Self-Assessment Inventory – Principal and Mentor Administrator
Use this sheet for determining areas needing growth based on the PESB Residency-Level Benchmarks.

| Strand | Residency-Level Benchmarks | Rate your capacity | | |
|---|---|---|---|---|
| **Standard 1 Visionary Leadership: A school administrator is an educational leader who promotes the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.** | | **1**<br>Area for Growth | **2**<br>Proficient | **3**<br>Area of Strength |
| **Strand 1:**<br>**Advancing a school- or program-wide shared vision for learning** | Articulate purposes and rationale for a site-specific vision for learning consistent with the district wide vision. Demonstrate how schools develop an inclusive shared vision that promotes success for each student. | X | | |
| **Strand 2:**<br>**Putting the vision for learning into operation** | Identify objectives and strategies to implement a school vision. Analyze how systems are affected by a shared vision and suggests changes to an existing system. Demonstrate ability to develop school improvement plans that align structures, processes, and resources with a vision. | X | | |
| **Strand 3:**<br>**Developing stewardship of the vision** | Demonstrate understanding of the leader's role as keeper of the vision while establishing a means to involve stakeholders in keeping the vision. Evaluate how the vision serves the needs of students, staff and community. Demonstrate understanding of how to use the vision to facilitate effective communication, nurture and maintain trust, develop collaboration among stakeholders, and celebrate efforts and achievement of the vision. | X | | |
| **NOTES:** | | | | |
| **Standard 2 Instructional Improvement: A school of program leader is an educational leader who Has the knowledge, skills, and cultural competence to improve learning and** | | **1**<br>Area for | **2**<br>Proficient | **3**<br>Area of |

| achievement to ensure the success of each student by learning through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth. | | Growth | | Strength |
|---|---|---|---|---|
| **Strand 1:**<br>**Advocating, nurturing, and sustaining an effective school/program culture** | Demonstrate understanding that student learning is the fundamental purpose of schools. Identify features of organizational cultures promoting student learning. Use a variety of skills and strategies to design systems that respect and support diverse cultural perspectives and customs in order to promote success of each student. Engage in the creation and or implementation of a school improvement plan that supports a culture of continuous learning. Promote classroom communities based on acceptance, respect, and civility. | X | | |
| **Strand 2:**<br>**Advocating, nurturing, and sustaining student learning** | Demonstrate understanding of how to engage and support each student in meaningful learning that is regularly assessed to improve instruction. Supervise instruction and knows how to use a continuous cycle of assessment to improve instruction and ensure that each student has equitable and sufficient opportunities to learn and to meet high standards. Work with staff to align curriculum, instruction and assessment with state and local learning goals. Manage learning systems to assure their responsiveness to student's culture, cognitive, and linguistic needs. Understand the Washington teacher and principal evaluation criteria, four-tiered performance rating system, and a preferred instructional and leadership framework used to describe the evaluation criteria including:<br>• self-assessment, goalsetting, and reflective practices;<br>• evidence gathering overtime;<br>• classroom observation;<br>• skills bias training;<br>• rater agreement on the four-tiered system;<br>• use of student growth data in multiple measures of performance evaluation conferencing;<br>• development of classroom teacher and principal support plans resulting from an evaluation;<br>• and use of an online tool to manage the collection of observation notes, teacher and principal-submitted materials, and other information related to the conduct of the evaluation. | X | | |

| Strand 3:<br>**Advocating, nurturing, and sustaining coherent, intentional professional development** | Use evidence of student learning to create professional development systems. Use a continuous cycle of analysis to create and monitor professional development systems that have a positive impact on student learning. Understand that professional development increases the instructional and leadership capacity of staff. Use districtwide and school improvement plans to support professional development, including the use of technology. Know processes for coaching staff, conducting staff evaluation, and for using a professional growth plan to improve student learning. Demonstrate understanding of how to build leadership capacity to improve student learning. | X | | |

**NOTES:**

| **Standard 3 Effective Management: A school or program administrator is an educational leader who Has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and affective learning environment.** | | 1<br>Area for Growth | 2<br>Proficient | 3<br>Area of Strength |
|---|---|---|---|---|
| Strand 1:<br>**Uses a continuous cycle of analysis to ensure efficient and effective systems** | Use a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, use of data to outline options for action, implementing chosen action, and gathering evidence to check progress and to judge effectiveness. | X | | |
| Strand 2:<br>**Ensuring efficient and effective management of the organization** | Use organizational theory to create and support structures within a building that promote school safety, behavior management, and other site-specific issues. Demonstrate understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs. Assure that school policies and practices result in equitable treatment of each student. | | X | |

| Strand 3:<br>Ensuring efficient and effective management of the operations | Demonstrate understanding of knowledge and skills necessary for effective building-wide operations, including awareness of legal and ethical issues, problem framing and problem solving, bargaining and other contractual agreements, and group process and decision making. | X | | |
| --- | --- | --- | --- | --- |
| Strand 4:<br>Ensuring management of the resources for a safe, efficient, and effective learning environment | Demonstrate understanding of procedures necessary for management and maintenance of a safe and orderly learning environment. Identify the responsibilities related to financial, human, and material resources as required by state law, Board policy, and employee contracts. Engage in the creation and/or implementation of plans to ensure responsible and equitable management of resources. | X | | |
| NOTES: | | | | |
| Standard 4 Inclusive Practice: A school or program administrator is an educational leader who Has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. | | 1<br>Area for Growth | 2<br>Proficient | 3<br>Area of Strength |
| Strand 1:<br>Collaborating with families and community members | Demonstrate understanding that family support affects student success in school. Demonstrate understanding that sustaining successful family partnerships is challenging and knows the critical partnership issues that must be addressed, the barriers to success, and ways to overcome them. Demonstrate collaboration skills with diverse students and families in support of student academic performance. | | | X |
| Strand 2:<br>Collaborating with and responding to diverse communities | Recognize the diversity within the school and the district. Understands the complex characteristics of ethnic, racial, and cultural groups and the challenges faced by immigrant communities. Understand that knowledge is socially | | X | |

| | | 1 Area for Growth | 2 Proficient | 3 Area of Strength |
|---|---|---|---|---|
| | constructed and reflects the personal experiences and the social, political, and economic context in which students live and work. Demonstrate understanding of the importance of each student having opportunities to participate in co-curricular activities that are congruent with the academic and enter personal goals of the school. | | | |
| **Strand 3: Mobilizing community resources** | Recognize the importance of funding and distribution of resources to ensure that each student has equal opportunities to access learning. Engage in the creation and or implementation of plans to obtain adequate resources, including technology. Investigates potential community resources as appropriate to the plan. | | X | |
| **NOTES:** | | | | |
| **Standard 5 Ethical Leadership: A school or program administrator is an educational leader who Has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.** | | 1 Area for Growth | 2 Proficient | 3 Area of Strength |
| **Strand 1: Using the continuous cycle of analysis for self-assessment of professional leadership** | Understand and exemplify the standards, responsibilities, and indicators for the principal's role in a democratic school. Create a professional growth plan, identifies needed growth, plans for professional growth activities, and gathers evidence to document that professional growth leads to school improvement and increased student learning. Engage in self-analysis of own values, behaviors, and dispositions, including awareness of on ethnicity/culture as it relates to others. | X | | |
| **Strand 2: Acting with integrity, fairness, and courage in upholding high ethical standards** | Understand the career expectation for leading within legal, ethical, and moral frameworks. Articulate and use personal values and beliefs to guide actions. Treat people fairly, equitably, and with dignity. | X | | |
| **NOTES:** | | | | |

| Standard 6 Socio-Political Context: A school or program administrator Is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. | | 1<br>Area for Growth | 2<br>Proficient | 3<br>Area of Strength |
|---|---|---|---|---|
| **Strand 1:**<br>**Understanding the role of schools or programs in a democracy** | Demonstrate understanding of the role of education in renewing a democratic society and the leader's responsibility in influencing the larger political, social, economic, legal, and cultural context. Advocate for equitable and inclusive policies that benefit children, families, and caregivers. Act to influence local, state, and national decisions affecting learning. Adapt leadership strategies to reflect emerging trends and initiatives. | X | | |
| **NOTES:** | | | | |

# PROFESSIONAL EDUCATOR STANDARDS BOARD
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# WASHINGTON STATE EDUCATOR PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE FOR EDUCATOR PREPARATION PROGRAM COMPLETION

## Educator information

| | |
|---|---|
| **First name:** ▮ | **Last name:** ▮ |
| **Preparation program:** WSU LEAD admin certification | **Academic year:** 2023 |

## Self-assessment and goal selection

1. **Self-assessment.** Use a self-assessment to identify an area of focus that will lead to your professional growth. You might choose to assess yourself using the <u>pre-service standards for your role</u>, or you might choose to use another self-assessment.

   - What is the name of the self-assessment you used?
     Self-Assessment Inventory – Principal and Mentor Administrator

2. **Personalized area of focus.** Based on your self-assessment, what area or topic will you focus your learning on that will lead to your professional growth?

   - What is your area of focus?
     Standard 4: Learning and Instruction

3. **Standards.** The area of focus for your professional growth goal needs to align to at least one standard from at least one of the following:

   <u>Pre-service role standards</u>

   - To what standard did you align your area of focus (include name of standards used and standard number or another identifier):

     NELP Standard Component 4.2 (Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.)

4. **Professional growth goals.** Professional growth goals are goals that you set for your own professional growth, not for the growth of your students (although your own professional growth

will have an impact on the growth of your students). What would you like to learn this year? In what specific area would you like to grow?

- **What is your goal for your professional growth?**
  This year, my goal is to support reading and writing in classrooms with a specific focus on our NHPI students and their literacy growth. I plan to attend and assist in Science of Reading professional development opportunities. I will partner with our ML specialist and LAP specialist to create focused language and literacy groups for our ML students, specifically our Native Hawaiian Pacific Islander students. Based on our SIP (School Improvement Plan) another goal is for me to support ways to increase attendance (and decrease tardies) for this group.

- **Describe how this goal relates to your self-assessment:**
  According to my self-assessment, an area of growth for me is to **collaborate with and respond to diverse communities.** The I-ready and SBA scores (of the school where I am interning) reflect the need to strengthen literacy instruction. Data shows our three groups of most need for improvement are our ML students, NHPI students and special education students. My goal, through coaching, professional development and classroom observations, is that teachers will increase their literacy instruction knowledge therefore NHPI students will show an increase in their literacy skills and understanding reflected in their 2024 I-ready and SBA scores. In addition, as a focus area in our School Improvement Plan, NHPI student attendance will increase and tardies will decrease.

- **Describe how this goal relates to your focus area identified in question two:**
  My focus area is Learning and Instruction. By using current data, collaboration with staff and feedback from staff, students and families, I plan to demonstrate I am an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement in the area of literacy to ensure the success of our NHPI students by acting with integrity, fairness, and in an ethical manner. I will understand and demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

## Intended outcomes

5. **Educator outcomes.** Professional growth creates outcomes. Educator outcomes refers to some new skill or ability that you, the educator, are able to do or some skill or ability that you can improve based on your learning.

   - What will you be able to do as a result of attaining your professional growth goal that you are not able to do now? What skill or ability will you have improved upon?

   As a result of my professional growth, I will increase my knowledge in literacy instruction. Currently, I am not trained in the Science of Reading. With increased professional learning, I

will attain deeper skills in teaching literacy. In addition, I will make partner with our ML specialist, FCRC and NHPI families in increasing attendance for our NHPI students.

6. **Student outcomes.** As noted previously, students are impacted by educator learning and growth.

   ▪ What impact will attaining your professional growth goal have on students?

   My hope is my increased knowledge in the area of Science of Reading will positively impact our NHPI students which will be reflected in their daily journal writing, SBA and I-ready literacy scores. I also hope that with increased confidence and knowledge in the area of literacy, the NHPI students will increase their attendance and decrease tardies.

## Professional growth action plan and evidence

Complete the two-column chart below.
   In the *left column*, list the professional growth activity you plan to complete.
   In the *right column*, list at least one piece of evidence you plan to collect for that activity.

