefer to communicate via text and social media. By tapping into this resource, we can reach all families.

Advocating for resources is imperative for building leaders. Sorenson & Goldsmith (2018) indicate that “each of the various stakeholders has special interests and agendas that are near and dear to their hearts” (p. 63). People will be more passionate about things they care about and are deeply invested in. Handling these situations with diplomacy can prevent conflict resolution. It is also important to make sure all stakeholders feel heard and represented when financial decisions are being made.

## References

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- Moll, L., Amanti, C., Neff, D. & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Sorenson, R.D., & Goldsmith, L.M. (2018). *The Principal's Guide to school budgeting*. Corwin.

## Artifacts

### Artifact 1: Task 4 Overview Document

#### Task 4 Overview Document (Artifact A)

##### 1. Brief Description of the Project

██████████ Online Academy (██████████) is home to many young/expecting mothers and fathers. We have moms as young as 13 years old. They attend our school due to the flexibility of the schedule and all our classes are online. ██████████ is only in its second year as a school and does not yet have the support resources our students desperately need (i.e., Social Worker, Community in Schools (CIS) representative.) In addition to having families of their own, many students live on their own and also hold down jobs.

In order to support the needs of these students, we are partnering with the Youth Access and Resource Program (YARP) to provide resources for youth advocacy, mental health, employment, food and housing, and substance abuse. We are also holding a baby supply drive in our district and community in order to help provide young parents with non-perishable baby items like diapers, wipes, bottles, blankets, clothing, etc.

These items will be available to young parents attending our school anytime they need them. Whenever a student welcomes a new baby, we will put together a basket with an assortment of items. We are also compiling folders full of brochures and resources such as services through YARP, how to sign up for the supplemental nutrition program for Women, Infants, and Children (WIC), contact information for the diaper bank, and connecting them with a case manager at school to help keep them on track with their studies.

To keep our supplies stocked up, we will continue to have donation drives as needed to restock items. Because we do not have our own Social Worker or CIS representative, we will be working closely with the Social Worker from a nearby alternative high school to help identify other resources, as she has time. She has been doing social work for that school for over 20 years and has a wealth of knowledge.

We are collecting data to present to the school district to make a case for budgeting for and hiring a Social Worker or CIS representative. We have already had a meeting with the Mental Health Assistance Team (MHAT) and the Assistant Superintendent to discuss the variety of needs for our students. It was agreed upon that we need more support but hiring another position is not currently in our budget. Next year, the district plans to restructure a CIS from another school to split their time between two schools. We are collecting data to present to the school district to make a case for a full time Social Worker or CIS to help meet the needs of our students.

Maslow's Hierarchy of Needs states that a person must have their basic needs met in order to function. These needs include physiological, safety, love and belonging, esteem, and self-actualization. Our aim is to provide students with ways to have all of these needs met so they are able to focus on their classes in order to finish high school. We will also have resources to help

students once they graduate to continue on their desired paths. Our counselors provide information and encourage students to find a job, enter a trade, or attend college.

## **2. Needs Assessment (Why this project?)**

### **a. Identify data that will be needed to be collected, consider disaggregation of data based on various student populations as needed**

Data that will need to be collected is how many students we currently have who are expecting or already have children. We would also want to monitor their grades and monthly progress closely and examine their historical grades. This will help determine patterns and help us identify what support they may need to stay in school. We would also need to know what level of support they have from their parents/guardians, as well as any other needs such as housing or WIC.

### **b. Identify boundaries, barriers, challenges, opportunities, and limitations of the project**

The largest barrier to this project is the stigma surrounding teen pregnancy. It may be difficult to get people to support this project. Challenges will be finding information about the students and identifying their needs, as well as continuing to collect donations.

### **c. Identify social justice issues that apply to your project**

Everyone deserves equal social rights and opportunities. Having a baby at a young age can often limit opportunities and social rights for teen parents. By providing students with items and resources, we will ensure that all students experience social justice.