You do not need to use all the available rows. Additionally, if you need more rows, complete and attach this supplemental chart.

| 7. **Activities.** List your professional growth activities (one per row).<br><br>To increase your learning and accomplish your goal, you will need to engage in specific growth activities. Examples of activities you could engage in may include, but are not limited to: attending training, participating in a book study, researching specific information, observing other educators, etc. Activities should connect back to your goal. | 8. **Proposed evidence.** List the evidence you plan to plan to use to verify your engagement in your professional growth activities.<br><br>Evidence may include, but is not limited to: professional learning reflections, professional learning community (PLC) notes, certificates of completion, programs implemented, videos of lessons, and other adult data. If desired, you may also plan to collect evidence regarding the impact of your professional growth on students. Evidence of your professional growth impact on students may include, but is not limited to: student work, student reflections, notes from observing students, student test scores, attendance rates, and other student data.<br><br>The same evidence can be used for multiple activities. |
|---|---|

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| | |
|---|---|
| Participate in the book study, Street Data and conduct Empathy Interviews (from the book). | Certification of completion. |
| Attend Science of Reading training. | • Empathy Interviews |
| Observe classrooms who are trained in SOR and have NHPI students. | • Attendance data (will compare data of NHPI students from the school year 22/23 to 23/24) |
| Attend Affinity and People of Color groups. | • Iready/SBA literacy data for our NHPI students (will compare data from the school year 22/23 to23/24) |
| Participate in our school Attendance committee. | |
| Engage with every NHPI student and family in our school. | • Family attendance (specifically NHPI families) at our school engagement activities for the 23/24 school year |
| | • Observation notes from classroom walkthroughs. |
| | • Reflection notes |
| | • Committee notes |

## Review
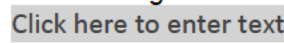
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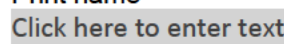
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Date

November 30, 2023

WSU Principal Internship

J. Lapidus

**First Teacher Observation Cycle Reflection**

My style (or approach) for this observation cycle was, intentionally, relaxed and low key. The last thing I wanted is for any teacher to feel nervous about having me in his/her classroom and, in general, I operate in a calm manner. My hope is that teachers are comfortable having me visit or observe at anytime as I am often in the halls, classrooms, cafeteria and outside. I am, intentionally, present and seen. As a future building administrator, I hope to continue to be visible; so much so, that observations (whether formal or informal) are conducted without any stress or intimidation.

I initiated the pre-conference through an email asking the teacher what days and times worked. I wanted her to choose what worked best for her and her class. She responded with several different options. Once I confirmed via email, I sent her a calendar invite. The day before, I sent her a reminder of the scheduled observation. My goal, and one I plan to carry into my role as an administrator, is to be respectful of the needs and wishes of a teacher. I will try, as best as possible, to work around teacher schedules.

For the pre-conference, the teacher had asked me to observe her classroom environment and culture. Specifically, her classroom routines and rituals. She asked me to provide feedback on her attention getting signals ("Oh class, class") and the routines within the classroom (students knowing where to find materials, raising hands for help and not blurting out). She also

asked for feedback on student fine motor skills. She shared her students struggle with maximizing learning time and it is a goal, as a class, to argue and blurt out less while, also, increasing student independence.

For the actual observation, I quietly entered the room at the exact time we had scheduled. I do realize that unforeseen things pop up and that, as an administrator, it will be a challenge to always observe during agreed upon days and times. I realize I will not always be able to honor observation commitments; however, it is important to try and to prioritize teachers. I know, from past experiences, how disappointing it is to have a lesson ready for an observation and have an administrator forget or be called away last minute.

For my post observation, I scheduled it around her schedule and preferences. I sent her my post-conference questions in advance. She came to my office where I had my questions ready, the 5D Framework and snacks. We were able to get through two reflection questions before a radio call interrupted us and I had to leave our meeting to help support a classroom. I knew radio calls (for student support) would be a challenge to work around during the post-conference. The reality is I am the dean of students at my school and, just like a future principal, it is part of my job to respond to behavior needs. She was incredibly understanding that I had to leave before we were finished. At the end of the day, I sent an email apologizing and asked to reschedule. We were able to reschedule, but it was two weeks after the observation. Was this ideal? No. Was this the reality of our schedules? Yes. Will this, most likely, be a challenge as a future administrator? Yes.

When we met again, I had the areas she had requested I provide feedback on, as well as the script of her observed lesson. She reread the script and asked me to give her honest feedback.

I had her look at the 5D Framework with me and ask her where she felt she fell in the areas she requested I observe. She put herself and basic and explained why she placed herself there. She did this by referencing the script. I was able to share the growth I have observed from August until present day. As I shared areas of growth (100% of her students are independently writing their names and 100% of her students were able to access materials without reminders of where they were located), she was able to reflect back and also note the growth made.

As a future administrator, I am confident I will be able to influence student learning using the observation protocol (even when interrupted) and the 5D Framework used in our district. The observation protocol allocates times for administrators to meet with teachers, which is so valuable. Teachers deserve to have observations, feedback and time with their administrators. As for the Framework, it allows for conversation without judgement. It opens the opportunity for conversation, reflection and growth between administrator and teacher.

█████ Thank you for submitting this thoughtful reflection of your first observation. Your style(approach) of being relaxed, low key, focused paired with being a visible safe presence (without stress or intimidation) is essential in creating a school culture where folks are reflective, open to change, and especially a willingness to take a chance and even fall down. Nothing illustrates this more (form me, at least) than a story I heard from Ken Blanchard, leadership expert and author of "The One Minute Manager". He had gone to a show at Sea World and was amazed at how they got the Killer Whales (Shamu specifically) to perform these amazing tricks. He asked one of the trainers how they accomplished this: "Let's just say it didn't happen overnight. Shamu taught us patience. Shamu wasn't about to do anything for me or any other trainer until he trusted us. As I worked with him, it became clear that I couldn't train him until he was convinced of my intentions. Whenever we get a new whale, we don't attempt to do any training for some time. All we do is make sure they're not hungry; then we jump in the water and play with them, until we convince them." "Convince them of what?" "That we mean them no harm." I always find this such a powerful story………people need to know when we first begin working with them that "we mean them no harm". I think we all know what a school culture is like when folks are unsure if they are in a "safe place". I concur that in general scheduling observations by asking the teacher for optimal times is solid practice. It's respectful and it allows the teacher to "show their best" and/or identify a time where they would specifically like your feedback. Some folks feel they are just seeing a "dog and pony" show. I have a different perspective. I like seeing the best someone can show. This provides a benchmark for me as to someone's level of expertise in delivering a lesson under "optimal circumstances". If things are not solid or there are gaps or if someone is a stellar teacher, it will inform my leadership/coaching stance going forward (directive, supportive, collaborative). IMPORTANT: This will only be effective, however, if there are also regular "short" drop in observations paired with learning focused dialogue/feedback regarding instructional practice "in real time". For your consideration: I think your decision to provide post-observation questions prior to the meeting facilitates a richer learning focused conversation. Also, collaboratively aligning the script/evidence with the framework is an effective strategy to deepen an understanding of effective practice and areas of strength/growth opportunities. You my have done this, but sending the script ahead of time might also be beneficial. I so enjoyed reading this. You are on your way to becoming master instructional coach and leader.

November 15, 2022

EdAd 590

J. Lapidus

<p style="text-align:center">Task 1: Developing a Vision and Improvement Plan</p>

For Task 1, Developing a Vision and Improvement Plan, I focused on my K-5 elementary school, King elementary, where I am currently the dean of students. I worked with my current school vision, "Dream, Believe, Achieve; We Will Succeed", which was created over a decade ago to honor our school's namesake, Dr. Martin Luther King Jr. My improvement plan, based on the two pillars of highly effective schools: the instructional program and school culture, is to focus on the school-based priority area of our Native Hawaiian Pacific Islander (NHPI) students.

## School Background

My elementary school is a unique building with 427 kindergarten-fifth grade students. Our diverse (and celebrated) student population includes .7% Asian, 3.7% Black, 49.4% Hispanic, 7.5% Native Hawaiian/Pacific Islander, 6% Two or more races and 33% White. We have 36% Multilingual learners, 74% students deemed "low income", 5.6% homeless and 2% highly capable. Our staff, some of whom have been at King for over 20 years, are committed and reference themselves as "lifers" to indicate just how dedicated they are to our building. We have 35 classroom teachers with the average of 13 years teaching experience. In comparison to surrounding schools, our staff make-up is quite diverse with 5.7% Black, 11.4% Hispanic, 80% White and 2.9%

Two or more races. We are King Elementary and, daily, we proudly represent, and honor, Dr. Martin Luther King Jr.; his image, messages and dreams are abundant throughout the building.

**Gaps in Student Learning**

According to the 2022-2023 Washington State Improvement Framework (WSIF), the gaps in student learning in our school include three student groups: our Multilingual Learners (MLs), students with Special Needs and our Native Hawaiian Pacific Islander (NHPI) students. These populations are performing below the "ALL students" threshold. This is evidenced by our statewide assessments such as WIDA, Smarter Balanced data and I-ready; these three tests have been chosen to determine indicators of learning and teaching success. Due to this information, our building has identified these three groups: MLs, Special Needs and NHPI as groups facing the most inequities and having the greatest need for focus and support.

**Equity-Driven Priority Area**

For Task 1, I have chosen our NHPI subgroup as my equity-driven focus area. Per our assessments and teacher input, this group has been identified as having learning gaps in both literacy and math. In our SIP (School Improvement Plan) submitted to OSPI (Office of Superintendent of Public Instruction), our administrative team wrote, "Our Native Hawaiian and Pacific Islander students have continued to struggle. One root cause that we've identified is high absentee rates. Our staff is committed to increasing outreach to our NHPI students and their families to help combat the high

absentee rates." For this particular task, I will focus on literacy, as well as attendance for our NHPI students.

According to the 2022-2023 WIDA scores, the 16 kindergarten through fifth grade NHPI students were assessed and scored between 1 – 6 in the reading domain; none of the students scored a score of "6". The highest score was 5.8, which was scored by one student, a fourth grader. The average for the WIDA reading scores was 3.6. In order for students exit from EL (English Language) services, they must score a 4 or above in <u>all</u> four domains (listening, speaking, reading or writing). For the Smarted Balanced Assessment (SBA), given to all third - fifth grade students, 41% or our NHPI students **met** standard in the area of literacy and 59% **did not meet** standard. According to our I-ready Reading data, given to all first - fifth grade students, 10.5% of our NHPI students scored "mid or above grade level", 10.5% scored "early on grade level", 32% scored "one grade level below, 32% scored "two grade levels below" and 15% scored "three grade levels or more below". In total, according to I-Ready scores, 79% of our NHPI students assessed at **"one grade level below" or more** in the area of reading.

In addition to these learning gaps, our attendance data shows our NHPI students struggle with having high absenteeism and a large number of tardies compared to other student groups. Looking at student data from last school year (2022-2023), numbers indicate we had 32 NHPI students at our elementary school. Of our 427 total students, our NHPI students make up about 7.5% of our student population. Of these 32 students, 19 were reported as having "at-risk attendance". The "at-risk attendance" label is given to students who miss 30% or more of the total school days. Broken down into days, of the 180 total school days last school year,19 NHPI students missed 54 or more school

days. Clearly, this amount of missed school days means a significant portion of learning was lost. In addition, during the 180-day school year, the total combined amount of tardies for our 32 NHPI students was 158 tardies. This means NHPI students were arriving late to school; therefore, missing part, or all, of their literacy block. Our building, intentionally schedules literacy blocks in the mornings for *all* grade levels with the belief that literacy needs to occur in the morning while brains are fresh; because of this scheduling, tardy students often miss key portions of literacy instruction. This year, our school district moved start times for all of our 23 elementary schools to 8:00 am from 8:20 am; this creates even more of a concern given the past tardy trend for our NHPI students.

## Programs and Services/Practice Alignment to the Intention

Sixteen of our NHPI students qualify for EL (English Language) services. These students, and their classroom teachers, receive support from our building Multilingual Language Specialist (MLS). Students are identified during registration (from the completion of the required Home Language Survey; a form required for ALL students). If a language other than English is indicated on specific questions on the survey, the student must be assessed. In Washington, the World-class Instructional Design and Assessment (WIDA) is used. Once the student takes the WIDA screener, scores are shared with each school. If a student scores less than 4 in any of the four domains (listening, speaking, reading or writing), the student qualifies for EL services. ML students must receive two services which include: Access to grade level content (through comprehensible input) and English Language Development instruction. Washington State has mandated that these services are delivered through collaboration

4

between the classroom teacher and the ML specialist. EL services are provided through a coaching model where our MLS meets, plans and teaches with classroom teachers. This intentional work is done in each grade level with a high level of commitment to increasing student comprehension, speaking, reading and writing. This current state of practice has been a shift from the prior service model where our MLS would serve small groups of EL students in small groups. All formative assessments for EL students are done by the classroom teachers. As a building, teachers are still adjusting to this new model (coaching and collaboration). Last school year, a few teachers (6 total) voiced concern verbally (in a meeting with our administrative team) and in written form (in our end-of-the-year survey) over the required co-planning with our MLS stating this requirement created more work on their end. Although this group of teachers are still not completely content with this new model, this school year (year two of the new model) is proving to be less negative and more collaborative, which creates hope that our students will receive the instruction they need to feel successful and make gains.

For NHPI students whose home/native language is English, students may be selected to receive Learning Assistance Program (LAP) services. During the 2022-2023 school year, five NHPI students received LAP. If students are selected for LAP, teachers work with our LAP specialist and trained paraprofessionals with the goal of moving students to grade level reading. The interventions are focused on filling those foundational gaps such as phonemic/phonological awareness, phonics, decoding skills and increasing oral reading fluency. This school year, the building plan was to transition to in-class LAP services, which, state-wide is the recommendation, but because of staff pushback, a brand-new LAP specialist and scheduling conflicts, services will continue to

be delivered in a pushout model where an educator (LAP specialist or paraprofessional) leads a group of 8 or less students. These lessons are planned and shared with classroom teachers and paras prior to instruction.

**Evidence-Based Practices**

As part of my Task 1 assignment, I located several resources on evidence-based practices to help support my work. One book I read (and then committed to lead for a district book) was Street Data: A Next Generation Model for Equity, Pedagogy and School Transformation. This book focuses on "classrooms, schools and systems built around students' brilliance, cultural wealth, and intellectual potential." (Safir and Dugan, 2021). The authors remind educators that what is measurable is not the same as what is valuable. Of the many ideas and tools provided from this book, one area of high interest I chose to implement was the idea of "**empathy interviews**". These interviews are conducted using open-ended questions to elicit stories and feelings about specific experiences that help to uncover unacknowledged needs. An example of a question used is: "Tell me about a time you felt successful in writing?" and then followed with the question, "Can you share what happened?" The goal of these interviews are to allow students time to share and to feel heard. Another book I read (with a book study group of building administrators, coaches and specialists) was Coaching for Equity: Conversations That Change Practice by Elena Aguilar. There were several take-aways from this book, but the areas I chose to focus on with my commitment of increasing literacy and attendance amongst our NHPI students are: talk productively about race, **observe classrooms** and collect data to support equitable outcomes and evaluate and

**celebrate growth**. Another book to support my work, <u>Centering Youth, Family and Community in School Leadership: Case Studies for Educational Equity and Justice</u> centers on youth, parents, staff, families and communities of color who seek to transform local schools. In this work, the author shares two areas that I will utilize for my task: "Reflect on how youth, families and community members are positioned in *your* school, district and community; and **re-imagine ways you can foster spaces for true youth, family and community leadership**." (Rodela, 2022, page 33). As for addressing attendance, I received an article from my internship mentor titled, "New Research Finds a Crucial Factor in Reducing Chronic Absenteeism" by Caitlynn Peetz. Once it arrived in my email inbox, I immediately read, highlighted key areas and then forwarded to our school attendance team. The premise of the article is that family engagement is a critical piece in student attendance. Peetz shares, "As schools work to cut down on student absences, some have already found success in stepping up their connections with families in an effort to better understand why students have been staying home from school, rather than taking a more punitive approach" (Peetz, 2023, page 2). The author also writes, "Schools with **stronger family engagement** had student attendance rates that were 25 percent better." Surprisingly, this finding was consistent regardless of school size, poverty rate and grade level.

**<u>Hypothesis/Theory of Action</u>**

After these specific readings, scrutinizing data, talking to teachers (and specialists) and doing classroom observations, I came up with the hypothesis that students (specifically NHPI for this task) who are heard, celebrated and valued, will not only do better academically, but will want to come to school and, therefore, perform better on

literacy assessments. My goals to support my hypothesis include: holding **empathy interviews** with NHPI students, **supporting and observing classrooms** where are our NHPI students are housed, creating spaces and opportunities for NHPI **family engagement**, **recognizing and celebrating growth** (whether it be literacy based or attendance based), scrutinize and **monitor formative assessments** with teachers and specialists, and **monitor attendance in positive ways** (such postcards or texts home to acknowledge attendance) in hopes that NHPI student attendance will increase and tardies will decrease.

My goals for student learning include:

- An increase of .5 in the WIDA assessment from Fall to Spring for at least 50% of our NHPI ML students in at least two domain areas (for example: students with a score of 1.0 for listening and a 1.5 in reading, will have scores of, at least,1.5 in listening and 2.0 in reading on the WIDA assessment the following school year).

- An increase from 41% to 60% of NHPI students meeting standard for literacy in the Smarter Balanced Assessment (SBA).

- An increase from 21% to 50% of NHPI students who are "mid or above grade level" OR "early on grade level" for reading in the I-ready assessment.

**<u>Plan to Improve Student Learning</u>**

Part of my plan to increase student learning is to conduct empathy interviews with every NHPI student at our school. My reasoning behind this commitment is to learn more about each student, create connection and deepen my personal relationships. A second way to improve student learning is to increase my presence

in classrooms (and out of classrooms such as in the cafeteria, recess and in our Art's Block classes such as music, art, PE and creative movement); while in class, I plan to support, observe and celebrate student successes. A third commitment for this task, is to attend all of the Science of Reading course offerings (12 in total) <u>with</u> classroom teachers. This information is inclusive of phonemic awareness, phonics, fluency, vocabulary and comprehension. This professional learning series will increase my contact and planning time with grade level teams, as well as increase my knowledge on HOW to teach literacy. In addition, while progress monitoring, my increased knowledge will enable me to better target student needs in the area of literacy therefore creating lessons with teachers and specialists to address gaps. A fourth part of my plan is to create more spaces and opportunities for NHPI family engagement which means reaching out to our NHPI families to personally invite them to events and inquire what family engagement activities they would like to be a part of. A final piece of my plan is to monitor attendance via data (and our attendance team) with hopes of seeing a positive shift in attendance where our NHPI students are no longer showing signs of having "at-risk attendance" because they want to be at school where they feel valued, seen and successful.

## Supports and Services

The additional supports and services I will need include: A) commitments from our LAP and ML specialists to allow me to sit in on planning sessions, as well observe lessons and share data; B) classroom teachers gracing me with time to conduct empathy interviews with their NHPI students (assuming some class time may be missed); C) classroom teachers opening their classroom doors for

observation and support; D) collaboration with my FCRC to assist in planning and supporting family engagement activities; E) assistance from our Chuukese interpreter and F) stamps, postcards and small prizes for attendance acknowledge and recognition.

## Evaluation Plan/Inquiry Cycle

My evaluation plan will include monitoring and checking DIBELS reading data every 3-4 weeks; this formative data will be shared with me by our LAP specialist and/or classroom teachers. Every 3-4 weeks, teachers, specialists and I will review this data and plan on our next steps as far as what is going well, what we need to change and what we need to increase (such as phonemic awareness instruction). In addition, I will receive data from our statewide assessments, I-Ready and SBA assessments, once students complete them and they are scored. This information will allow me to evaluate if our supports, services and programs are working to help students find success in the area of reading.

A final part of my evaluation plan will include monitoring attendance and contacting families every two weeks; this may be as simple as a text or postcard sent home. Due to our school attendance team meeting every two weeks, it will allow me to receive updates on our NHPI students as well as track any trends.

The hope is that with concerted effort amongst teachers, specialists and myself, we will see reading scores increase for our NHPI students. In the end, we want our kids reading and it is our job, as educators, to help them become readers. Finally, I

anticipate and aim for increased attendance with the commitment to deepening

relationships with NHPI students <u>and</u> their families.

## References

Aguilar, E. (2020). Coaching for Equity: Conversations That Change Practice. *Jossey-Bass.*

Peetz, C. New Research Finds a Crucial Factor in Reducing Chronic Absenteeism. *Education Week*. 2023. Pages 1-5.

Rodela, K.C. & Betrand, M. (2022). Centering Youth, Family and Community in School Leadership: Case Studies for Educational Equity and Justice. *Taylor & Francis Group.*

 Safir, S. & Dugan, J. (2021). Street Data: A Next Generation Model for Equity, Pedagogy and School Transformation. *Sage Publications.*

## Common Performance Task Rubric
## <u>Task 1: SCHOOL VISION AND IMPROVEMENT PLAN, BASED ON EQUITY AND DATA</u>

**Intern:** ███████████  **Reviewer: Joe Lapidus**

|  | Areas to Address | Performance Expectation | Additional Comments |
|---|---|---|---|
| DEVELOP A SCHOOL MISSION AND VISION | | **Component 1.1** 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. | █████ Thank you for this well written Task 1. You have met/exceeded standard in all rubric domains. Throughout this paper you clearly align your analysis and plan with MLK's School Mission- "Dream, Believe, Achieve; We Will Succeed" and the two pillars of highly effective schools: the instructional program and school culture. You provide a comprehensive overview of MLK's community, including demographic and student performance data as well as current instructional practice. You draw on a variety of assessment results to inform your theory of action and action plan.

For this project you have identified Native Hawaiian Pacific Islander (NHPI) students as the target group to close the achievement gap (language arts). You offer a solid rationale for identifying this group by providing a comprehensive analysis of WIDA, Smarter Balanced and iReady data. You also present compelling evidence as to the impact of poor attendance/tardies on academic performance (LA), especially for NHPI students. This is especially |
| LEAD THE IMPROVE-MENT PROCESSES | | **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. | |
| SUPPORT STUDENT LEARNING NEEDS | | **Component 6.1** 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. | |
| DEVELOP A DATA-INFORMED AND EQUITABLE RESOURCING PLAN | | **Component 6.2** 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. | |
| **Other Elements Noted** | | | |

| | Areas to Address | Performance Expectation | Additional Comments |
|---|---|---|---|
| | | | true at MLK since literacy blocks are in the morning |
| | | | this year start time is 8:00 am. |
| | | | |
| | | | You provide a detailed overview of current services ("practice alignment to intention") |
| | | | 1) For NHPI students who qualify for multi-lingual services a push in collaborative model. Of particular note is a shift from the prior service model where these students would be served in small groups. As a building, teachers are still adjusting to this new model (coaching and collaboration) which has caused some tension. You do note that in year two there is more positivity and collaboration. |
| | | | 2) For NHPI students whose home/native language is English, students may be selected to receive Learning Assistance Program (LAP) services. The long term plan is to shift to push in, but due to some resistance a more traditional "pull out" model remains in place. |
| | | | The evidence based resources you chose clearly align with meeting the unique needs of students and closing the achievement gap. They also |

| | Areas to Address | Performance Expectation | Additional Comments |
|---|---|---|---|
| | | | inform your theory of action: "" students (specifically NHPI for this task) who are heard, celebrated and valued, will not only do better academically, but will want to come to school and, therefore, perform better on". |
| | | | You have set specific measurable goals to assess academic progress.  NOTE:  I am curious if you have also set "specific attendance goals". |
| | | | Your detailed action plan is sresearch based best practice and informed by a comprehensive analysis of student achievement/attendance data and current school practice: (empathy interviews, increased presence in classrooms, collaboration and shared learning with classroom teachers in the science of learning to increase my contact and planning time with grade level teams, reaching out to  NHPI families to personally invite them to events and inquire what family engagement, attendance monitoring and follow-up).  You have also identified specific supports/commitments |

| | Areas to Address | Performance Expectation | Additional Comments |
|---|---|---|---|
| | | | needed to ensure a successful plan.<br><br>Your two part evaluation process is solid and addresses the need for continual monitoring and adjustment of academic interventions as well as attendance support.<br><br>This is an outstanding project, ███ I'm especially intrigued by the empathy interviews and how this information will be used to inform individualized instructional interventions for students.  Well done! |

_X_ Accepted as submitted
\_\_ Review areas to address – no need to resubmit
\_\_ Revise and resubmit – address areas noted above
\_\_ Required Conference with Instructor

# INFUSING PLAY TO DEEPEN CLASSROOM LEARNING

&

# Hello!

## We are glad you're here!

Which image(s) relates most to your summer and why?

# Learning Targets:

Participants will critically examine research-driven methods for making play an engine for rigorous learning in the classroom.

Participants will take responsibility for planning classroom environments and engaging learning experiences that meet the developmental needs of all students.

# Here is our agenda:

- Play in Work: The whole day can be playful
  - Play! Focus on Rough and Tumble
  - Using Play for Social Emotional Growth
  - Learning Centers
  - Making Math Playful
- WaKIDS data
- Observational Assessment
- Commitments for incorporating play

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"It is paradoxical that many educators and parents still differentiate between a time for learning and a time for play without seeing the vital connection between them.