### **d. Identify ethical issues that apply to your project**

Everyone has different ideas when it comes to ethics. Some may see this entire project as an ethical issue that promotes teen pregnancy.

### **e. Identify legal issues that apply to your project**

We will need to pay close attention to recalls for any of the products we collect and follow recall guidelines. There are laws associated with Alternative Learning Environment schools. We will need to ensure that we are following those laws with all students.

## **3. Action Plan (Planning overview)**

### **a. Identify objective of the project**

The objective of this project is to provide young parents attending our school with supplies and resources to meet their basic needs. Thus far in the 2022-2023 school year, there have been 8 students who have already had children. There are 5 more expecting mothers, and 2 expecting fathers. This project aims to provide supplies to young parents



as needed. We will deliver a basket with baby essentials when a student has a baby, and let them know they are welcome to come by or call anytime they need something.

**b. Identify steps to be taken to complete the project**

- Identify students who could benefit from this project.
- Gather supplies via donations
- Compile folders with applicable resources
- Assign a case manager to follow up with the student each week to ensure they are staying on track and identify additional needs
- Gather data on students we are serving with this program via grade checks, student/family surveys, and reports from teachers/staff
- Approach donors to keep supplies stocked
- Follow up and send thank you notes to donors
- Look into grants to continue this project

**c. Identify the timeline for the project (if the project will go beyond your internship, describe the potential timelines)**

The timeline for this project began in January of 2023 and will last the duration of this school year and then extend into subsequent years. We will hold donation drives as needed when supplies are running low. This will be determined by the needs and quantity of student parents.

**d. Describe how the project aligns with the School Improvement Plan**

This project aligns with the School Improvement Plan (SIP) goals to increase the number of students making adequate monthly progress from 75% to 85%. By meeting student needs, we are creating the bandwidth for them to continue to focus on schooling.

**e. Name who will be involved in the project, their roles, and the timeline of their involvement with the project**

The people involved in this project are as follows:

██████████-Instructional Coach/Administrative Intern

- Meets with district personnel to discuss needs
- Continues to gather data to report to the Assistant Superintendent at the start of the project and the end of the school year
- Compiles resources with the help of the Social Worker from Rivers Edge Hight School.

██████████-Lead Administrative Assistant

- Creates invitation for donation drives
- Sends invitations to the district personnel
- Helps organize supplies and put together baskets of supplies

All Staff

- Identifying expecting/young parents

- Identifying needs

Case Managers

- Checking in weekly
- Helping identify needs and find supports

#### **4. Outcomes of Project (Evidence)**

##### **a. State evidence the project objective was met**

We will know the objective was met when student parents are able to maintain passing grades in their courses and stay on track to graduate on time.

##### **b. State outcomes for the students, staff, and or educational community**

Outcomes for the students will be the ability to stay on track to graduate on time by receiving services and necessities. Outcomes for the staff are to continue to foster positive relationships with students. Outcomes for the educational community are [REDACTED] will produce students who are ready to be productive members of the community upon graduation.

##### **c. Key learnings for you as an educational leader**

The key learnings as an educational leader have been eye opening as we are getting this project started. Some of the situations our students are in are heartbreaking. It is frustrating to not have adequate support for the needs of our students. Having to collect expansive data to prove that our students need services, took several weeks. Then to be told that they know we need someone, but there is not any money in the budget was frustrating. We plan to look into grants or other creative ways to possibly fund that salary.