- Leo Buscaglia

# Different Types of Play

- Fantasy/Imaginative Play
- Constructive Play
- Games with Rules
- **Rough -and -Tumble Play**

# When dispute is removed,
## so is the opportunity to learn and empathize.

# Rough and Tumble play:

- Known as play fighting or horseplay
  - Tag
  - Red Rover, Red Rover
  - Duck, duck, goose
- What do children learn?
  - Boundaries
  - Perspective taking
  - Give and take
- What does this look like?
  - Smiling & laughing
  - Join readily
  - Muscle tone is relaxed

# Rough and Tumble play:



- All young children and animals crave this type of play
  - it's the kind adults get most nervous about!
- Roughhousing is   NECESSARYnot only for physical development but social and cognitive development
- Children learn to read clues
  - They took it too far so friends may not want to play with them
  - This creates empathy
  - Self-restraint
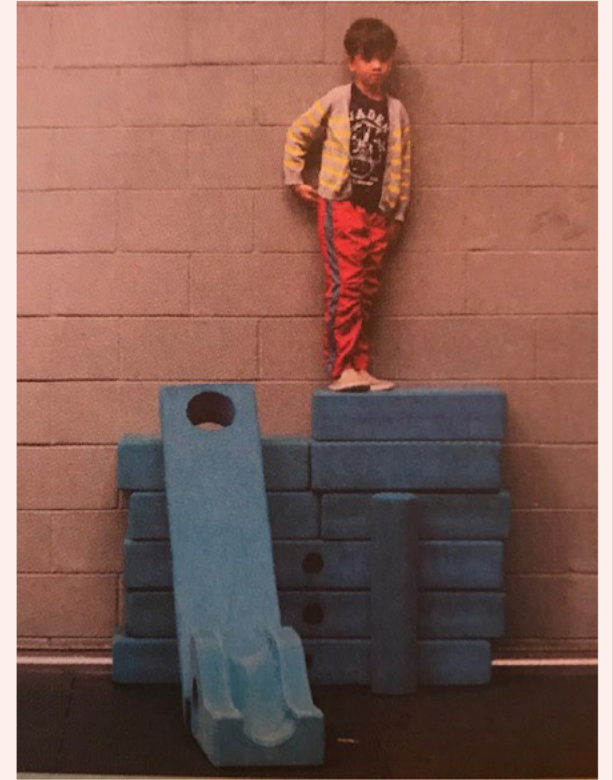
# Physical thrills, getting angry and feeling scared…

then lead kids to LEARN how to manage their feelings and overcome

FEAR!

"A lack of rough and tumble play hampers the normal give and take necessary for social mastery and has been linked to poor control of violent impulses later in life."

- Purposeful Play

## Stages of Play:

1. **Unoccupied Behavior** : A child randomly observes anything that catches his eye.

1. **Onlooker Behavior** : The child chooses to observe children at play.

1. **Solitary Play:** A child chooses to play alone.

## Stages of Play (continued):

**4. Parallel play** : The child chooses to play with the same materials

as another child; with both playing alongside one another.

**5. Associative play** : Children choose to play together in a group.

6. **Cooperative Play** ：Most mature type of play. Children plan

how their play will go.

# As teachers, we can…

- Know that play **begins in infancy**; all children progress through the stages.

- By the time they get to school, their experience level with play will dictate what stay of play they are in.

- Observe students and **help them move toward more mature and cooperative forms of play**.

- Like a healthy diet, a healthy childhood pulls from **all kinds of play**.

- PLAY, like all things develops over time. Each stage offers new benefits and ways of **THINKING** for children and each step forward should be celebrated as growth.

**Materials for POWERFUL play:**

- Blocks

- Cardboard (boxes, rolls, cones, flat pieces)

- Fabric          - Paper      - Paints

- Markers, crayons, colored pencils

- Scissors          - Tape          - Staplers

- Shells          - Rocks

- Materials from home/work

# Exploring Growth Mindset in Pla

**Each strategy can be captured and made explicit during play:**

**Storytelling**   - The brain remembers stories so share them!

**Self-talk**  - "How people conduct their inner monologues has an enormous effect on their success in life…"; Talk aloud while you are thinking!

**Reflection**  - Look back over what went well, and what did not, can help children think through ways to approach similar events in the future in the healthiest way possible

**Goal setting**   - ATTAINABLE goals

# Learning Centers

Using Learning Centers Intentionally

# Curriculum Connection: Empathy

## Learning Centers:

"When we invest time into teaching empathy, we not only build a more caring classroom community, we help our students develop into compassionate human beings. Play is at the heart of all of this."

- Role-playing/ stream of real world play opportunities (mail center, dentist office, grocery store, etc.)
- Embrace different ways of manipulating materials
- Experimenting with collaboration and negotiation
- Ask students to share out a moment how they were feeling and why

# Math Routines

1. Make math **playful**

1. Promote math proficiency by helping students develop a productive disposition

# The Importance of Mathematical Play

## "Books are to reading as play is to math."

-Dan Finkel

TED Talks: 5 Principles of Extraordinary Math Teaching

# Developing a productive disposition requires **frequent** opportunities to:

- **Make sense** of mathematics

- Recognize the benefits of **perseverance**

_Math routines_ promote **cognitive flexibility** and the opportunity to **explore math** in a _playful_ way.

National Research Council: "Adding It Up: Helping Children Learn Mathematics."

# Math Talks and Counting Activities

Year after year, **math** has been the lowest area of WaKIDS for our district.

- Which One Doesn't Belong?

- Counting Collections

- Numberless Word Problems

- Math Talks
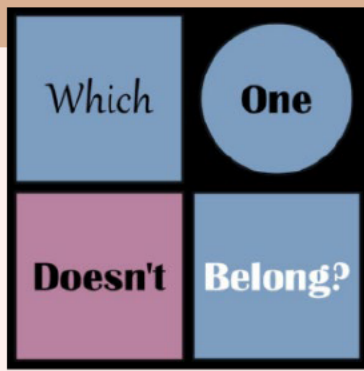
# Which One Doesn't Belor

Decide which one of the items is **unlike** the others and **why** it doesn't belong.

**Discuss** with partner(s).

Work together to **justify** how a <u>different</u> image could be the one that **doesn't belong** .

# Counting Collections

A structured opportunity for children to **count a collection of objects** .

After children have **organized** & **counted** the collection they **record** <u>how</u> **they counted** .

Teacher:

- **observes** strategies
- **problem solves** with students & **highlights** efficient strategies
- **discusses recordings** & **supports partners** to work together
- **guides** students to **attend to something in particular** or **offers a strategy based** on what students have been doing.

Children get to **practice counting in a real context** . Lays the foundation for the **base-ten system** and **operating on numbers** .

# Numberless Word Problems

Some beavers are swimming in the river. Some more come to swim with them.

Some beavers are swimming in the river. 3 more come to swim with them.

4 beavers are swimming in the river. 3 more come to swim with them.

4 beavers are swimming in the river. 3 more come to swim with them.How many beavers are swimming in the river?

# Math Talks



- Can involve numbers, pictures, or a combination of the two

# Dot Cards—Subitizing



How many did you see?

How did you see them?



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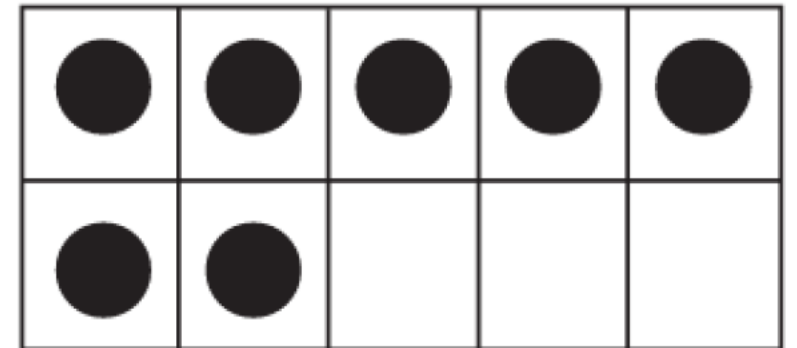
The answer is 3 geese.  What is the question?

Themathviking.com ©

# Make up a math story.

" Number talks don't **replace** other instruction, but they are a **powerful complement** to it. They get all students involved, help them strengthen **fluency, intuition,** and **mental math strategies**, improve students' ability to **explain** and **critique** solutions, and allow teachers a **valuable window into their students' thinking**.

- Dan Finkel MathForLove

# WaKIDS

# WaKIDS Whole- Child Assessment

- This year the due date for WaKIDS is **11/9/2023** .
- Students who enroll after **11/1/23** do not need to be assessed.

The whole - child assessment component of WaKIDS is a **formative** , <u>**observational** **assessment**</u> tool that provides information about each child's **current levels of development** and **next steps for growth** in areas fundamental to social - emotional and academic achievement.

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# WaKIDSData21&22

Take a minute to look at our VPS WaKIDS data over the last
two years…

# VPS Kindergarten Students 2021:

**83%**

**90%**

**81%**

**81%**

**83%**

**74%**

**Social Emotional**

**Physical**

**Language**

**Cognitive**

**Literacy**

**Math**

# VPS Kindergarten Students 2022

**87%** **92%** **85%** **88%** **93%** **80%**

**Social Emotional** | **Physical** | **Language** | **Cognitive** | **Literacy** | **Math**
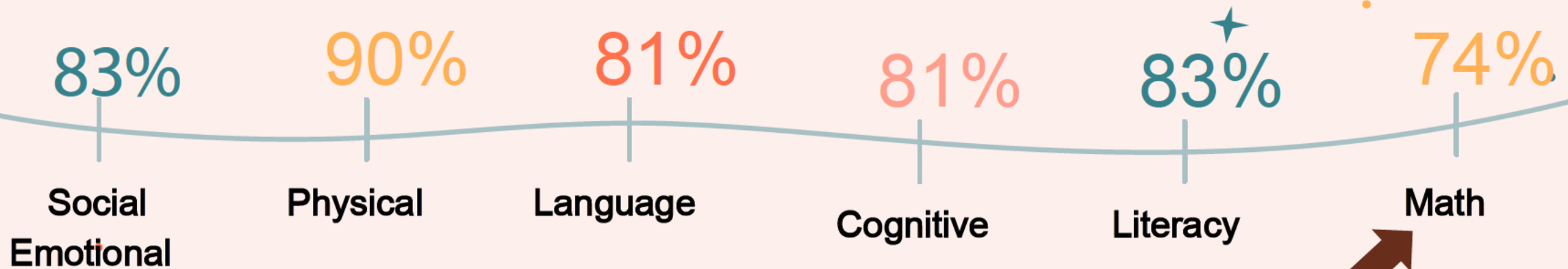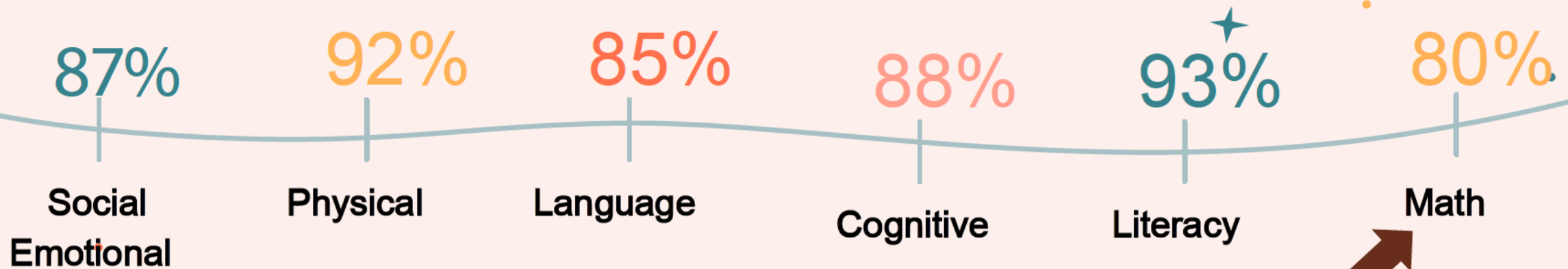
# Play Learning Centers

Art Center

Listening/Library Center

Writing Center

Dramatic Play Center

Building Center

Discovery Center

# Observational Assessment

- WaKIDS is designed to be an observational assessment
  - What does this look like in the classroom?

- Focus in on a few students an a few objectives each day
  - Keep notes on those students
  - Update if growth is shown before the end of the assessment window

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What are your commitments for implementing play this school year?

# Final Thoughts...

*Our mindset is everything. Choose joy, choose engagement, choose hope, choose inquiry, choose play. Every child. Every day.*


DO ALL THINGS WITH JOY

# THANK YOU
# for everything you do!

April 22, 2024

Professor Joe Lapidus

WSU Ed_Ad 590

<u>**Task 2:**</u> <u>Fostering a Culture of Learning Through Play in the Classroom</u>

**Identify an academic or behavioral area to review and explain why you chose that focus, connected to equity, inclusion, and/or culturally responsive or sustaining education.**

      I chose the area of "Play in the Classroom" as my Task 2 focus area. I chose this focus because kindergarten teachers, and their students, needed <u>and</u> requested a refresher to "play" and what it looks like in the classroom. As a function of inclusion, equity ensures that essential educational programs, services, technology and activities (such as play) are accessible to all. In the world of "early learning", play is essential to our young learners and we must, as educators, ensure that we recognize the need for play, offer opportunities for self-directed play and teach HOW to play. Not all of our students, especially those living in poverty, have the opportunity to experience early learning programs prior to kindergarten. In order to develop the whole child, students must learn and be given opportunities to play.

      Prior to the CoVid-19 pandemic, which led to remote learning, Play was very much a part of kindergarten classrooms in our district and throughout the state. Teachers knew, understood and implemented play into their classrooms. Once students moved to remote learning, play became more difficult to address and teach. When students returned to school, play occurred but in a much different way than it looked in the past. With the CoVid regulations and restrictions (such as keeping students 6 feet apart), play not only looked different, it also

became difficult to put into practice. Rather than having students engage in imaginative play in the Kitchen/Dramatic Play Center or explore in the sand and water table at the Science Center, children were now at their seats with assigned "play" activities such a playdough, kinetic sand, painting, etc.

**Select a small group of teachers (grade level or content specific) that would benefit from working as a team to improve practice.**

The group of teachers I chose to focus on were kindergarten teachers in my school district. My early learning partner and I designed Professional Development (PD) around the area of Play for teachers. We offered this PD three times during the school year. Of the 73 kindergarten teachers, 65 teachers attended at least one of the PD offerings. In addition to kindergarten teachers, my early learning partner and I also held a Play PD for elementary school counselors and principals. We felt that by training support people, such as counselors and administrators, we would be able to improve the practice of play in classrooms, as well as help them understand the importance of it.

**Collaboratively determine what instructional skill or practice will be the focus for group learning.**

Skill areas I focused on were: the area of communication and problem solving skills during play. Teachers were encouraged to take a step back and let students communicate without adult interruption; guidance, of course is okay when needed, but students need opportunities to converse and communicate. The area of communication then leads to yet another skill – problem solving. Adults often feel the need to step in when a problem arises,

but, we as educators, need to give students space to work out issues as they arise. During play, problems or disagreements naturally occur; when they do, students should be given the chance to solve issues before an adult steps in.

**Consider culturally responsive or sustaining practices and behavioral support practices.**

With play/learning centers in the classroom, it is important to offer culturally relevant items. Such as the following: in the art center, it is important to offer a variety of multicultural crayons and photos that represent the vast rainbow of colors and people. In the dramatic play center, it is imperative that dolls are available that represent different backgrounds. The library center needs to offer books that reflect diverse families and children.

To support best behavioral practices, play needs to be taught so that all students understand the expectations. Before introducing play, modeling what those expectations are is key; students need to see and hear what play looks like. When thinking about equitable practice, we, as teachers, have seen an array of experiences entering our classrooms. Some students have had prior early learning experience through preschool, some through Sunday School, some through organized play groups and some have not had any experience at all. We, as teachers, must accept, adapt and meet kids where they need to be met.

**Explain how you will facilitate the group learning process to achieve professional growth, and any other planned positive outcomes among the group members.**

For the group facilitation, I partnered with my early learning partner to offer professional development through our school district. At the beginning of the course, we asked our attendees to write down an example of an activity they consider to be "play" as well as a

question or struggle they had in regards to play/learning centers in the classroom. We asked

willing volunteers to share their ideas of personal play; these included reading for leisure,

hiking, baking, knitting, playing with a pet, road trips, etc. We reminded them that all of their

share-outs were not only personal but self-selected. Students, just like adults like to dictate

their own play. As for the questions/struggles we asked them to keep them out so we could

address them at the of our class.

We went into teaching the class knowing we wanted to encourage one area of play in

particular - Rough and Tumble Play (with specific emphasis on student communication and

problem solving). We knew that this may not be well received by some our teachers as, quite

honestly, Rough and Tumble play allows students to be more physical, which is not always an

area of comfort for adults. Some examples of Rough and Tumble Play include: play fighting,

chasing, tumbling and wrestling. When students play in any of these ways, they are practicing

risk-taking, conflict resolution, and building their own physical and emotional strength.

Typically, we do not see much Rough and Tumble Play in classrooms because, most schools

have a very strict, "hands to self" rule and, if students do become "too handsy", staff often

quickly intervenes.  Rough and Tumble play is not only recommended for young learners, but

highly enjoyable for kids. As part of our class, we encouraged teachers to try Rough and Tumble

play in their rooms. We stressed, of course, to make safety a priority, but to monitor and

observe before jumping in with the assumption that kids were playing too hard to where they

would get hurt. We explained that in most cases when children are playing and smiling, they

are enjoying themselves EVEN if they are playing something that makes adults uncomfortable

(like running indoors while avoiding dragons).

**Explain what changes in practice are expected and how group practice outcomes will result in a positive impact on students and how will that be measured?**

The expected change in practice was that kindergarten teachers (and their administrators) would revive play in the classroom. With the CoVid restrictions lifted, students are free to move, interact and play with one another again. Learning Centers are an expectation in our kindergarten classrooms; the hope is that along with Centers comes undirected play. This means allowing students to choose their desired activity and truly dive-in without any (or little) adult redirection. This will be measured by classroom observations (through informal visits and learning walks), as well as a survey sent to participants.

**Identify the assistance needed (building or district level) to support learning among each of the group members.**

At district level, I needed the approval of my director to support this learning to kindergarten teachers. Once I received her support, I enlisted my early learning partner to help plan and deliver PD. Once we had a plan, we submitted the plan to our PD department, who quickly approved and listed our class (three different dates and times) on our PD site. This message was that this PD was not required, but "highly encouraged" for kindergarten teachers.

Prior to our first PD, we sent the slideshow to our director. She not only gave us positive feedback, but asked if we would be wiling to present to the district elementary principals and directors as well. Her reasoning was that by sharing with them, they would be able to support their kindergarten teachers. After our fourth session (three to teachers and one to principals),

we were asked to present to elementary school counselors, which we did. We were happily spreading the message of Play in the classroom.

**Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team's (including your) role will be in this project.**

We held the three sessions for teachers in August, September and October. During this time, we were able to observe a few schools through an early learning grant for Learning Walks. This time was valuable as we were able to see play in practice firsthand, as well as allow for teachers to ask questions or share feedback.

One reoccurring comment we received during our visits to classrooms and during both the second and third PD sessions was that paraeducators and principals were unsure of the Rough and Tumble play. This was helpful as we planned for the upcoming Play PD for Principals at the end of November.

My role was to present information that shared reasons behind the importance of Play and to show educational staff, through data, the need to let students freely play NOT because of the expectation, but because they believed in it. I also encouraged all attendees to attempt to feel comfortable with the uncomfortable (such as allowing students to attempt to problem solve without an adult rushing in to mediate).

**Summarize your process and gather feedback from the group members that will help you improve your practice in working with small groups to adopt culturally responsive or sustaining practices that will lead to improved student performance.**

After our three PD sessions for teachers, I sent a survey to the kindergarten teachers to gather feedback. The goal of the survey was to gauge how play was going in the classroom, if teachers saw play as having a positive impact in their classrooms and to share any questions/feedback for me.

Twenty-four teachers completed the survey. Of the group who responded, 80% noted that the Play PD "positively impacted their personal practice" and 50% said they saw a "positive impact on students during play time". Both percentages were lower than I had hoped, but this data gave me good feedback to help improve practice.

Specific teacher feedback such as, "With all the expectations of Kindergarten, this type of play cannot be facilitated at school" or "My classroom is not fitted with a safe place for Rough and Tumble play. It is not allowed for student safety" helped me realize the need for me to make changes in my presentation to help ALL receive information so that it is doable and applicable to their students. Although negative feedback is not easy to read, it is important to read, process and help guide in making changes. I was able to make some tweaks before presenting again because, honestly, buy-in is important for change. The variations I made were slight in suggestions (such as letting kids swing on their stomachs versus swing while standing up) in hopes the ideas would be received in a way that teachers believed they could try them <u>and</u> find success.

In addition to more critical comments came positive feedback as well. The following comment told me teachers, such as this one, was appreciative and applying play in a new way after the presentation: "Thank you so much for the information from the Rough and Tumble

Play presentation. This information reshaped the way that I monitor play inside the classroom during centers and out at recess. Before this presentation, I found myself monitoring the students and I was stopping any hands-on interactions before they occurred. I found that I was the leader in all interactions and the students were looking to me for guidance. After the presentation, I felt like I was able to take a breath. I had new found skills to let the students have more freedom in play. This provided me time to help the students take ownership over their actions, thus allowing me to help guide the students through conflict resolution strategies rather than me solving all their problems." This teacher, and others, were ones I was able to reach out to and ask what was working, how it was working and if they were willing to share at the next PD session.

After the principal session, I was hesitant to illicit feedback. I was unsure of how the room felt about the area of play. In my world, that of an early learning advocate, I understand and appreciate the need for play in classrooms; however, not everyone has the same background, beliefs or areas of priority. By the end of the day, I received two emails from principals. One email requested a parent letter about the importance of play to send out to parents at his school. This email felt like a huge win for kids! I immediately replied and, together, we shaped a letter to send out to families of students. The second principal emailed, "Thanks! Great job today. Can you share the research that you referenced today?" I then shared references, including videos, which he shared with his staff.

I also received emails from two directors who attended my presentation. The director of Curriculum and Instruction emailed, "Thank you for your presentation this afternoon! Your expertise and passion for kids shined. Appreciate your educational leadership and advocacy.

Job well done!" The director of Professional Development emailed: ""Thanks, I appreciate this. Let's connect about learning opportunities on play for our support staff in this area for the school year."

A few weeks after I presented, I received an update from the principal who asked for assistance when writing a letter to families, "Today we started the football game "flies up" also called "500" at recess.  It was great to see some rough and tumble play that included kindness, and choices.  Great stuff! Thank you!"

With this Task 2 experience, I will continue to lead in my district by encouraging play in classrooms, delivering PD in a more informed way and embracing feedback as it leads to a professional learning culture that improves student learning.