## Artifact 2: BIMAS data

**Table 2.1**

**Fall 2022 BIMAS data sorted by area of Social Emotional Learning.**

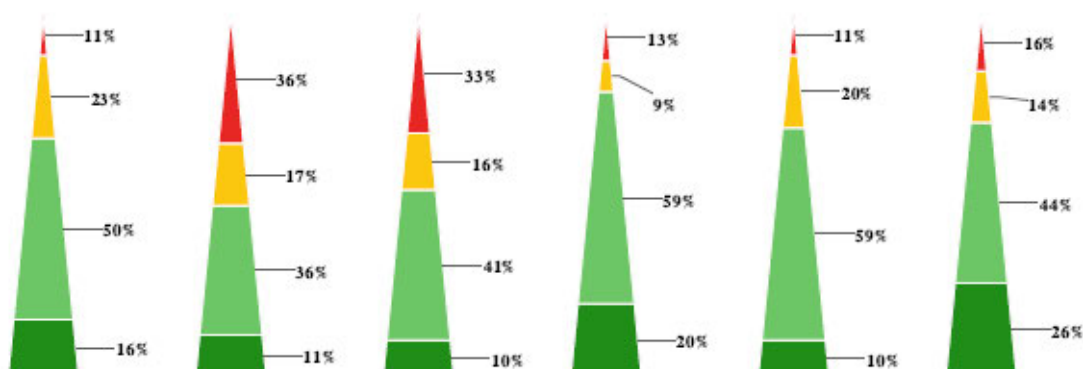
### BIMAS-2 SEL RISK LEVEL PYRAMIDS

**UA PERIOD:    SCHOOLS:    GRADE(S):**

Fall 2022

All

All



Levels Of Risk	TOTAL BIMAS-2 SEL SCORE	Self-Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
High Risk	8 (11%)	25 (36%)	23 (33%)	9 (13%)	8 (11%)	11 (16%)
Concern	16 (23%)	12 (17%)	11 (16%)	6 (9%)	14 (20%)	10 (14%)
Typical	35 (50%)	25 (36%)	29 (41%)	41 (59%)	41 (59%)	31 (44%)
Strength	11 (16%)	8 (11%)	7 (10%)	14 (20%)	7 (10%)	18 (26%)
Total	70 (100%)	70 (100%)	70 (100%)	70 (100%)	70 (100%)	70 (100%)

**Table 2.2**  
**Fall 2022 BIMAS data sorted by general risk levels**

### **RISK LEVEL PYRAMIDS**

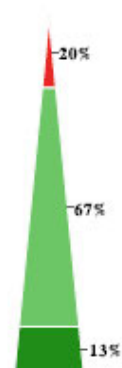
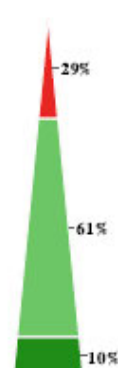
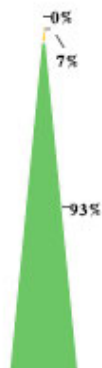
**UA PERIOD:   SCHOOLS:   GRADE(S):   TEACHER(S):**

Fall 2022

All

All

All




Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
<b>High Risk</b>	0 (0%)	14 (20%)	10 (14%)	<b>Concern</b>	20 (29%)	14 (20%)
<b>Some Risk</b>	5 (7%)	15 (21%)	19 (27%)	<b>Typical</b>	43 (61%)	47 (67%)
<b>Low Risk</b>	65 (93%)	41 (59%)	41 (59%)	<b>Strength</b>	7 (10%)	9 (13%)
<b>Total</b>	<b>70 (100%)</b>	<b>70 (100%)</b>	<b>70 (100%)</b>	<b>Total</b>	<b>70 (100%)</b>	<b>70 (100%)</b>

### Artifact 3: Baby Shower Invitation

# Pacific Crest Online Academy




invites you to a baby donation drive to benefit student mothers in need.



Thursday, February 2nd  
3:00 - 5:30 pm  
Pacific Crest Online Academy  
415 Wright Ave. Suite C  
Richland, WA

Drop unwrapped items off anytime during the shower and enjoy a refreshment.



Pregnant teenagers are sometimes ostracized by the people they need the most. Our staff at PCOA wants to come along side of them and make sure they have a helping hand. Below are a few suggestions for donation items for our baby bee closet.

- Diapers
- Bottles
- Wipes
- Blankets
- Burp Cloths
- Baby Towel & Wash Cloth
- Bibs
- Socks or booties
- Knit Caps
- Baby Shampoo & Baby Wash
- Pacifiers
- Sleepers
- Clothing
- Onesies
- Gently used items
- Baby Fabric to make blankets