## Common Performance Task Rubric
## Task 2:  PROFESSIONAL LEARNING CULTURE TO IMPROVE ACADEMIC LEARNING

**Intern:** ████████████        **Reviewer:  Joe Lapidus**

| | **Areas to Address** | **Performance Expectation** | **Additional Comments** |
|---|---|---|---|
| **LEAD THE IMPROVEMENT PROCESSES** | | **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. | ████ Thank you for this clear and thoughtful description of your Task 2, why it was selected, and implications for students and staff. On so many levels you are breaking new ground to expand our thinking as educators about building resilience and problem solving skills for early learners through play, specifically "rough and tumble" play. You chose this focus because kindergarten teachers, and their students (post-Covid) needed and requested a refresher to "play" and what it looks like in the classroom. You further articulate how essential it is for our young learners to have opportunities for self-directed play while also learning and practicing problem solving, self-regulation, etc. Many of our students, especially those living in poverty, do not have the opportunity to participate in early learning prior to kindergarten and often lack skills setting them up for failure academically and socially. For this project you conducted three sessions for K educators and one session for |
| **REFLECT ON PROFESSIONAL DISPOSITIONS AND NORMS** | | **Component 2.1** 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. | |
| **EVALUATE AND IMPLEMENT SCHOOL'S PRACTICES IN AN EQUITABLE MANNER** | | **Component 4.4** 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. | |
| **ENGAGE STAFF IN PROFESSIONAL CULTURE WITH A GOAL OF SCHOOL IMPROVEMENT** | | **Component 7.2** 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. | |
| **ENGAGE STAFF IN CULTURALLY RESPONSIVE LEADERSHIP** | | **Component 7.3** 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. | |
| **Other Elements Noted** | | | |

| | Areas to Address | Performance Expectation | Additional Comments |
|---|---|---|---|
| | | | principals/counselors so they could support the work of their teachers. Kudos for beginning your sessions assessing teacher understanding of "play" and specific questions they had to expand knowledge/skill sets to bring play into the classroom. A major focus of your PD was on "rough and tumble" play, You highlight the benefits for students when they play in these ways...... practicing (safe) risk-taking, conflict resolution, building their own physical and emotional strength, etc. On a side note, ▮ so many of our playground issues are because students DO NOT know how to engage in this type of fun and friendly play effectively without it devolving into a physical or verbal confrontation. It has to be taught and supported. RIGHT ON for pushing this!!! You were also able to conduct learning walks in a few schools through an early learning grant for Learning Walks. This allowed you to see play in practice firsthand, as well as allow for teachers to ask questions or share feedback. The feedback you received was mostly positive and constructive. Of those who responded, 80% noted that the Play PD "positively impacted their personal practice" |

| | Areas to Address | Performance Expectation | Additional Comments |
|---|---|---|---|
| | | | and 50% said they saw a "positive impact on students during play time". I know that the few "negative" comments are difficult to hear, but remember that you are asking kindergarten teachers to make a seismic shift (at least from their perspective) to risk managed "chaos" when so much of our training is to ensure "order". Thank you for helping teachers take that "leap" to allow students to engage in this type of important play, learn self-regulation/problem solving/self-efficacy, and then quickly transition to academic/work time. These skills are crucial for a successful and happy life. Bravo! Great work. |

_x_ Accepted as submitted
___ Review areas to address – no need to resubmit
___ Revise and resubmit – address areas noted above
___ Required Conference with Instructor

April 14, 2024

Professor Joe Lapidus

WSU Ed_Ad 590

## Task 3: Teacher Observation, Analysis, and Feedback

For Task 3, I intentionally focused on fourth and fifth grades. With my role as a .5 Early Learning TOSA (Teacher on Special Assignment), I spend most of my time in grades preschool through second grade. Due to this, I am comfortable observing and providing feedback in the primary classrooms and do this quite regularly. In addition, my teaching history has included teaching grades preschool, kindergarten, first, second and third grade; essentially all elementary grades except fourth and fifth. Due to my current TOSA role and my past teaching experience, for Task 3, I committed to spending extra time in grade levels where I do not have a deep level of expertise. Prior to my observations, I made myself known in the upper grades through my other job, .5 Dean of Students at a K-5 elementary school. When time allows, I make it a priority to be present during the 4th/5th grade lunch and recess, as well as in classrooms for drop-in visits. One big "a-ha" for me has been just how much one can learn spending lunch and recess with students. In addition, the intermediate teachers have an open-door policy and the 4th/5th students and staff have been incredibly welcoming and helpful.

After a discussion with my building principal, we decided my formal observation should take place in one of the fourth-grade classrooms. This decision was based off level of teacher experience and schedule (the fifth-grade classes had an altered schedule during my planned observation week due to a field trip and middle school guest speakers). I emailed the fourth-grade teachers asking if I could do an informal observation for 20 - 30 minutes for my internship and, if so, asked what dates and times worked for them. They immediately replied and we

scheduled math observations, as well as pre-observations. I emailed the pre-observation

questions prior to our meeting.

Due to a conflict, my principal was only able to observe my pre-observation with one of

the fourth-grade teachers. The observed pre-observation was in the fourth-grade teacher's

classroom where she addressed the questions (example A) I had emailed providing me a deeper

understanding of her students, as well as additional areas she requested feedback on. I provided

the TPEP framework for us to review and she asked that I observe student engagement,

specifically, "*Are my students taking ownership of learning long division? Do my engagement*

*strategies encourage equitable and purposeful student participation? Are my students given*

*enough opportunities to have student-to-student talk and is their talk meaningful?"* At the end of

the pre-observation, she chose a date and time where I could observe a long division math lesson.

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**Example A: Pre-conference**
Grade Level: Fourth grade
Teacher: J. McRay
Observation type: Focused

Are there any students you want me to be aware of and/or pay close attention to?
*Elias. He is currently being assessed for an IEP.*
What areas would you like me to focus on?
*Student engagement, specifically: Are my students taking ownership of their learning? Do my engagement strategies encourage equitable and purposeful student participation? Are my students given enough opportunities to have student-to-student talk? Is their talk meaningful?*
Is there anything you want me to know before the observation?
*This is my third year with most of my students. All of my students are struggling with long division. Please let me know if you have any suggestions to help them, "get it".*
Is there any specific feedback you want from me?
*Yes! I guess this is kind of the same answer as my last one, but can you please share any tips on helping my students learn long division.*

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I was able to do my official observation the following day. I made sure to arrive on time

and enter quietly into her classroom. A few students waved or smiled at me, but quickly returned

their attention to their teacher. I quickly set-up in the back center of the classroom. I noted that the classroom lights were dimmed with the natural light coming in from the windows and glass sliders. The teacher was in the front of the classroom, 22 students were at desks (in clusters of 4-5) and they were engaged in a math video. My script (example B) reflects my observation notes from her math lesson.

The most difficult part of the observation was wanting to walk around the room to check on students, but being unable to do so due having to script. Due to my past roles of being a coach in the building, I was often in classrooms (with many of these same kids) where I would support instruction. It was a struggle not to jump back into that role. There were a few moments of working silence where I was able to roam around the roam, check on work and assist a bit. During this time, I asked students about the steps to long division. Of the five students I asked, four were able to sing (and sign) the steps. They were quite proud to share their knowledge with me. Another struggle I encountered was wanting to stay in her classroom for longer than my scheduled observation. I was due for another observation in the classroom next door and wanted to arrive on time, but really wanted to stay and observe as they broke into small groups. At the end, I quietly left the classroom with students waving and saying their goodbyes.

After the two observations, I returned to my office and emailed both teachers a "thank you" and praise for sharing their amazing lessons (and classrooms) with me. I also shared the scripts (and apologized for not having the chance to clean them up yet, but sent a promise that I would). I wanted them to have the immediate opportunity to review the script through my eyes. Upon reflection, I wish I would have brought cards to leave a quick, handwritten note on their desks as I exited. I made a mental note to do this for my future observations.

**Example B: Classroom observation** (start time – 10:20am)
**Learning Target**: I can divide to find the quotient and remainder.
**Success Criterion**: I can tell or show a strategy to explain my thinking.
Long division video playing on Youtube displayed on document camera. 22/22 students in seats. T at the front of the room engaging with the song. T pauses video.
T: "Tell your neighbor what you think "quotient" means?" **SE1**
Students talk to their neighbors at their table groups. **SE5**
T: "Who can tell me what a quotient is?"
Student raises hand and answers: "A quotient is the answer to a long division problem."
T: "Yes! In case you didn't hear her, she said, 'A quotient is the answer.'"
Students return attention to the song on Youtube.
Students singing and showing motions that go along with the long division song/video. Some kids (about half the class) standing doing the signs/motions with great enthusiasm. The other half doing motions while quietly singing at seats. **SE4**
T pauses video.
T: "What are we working on?"
Ss: "Algorithms!"
Another S: "Place value?"
T: "Yes! The place value chart!"
S: "Multiplying?"
T: "Yes! Multiplying!"
S: "Oh what about the one (and he makes hand motions)...that one?"
T: "Hmmm. Let's look at the math problem and see if you can remember your idea?"
T:" We are on page 159. Do we have a volunteer to read the question out loud?"
Students raise their hands. Student called on to read aloud.
21/22 students appear to be following along while student reads from math book.
T: "What process should we use? Talk to your neighbor and then I'm looking for volunteers." **SE1/SE5**
Teacher calls on a student (8/22 students raising hands)
S: "Let's use long division."
Teacher models the whole group math problem on the document camera.
T writes on board, students copy and shout out their thinking
T (while writing): "Divide, multiply!"
Students repeat
T (while writing): "Divide, multiply, subtract!"
Students repeat
T: "Great! What do we do next? Jordan?"
Jordan: "Hmmm. I don't know."
T: "Do you want to ask a friend?" **SE2**
Jordan talks to Natalie.
Jorcan: "Count by threes to get to 27!"
T: "You heard Jordan and Natalie! Let's do it!"
Class counts by threes. T models on the board, class copies the steps in their books.
T: "How can we check our answer? Whisper to your neighbor." **SE5**
Student raises hand: "We can multiply."

Teacher: "Okay, let's multiply. 29 times 3 is the problem. Let's start with 9 times 3 (Teacher and students sing counting by threes). Okay, now let's finish."
T: What is the answer to how much one pound costs?
Class and T: "87 cents!"
Teacher: "Okay. Let's move on. They wrote it this way! They tell us we have to use the standard algorithm."
Teacher writes 46 divided 2 on the doc camera and displays on the board.
Students share out where to start.
Teacher writes suggestion on the board (4 divided by 2)
Student: "Is this the standard algorithm?"
Teacher: "It is! First step, divide. We did 4 divided by 2. Now, 6 divided by 2."
Class shouts out: "3!"
T: "How did you know that?" **SE1**
Class: "2 times 3 is 6!"
Teacher: "Okay, remember! Divide, multiply, subtract and bring down…"
Student: "You cannot bring anything down."
Teacher: "Why not? Talk to your neighbor about why you cannot." **SE1/SE5**
Students talk. 21/22 students appear to be talking and/or engaged. **SE2**
Ss raise hands.
S is called on and says: "There is nothing left."
Teacher: "Let's multiply and check. Okay! Check it! Right! If you feel like you know the long division steps, feel free to let your tablemates know you are there to help! If you feel the need to sing or sign the steps, do it!" **SE3**
Students multiply in their own books. **SE2**
Teacher walks around the room reminding them of steps.
21/22 students working. Some whisper singing the steps. **SE2**
Students who are confused ask a neighbor for help. **SE5**
Those students who are able, work ahead. **SE2**
Majority of class works with teacher as a whole group, problem by problem.
10:48 - 22/22 students now working on math (the one student with head down for a period of time is now sitting up working in his math book). **SE2**
10:50 - Class went to math group rotations. Two students come into the classroom.

End of observation.

Once the post-observation was scheduled, which, unfortunately due to schedules, was a week after the original observation, I emailed the "cleaned-up" version of the script, as well as questions for the post-observation to the teacher to review prior to our meeting. My principal joined us for the post-observation. We met in my office, which was the teacher's preference as she said it was easier to come there on her way out at the end of the day. When the teacher

entered, I had a hard copy of the script (now coded under her focus area of student engagement), her pre-observation answers, the post-observation questions and a copy of the 5D TPEP rubric. The teacher took a few minutes to review the script. We then went into the post-observation discussion (example C).

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**Example C: Post-conference**

- How did you feel the lesson went?

*I feel like it went well. From what I could tell, my students were focused and on-task.*

- You asked me to focus on student engagement. Looking at the script and the Framework, as well as where I scored you, where would you place yourself?

*I would say, my level of questioning would be "proficient" like you said. I asked students questions to prove and deepen their understanding or uncover misconceptions with long division. I was able to join some of the small groups and help clarify thinking. For ownership of learning, I would say "basic" too. Honestly, my students still need a lot of support and direction from me and whole group lessons so, yea, most of the locust of control is with me, the teacher. For SE3 (capitalizing on students' strengths), I would say "proficient", but moving to "distinguished". After three years with most of these students, I know their strengths, like I knew Bella would help Jordan get to the answer and then not need credit for that. I know Elias needs to be in the front and prides himself on staying with the class during our whole group work. For SE4 (opportunity and support for participation and meaning making), you marked me distinguished? Okay, well I will take it! For the lesson you observed, I guess I provided engagement strategies and structures where every student could participate and make meaning. Some of my students were up and dancing and singing to the long division steps, some were sitting and singing, some were doing just the signs and a few were just watching the video hopefully processing. Students chose how to make their own meaning. For student talk, which I asked for feedback on, this lesson…well, looking at the script, I would say "proficient". It was a mix of teacher-student and student-student talk and students did provide evidence of their thinking.*

- How do you prepare for the Multilingual students in class?

*My team and I meet with Jessie (Multilingual specialist) each Monday and plan our lessons together. She helps with visuals and vocabulary. She has been a huge help with Elias and will be a part of the evaluation team. It's nice because she is in class often so she can provide feedback on how to support my ML students…especially Elias.*

- I noticed Tyrael with his head down…is this typical during math?

*Yes, I noticed that too. I am not sure what was going on. It's very unlike him to not participate. It may have been he just needed a rest after recess. I did see that by the time they went into independent work, he jumped right in.*

- Where were the two students who entered late (Emma and Giovanny)?

*They have math intervention at this time. I scheduled it with Learning Support so that they return as we move into small math groups.*

- I know you asked me to provide feedback on Elias . What I observed is that he is intentionally seated with a strong group of students, in the front (with close proximity to you and the board) and that he is so sweet, appeared engaged and was working hard.

*Yes! Totally. Such a sweet kid and a hard worker. He is just very behind and there seems to be some sort of block with learning. His parents initiated an evaluation. The first meeting is on Monday.*

- Is Arianna the same student from two years ago who experienced extreme trauma, moved and returned?

*Yes! She came back and lives with her aunt now. I asked that she be placed in my class. She was so happy to return to the same class…well, almost the same class. She is doing really well.*

- Is there anything I can do to support you?

*I would love any feedback you have for me. Also, any math links to songs or videos. My students…well, you know this, do really well with music and movement.*

**Additional feedback**: I absolutely loved being in your classroom. Thank you for always welcoming me. It is so great to still see these kids! I know you asked for feedback specifically around student engagement. From what I observed, you allowed for many opportunities for students to talk. Even the way your room is set-up encourages talk and teamwork. You have known your students for several years now. You can feel their sense of trust with you and with one another. Even if a student needs additional help, they ask and do not seem to be embarrassed. You have created a culture where students can take risks. I wanted to say that I know you often promote ownership of learning in your classroom. Although, I marked you as "basic", I know from my time in your room, you are at least proficient if not distinguished in that area. With this particular lesson, like you said, they are struggling to get the concept so yes, as you said, the locust of control was with you versus your goal of having it with students. I have no doubt you will get them to take ownership of their learning. I do have two links to math songs I will send your way. I'll send to the third and fifth grade teachers too.

At the end of the post-observation, I thanked my principal and teacher for their time and support. I asked that they provide me feedback at their convenience (example D and example E). They both requested to send me their feedback via email. I left the post-observation feeling good. I realize that some post-observation meetings will be harder than this one. The teacher I observed is experienced, committed and a model to other teachers. I know not all of post-observations will end on such a happy note; however, I hope to make all teachers feel comfortable and create a safe place to receive constructive feedback. I also know that if I keep students at the forefront, these observation cycles will be for the betterment of them as, in the end, we are in the world of education to promote student wellbeing and learning.

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**Example D: Teacher Feedback**

I was extremely comfortable having you come in to observe. You came in on time, quietly and found a spot with visibility of all learners. You remained for an adequate amount of time to gain a full understanding of the lesson then left the classroom quietly. The observation did not feel evaluative or intrusive in any way. Your presence in the room was comfortable. Not only was I comfortable with you, but my class is very familiar with you from previous classroom visits and lots of exposure throughout the building. Students are always eager and excited for Mrs. ████████ visits. Having you observe my teaching felt like an opportunity to get feedback and hone my practice. Thank you for the links to the math songs! We have used them almost daily!

The feedback you provided was very helpful, professional and fact based. You provided me with clear and specific ways in which I could immediately improve my practice. The script that you provided me with, in a timely fashion, clearly allowed me to see the lesson from an observer's perspective. In our debrief going over the student engagement section of the framework allowed me to reflect on areas of strength and areas of weakness. It was helpful in providing me both with encouragement and ways that I could continue to grow and become a more distinguished teacher.

**Example E: Principal Feedback**

During your post-observation, you met with the observed teacher on time. You had your paperwork (script, framework and questions) ready to go and provided copies for the teacher and me. You sent the script through email prior to the post-observation so we could review beforehand. You provided detailed feedback highlighting many "positives" throughout her lesson and were concise in doing so. One suggestion is to think on how to give difficult feedback. This may not have been needed in this particular observation, but an area to think and grown in.

In reflection, a few areas I gained clarity on for the actual observation include the need to schedule early, show up on time (or as close as possible), give immediate "thanks" to the observed teacher through an email, card or note and to follow-up with post-observation dates and times as soon as possible. Most teachers are eager to receive feedback. To wait weeks for feedback on a lesson is not fair to the teacher. For the post-observation, I learned to be timely, have hard copies (coded script, framework and evaluation tool) available, stay focused, keep feedback specific and use the framework when things get difficult (for me, I have found it is preferable to go third point when referencing the need for improvement). I need to work on providing constructive feedback; this is not easy, but especially for me with teachers whom I have known for years. Being in the district for over the last two decades, I am honored to know many talented educators. Knowing this, a push for me would be to provide constructive feedback, even when I have great familiarity with the educator and even when it does not feel comfortable on my end. Finally, I also noted how much work and time it takes to schedule pre-observation meetings, observations and post-observations. Due to this high level of commitment, I hope to become quicker and make each step within the observation meaningful for teachers.

As for my capacity to evaluate teachers, I would say I need to continued practice. I realize that even with the most experienced of principals, observations take time. It never becomes a quick process nor should it; however, the more practice, the hope is, the less time it takes. Due to my experience as a teacher for many years and my roles as both an elementary school coach and early learning mentor, I feel I have knowledge and ability to help improve teacher practice and, therefore, student learning. My hope is to build trust with my staff. I know that trust helps foster an environment where learning and growth occur. As an instructional leader, it is important to offer feedback and work with teachers to help identify areas for improvement. And, just like with our students, it is also crucial to celebrate successes.

To cultivate and advocate equitable student access to educational resources, technologies and opportunities, a building principal must have familiarity of what students need. Principals rely on teachers to identify unique student needs and must address each. For curriculum, it needs to be culturally responsive where students see themselves in their learning materials. For technology, all students need to have access to the technology needed for learning. If students need devices or high-speed internet, principals need to find a way to make that happen. Principals need to create opportunities for student voice so that students, especially those who have historically been underrepresented, are heard and their ideas/contributions are valued. During my internship, student voice is one area I have been working to strengthen. I hope to put forth the continued work as, although time consuming, worth the efforts in the end. Excellent principals know and believe in the importance of equitable student access for each child. They believe each student will succeed and they vocalize that to students, staff and families.

As a culturally responsive instructional leader I will need to learn the history of the school and its families. I need to ensure that voices are heard and represented, especially the

marginalized ones. I need to look over the current school mission and vision to ensure they are culturally responsive and, if changes are needed to be made, work with staff, students and the community to create a mission and vision that is culturally responsive and representative of our student population. Regularly, I will need to review curriculum and assessments to ensure our students are taking part and learning through engaging and culturally responsive lessons, activities and experiences. Also, although, I realize this will be a challenge, as current staff leaves for various reasons, I will try to develop a staff that is reflective of our student population as kids need to see educational staff who look like them.

As for legal or ethical implication of my future work in the area of instructional supervision I plan to treat all staff equitably in their observations, feedback and evaluations. I will also keep any evaluative information confidential and only share information with those who have a legitimate need to be kept in the loop. As voiced before, although it may difficult for me to provide constructive feedback, I need to and when done, the feedback should be transparent and fully understood by the staff member being observed and/or evaluated. As a future principal, I will become even more familiar with the legal implications and ensure that I understand and comply to all education-related laws. I have learned to document all meetings, evaluations and observations.

As a future administrator, moving forward, I hope to create a reflective learning focused school culture where staff naturally reflects on their teaching, examines data to make informed decisions and takes risks. For students, the school culture should be safe, engaging and a place where mistakes are viewed as learning opportunities. In order to create a school with reflective learning, time must be allocated for deep conversation and reflection for staff and students. As a principal, I would avoid interrupting PLC (Professional Learning Community) time, as well as

any time set aside for reflection. As mentioned before, student voice is important in creating school culture. I plan to encourage students to reflect on their learning and our school and then provide feedback. One of my favorite proposals this school year has been to oversee the collection of student voice. Students and parents share school-related topics with me (examples include: "recess", "lunch", "staff to student talk", etc.) and then we produce a short survey (typically two questions) that is then given as hard copies to students and pushed out via email to families. Looking over the feedback and making changes, even small ones as simple as opening the back benches during lunch time, have given students and families more ownership in our school and that has been incredibly rewarding and powerful. As a future administrator, I hope to continue this practice alongside other reflective opportunities such as "coffee with the principal", family nights, community/family tours, learning walks (both in and out of our school) and vertical team discussions. Creating a school culture and climate that is welcoming, cheerful and cultivated by students, families, community members and staff allow for learning and that, at the heart of it all, is what we want for our children.

# Common Performance Task Rubric
## Task 3: INSTRUCTIONAL LEADERSHIP FOR FEEDBACK AND SUPP0RT

**Intern:** ███████████
**Reviewer: Joe Lapidus**

| | Areas to Address | Performance Expectation | Additional Comments |
|---|---|---|---|
| EVALUATE, COMMUNICATE ABOUT, AND ADVOCATE FOR ETHICAL AND LEGAL DECISIONS | | **Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. | Thank you for submitting this well done Task 3 project. You have met/exceeded standard in all rubric domains. Your well written reflection highlights the essential opportunities building leaders have to reinforce a culture of continual learning and improved instructional practices through effective observation and feedback cycles along with a deep understanding of student academic and social emotional needs. Throughout this paper, you have demonstrated a strong capacity to become as a highly effective (and reflective) culturally responsive instructional leader. |
| MODEL ETHICAL BEHAVIOR IN PERSONAL CONDUCT AND RELATIONSHIPS | | **Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. | |
| EVALUATE, CULTIVATE, AND ADVOCATE FOR EQUITABLE ACCESS TO EDUCATIONAL RESOURCES | | **Component 3.2** 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. | For this observation cycle, in consultation with your principal mentor, you chose a fourth grade classroom given that most of your teaching/coaching work has been in pre-school and primary settings. Kudos for stretching your skill set. You note that you have also spent a lot of time in 4th and 5th grade classes in addition to recess and lunch to gain a deeper understanding of older student needs (academically and behaviorally) |
| **Other Elements Noted** | | | Your pre-observation questions were appropriate and provided insight into the teacher's thinking regarding |

| | | | |
|---|---|---|---|
| | | | lesson focus, opportunities for student ownership, purposeful engagement strategies, and request for feedback/support. The teacher identified "student engagement" as a TPEP focus area and you utilized the rubric as a "pre-teaching" tool, in essence setting the teacher up for success. Well done!<br><br>You did an excellent job scripting the lesson and aligning your observational insights with the CEL 5D framework. Your scripting was clear, factual and non-judgemental. You showed up on time (so important), sat unobtrusively in the back of the room and even had the opportunity to do some student check-in. ▊▊▊▊ as I am sure you are learning, you don't need to capture every word/student movement/teacher direction in order to present a clear summary of the lesson. If the opportunity presents itself and students are working independently, it is not only aok but best practice to move about and check in (but certainly give the teacher a heads up in advance).<br><br>Demonstration of Best Practice: Immediately following the observation you returned to your office and emailed the teacher a "thank you/praise" not as well as a rough draft of the script with a promise to send a cleaned up version. Your idea of a thank you card is wonderful, but even a post-it with a thank you and praise would work well.<br><br>For the post-observation conference you were prepared with a cleaned up |

| | | | |
|---|---|---|---|
| | | | copy of the script, pre-ob question responses, post-ob questions and the CEL 5D rubric. Your post observation conference was structured so that you could highlight/reinforce strengths and facilitate teacher "self-reflection" for growth opportunities.  Excellent use of the 5D Framework as a third point for the teacher to calibrate observational evidence with rubric indicators.  This certainly helped contribute to a rich learning focused conversation.<br><br>Feedback from the teacher was extremely positive:<br><ul><li>extremely comfortable having you come in to observe.</li><li>on time, quietly and found a spot with visibility of all learners.</li><li>adequate time spent to gain a full understanding of the lesson Having you observe my an opportunity to get feedback and hone my practice.</li><li>feedback you provided was very helpful, professional and fact based .</li><li>provided clear and specific ways to  improve my practice.</li><li>debrief going over the student engagement section of the framework allowed me to reflect on areas of</li></ul> |

| | | | strength and areas of weakness. |
|---|---|---|---|
| | | | ████ such a well written and professional project!  I also think you (and all of us who do supervision work) should put the reminders you highlight on a wall poster: <br><br> • schedule early <br> • show up on time <br> • give immediate "thanks"/feedback <br> • follow-up with post-observation dates and times as soon as possible. <br><br> Simple concepts done well that are game changers. <br><br> Excellent work.   Joe |

_x_ Accepted as submitted
__ Review areas to address – no need to resubmit
__ Revise and resubmit – address areas noted above
__ Required Conference with Instructor

Professor Joe Lapidus
Dr. Katherine Rodela
EdAd 589

**Task 4: Family and Community Engagement to Improve Student Learning**

*"The power of crafting spaces that allow for students' rich epistemology to inform how we lead can have a transformational effect on our entire community."* (Garcia, 2023, pg. 92).

**School/Community Need**

For this administrative task, I have chosen to focus on the need of infusing student voice into our elementary school in order to directly improve youth, family and community engagement, which, in turn will empower students and, therefore, increase student learning. My rationale for this project is, that after reviewing our most recent school-wide referrals, I found that many referrals were made due to adults frustrated that kids were not following their idea of their (the adult) expectations. In addition, with our school-wide decisions, I realized our school includes the voices of parents, staff and community members, but, very rarely, do we include the voices of students. In the book, Centering Youth, Family and Community in School Leadership, the following questions are asked: "How are students engaged in your school community? How are their voices listened to when making decisions about curriculum, discipline, and school improvement? Are youth given space and support to advocate and lead in your community around issues that impact them?" (Rodela and Bertrand, 2022, pg. 33). These questions led me to confirm the need for change. For some reason or another, we, the adults in the building, are not including students in decisions and, ironically, these are choices that often impact students more than any other group. Meeting after meeting, some of which are held during the school day, have adults around the table, but not a single student. Not only have we, the staff, not included or invited students to have a voice (or a seat at the table), we honestly (and embarrassingly), did not

think to do so. The purpose of my project is to change this way of thinking so that, after my Friday Feedback plan is underway, the inclusion of student voice will be the norm rather than the exception and, with this change, we will see positive growth in student learning. In addition, students will feel that their voice is not only heard, but deeply valued.

**My Plan: Friday Feedback**

My project is titled, "Friday Feedback". One Friday a month, a topic with questions (such as: "What is going well with lunch?" and "Is there anything you would like to see changed during lunchtime?) will be shared with third, fourth and fifth grade students to provide feedback. Those opting to participate will then have the option to provide feedback (or not). The project will take place at school in various mediums (zoom, email, paper/pencil or face-to-face) so that students are able to contribute however they feel comfortable. Staff and families will receive the feedback from the monthly Friday Feedback topics via email and/or in-person during our Coffee and Conversation monthly meetings.

**Student Voice Work Group**

My Student Voice work group includes one $3^{rd}/4^{th}$ grade split class, two $4^{th}$ grade classes and two $5^{th}$ grade classes, various staff members, our FCRC (Family Community Resource Officer) and families. Our work group first met in November where we: chose a topic to enlist feedback on, created the Friday Feedback questions for the month, discussed how we would roll out the questions out to groups and brainstormed how to extend invitations to those in historically marginalized communities (specifically our Spanish speaking families, our Native Hawaiian Pacific Islander families and those currently considered "houseless"). With specific invites to these groups, the hope is to intentionally shift past power dynamics. Although my student work

group will stay constant, the staff and families participating may change depending on the level of interest and/or participation for each Friday Feedback topic. For instance, when we elicited feedback for lunchtime, the staff included to help review included the paraprofessionals and custodian who supervise and engage with the students. However, regardless of the adults participating, the collective feedback for each monthly topic will be shared with all.

**Implementing Friday Feedback**

My project began in November 2023 and will continue through June 2024. After a series of complaints and concerns voiced by students and paraprofessionals, our work group decided our first topic to focus on: soccer. Repeatedly, staff reported students arguing with one another on the soccer field, not stopping the game when the bell rung and carrying outdoor soccer issues into the classroom. Due to ongoing issues, soccer was banned for 4th and 5th grades on several occasions. During these bans, we saw an increase in recess referrals and behavior concerns causing frustration for students, staff and families. Often, while we, the administrative team attempt to de-escalate upset soccer players, students end up missing class time; therefore, have their learning impacted.

Our first Friday Feedback session was held via zoom during school hours. The questions included: 1) What is going well with soccer? and 2) Do you have suggestions or questions about soccer at school? These zooms were led by a paraprofessional who supervises recess, our school counselor and me. We held four different zoom feedback sessions for our 3rd – 5th grade students and teachers. Each zoom session lasted ten minutes long. Each was pre-arranged around individual classroom teacher preferences. At the beginning of each zoom, we shared expectations that included: raise your hand to speak, not to use student names and watch language. I played the official role of notetaker and as students voiced suggestions, concerns or questions, I wrote

them down (each and every one). At the end of each zoom session, students were told they could always follow up with additional feedback and opt to be anonymous. Those who were not comfortable verbally contributing in the group setting, did so through paper, which were then delivered to me.

I compiled all Friday Feedback onto one page where I created a document for students to review and help edit. I enlisted student volunteers to join me for lunch and/or lunch recess where, together, we read the feedback. The students who participated in this process offered suggestions such as including examples for each soccer expectation. Students agreed that by adding, "This is not the World Cup" next to the soccer expectation of "Limited physical contact", students would remember to tone down the aggressive play. Once the document was complete, we printed it, made copies, distributed to each class and posted on doors leading out to recess (see Example A). The document was also shared with families via our district app, ParentSquare.

Example A:

*__Soccer Expectations__*
*Created by King Cubs*
*At school, on the soccer field, we agree to:*

- *__limited physical contact__ (this is not the World Cup!)*
- *__using kind words__ (or none at all! This means NO bad words or name calling.)*
- *__walking away if things get too unsafe on the__ field (if this happens, please let an adult know.)*
- *__making teams with the same number of kids on each team__ (remember, only one goalie per team!)*
- *__letting everyone play__ (no matter what their skill level.)*

*If we are unable to make good choices on the soccer field, individual students or entire classes will be asked to take a break and return when deemed ready.*

**Data Collection/Inquiry Cycle**

For data collecting, my plan is to look at each individual Friday Feedback to decide what needs to be collected and reviewed. For instance, for the soccer feedback, the data will show if A) soccer is banned and, if so, how many times within the 4-week cycle and B) are the outside referrals for $3^{rd}$ – $5^{th}$ grade increasing when soccer is not allowed. For lunchtime feedback, the data scrutinized will be different. That data collection will include A) are there less lunchtime referrals/behavior concerns and B) are student suggestions (such as the most popular one, "I want to pick where to sit") being honored and, if not, why?

Similar to the invitation of having students help me review student feedback for soccer, every 4-weeks, I will ask for student volunteers to join me in an inquiry cycle to process and evaluate the

focus areas. I can share data (excluding names) of referrals, as well as anecdotal shares from staff, family and students.

**District Strategic Planning**

My school district is currently shaping its strategic plan to help provide direction for our district. Part of this plan is to include student voice. The following is listed on the district website as part of the planning process, "What do students need in order to learn and thrive right now and in the future? These needs are constantly evolving and addressing them takes the whole community. That's why we are redefining our district vision, goals and objectives. As part of a process called strategic planning, we are gathering input from **students**, staff, families and the community to shape our path forward." The website also states that "**students**…will have the opportunity to be involved in the development of the plan." From what I read and researched, students are invited to submit feedback through a "Thought Exchange" online and/or join district listening sessions. I attended one listening session in a zoom focus group titled "Visions of a Graduate". Although well-organized, it was not well attended. There were 10 participants total; 2 focus group organizers, 6 parents, 1 staff member and 1 community member. There were no translators or options for interpreters; however, there may have been and because there was no request for one, it was not addressed. In this session, there were no students in attendance. This experience reminded me, "…adults' leadership is assumed and institutionalized through formal positions" and that "youth leaders are not leaders already, and must somehow achieve a status of leadership granted by adults" (Rodela and Bertrand, 2022, pg. 35). If I could rewind time, I would have asked, "Where are the students?" "In failing to question, we surrender to the status quo, excusing ourselves from further effort on the grounds that 'this is just the way it is" (Rishel, 2008, pg. 61). If we truly want the voice of students included, ultimately, "It is our job as adults to recognize

this and work with and support youth." (Rodela and Bertrand, 2022, pg. 36). We must find a way

to prioritize youth voice.

**References:**

Garcia, L. (2023). Youth Lighting the Path to Emancipatory Education. In Rodela, K.C., & Bertrand, M. (Eds.), *Centering Youth, Family, and Community in School Leadership: Case Studies for Educational Equity and Justice* (pg. 92). Routledge.

Rishel, T.J. (2008). From the Principal's Desk: Making the School Environment More Inclusive. In Turner-Vorbeck, T., & Marsh, M.M. (Eds.), *Other Kinds of Families: Embracing Diversity in Schools*, (pp. 46-63). New York: Teachers College Press.

Rodela, K.C. (2023). Models of Youth-Family-Community-School Connections. In Rodela, K.C., & Bertrand, M. (Eds.), *Centering Youth, Family, and Community in School Leadership: Case Studies for Educational Equity and Justice* (pp. 33-56). Routledge.

"Write Our Story: Planning Process." Vansd.org/write-our-story/. October 2023. https://vansd.org/write-our-story/

# Common Performance Task Rubric
## Task 4: FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT

**Intern:** ███████████          **Reviewer: Joe Lapidus**

| | Areas to Address | Performance Expectation | Additional Comments |
|---|---|---|---|
| USE DATA TO PROVIDE A SUPPORTIVE AND INCLUSIVE SCHOOL CULTURE. | | **Component 3.1** Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. | ████ <br><br> This is such a wonderful project on so many levels. It's written beautifully and provided me with many smiles in addition to some moments of sadness (which you skillfully addressed). This project is designed to infuse student voice into King elementary school in order to directly improve youth, family and community engagement. In all phases of this project you demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture as well as demonstrate the capacity to collaboratively engage families, students and staff in strengthening students learning/behavior in and out of school. |
| ENGAGE DIVERSE FAMILIES IN STRENGTHENING STUDENT LEARNING | | **Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. | |
| ENGAGE AND CULTIVATE RELATIONSHIPS WITH DIVERSE COMMUNITY MEMBERS | | **Component 5.2** 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. | The main focus of your project, "First Friday", is to put a structure in place to gain and utilize student voice/input to solve "real world" school issues. Your rationale for choosing playground issues is solid based on school-wide referral data and a realization that student input has been left out. You also cite research noting the importance of gaining their voice. |
| COMMUNICATE EFFECTIVELY TO ADVOCATE FOR THE NEEDS OF THE SCHOOL AND COMMUNITY | | **Component 5.3** 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. | You clearly outline the process/structure in place for First Friday:<br><br>1) Topic/issues collaboratively identified by Student Voice |
| **Other Elements Noted** | | | |

| | | | |
|---|---|---|---|
| | | | Work Group (student/staff/FCRC/parent)<br>2) Students participate and provide input via a variety of mediums<br>3) Staff and families receive feedback monthly which is then shared during Coffee and Conversations with families/staff.<br>NOTE: Kudos for intentionality to extend invitations to those in historically marginalized communities (specifically our Spanish speaking families, our Native Hawaiian Pacific Islander families and those currently considered "houseless") as well as staff who supervise students daily (paraprofessionals and custodians)<br><br>The problem solving process is illustrated by the skillful structure and collaborative planning put in place addressing the issue of soccer concerns. This is exceptional work, facilitating students identifying problem(s) and then designing creative and quite brilliant solutions ("THIS IS NOT THE WORLD CUP"……my favorite : )<br><br>The story you shared about the two students of color who were made to sit alone was heart breaking. You handled this with decisiveness, compassion, and clarity of purpose. Your empathic connections with the students and families and actions taken will not soon be forgotten. Well done!<br><br>█████ reading this project made my morning. I kept saying over and |

| | | | over, this is just fantastic!  Bravo and Merry Christmas! |
|---|---|---|---|
| | | | |

_x_ Accepted as submitted
__ Review areas to address – no need to resubmit
__ Revise and resubmit – address areas noted above
__ Required Conference with Instructor

March 31, 2024

WSU LEAD Principal Internship

J. Lapidus

<u>Second Teacher Observation Cycle</u>

***What did you learn between your first observation and this second (or later) observation that may be useful as you begin observations as a new building administrator?***

After my first observation, I learned to have several "pop-ins" prior to an observation. With my first observation assignment, the teacher I worked with volunteered, which was appreciated. What I failed to realize is that she would have felt more comfortable with me observing, had I been in her room for a few nonformal visits before the scheduled observation. As an administrator, my goal is to be present in classrooms so that students and staff find my presence "normal" rather than atypical. Due to the first observation being in the fall AND the teacher I worked with being a brand new, first year teacher, I did not have a strong relationship with her prior to this.

For my second observation, I visited a different classroom; this one, an older grade with a teacher I have known for over a decade. I have been in and out of her classroom for years (and she has been in and out of mine) and I know (and have taught) several of her current students. When I pre-conferenced, observed and had a post-conference, I felt none of the nerves from the first conference and our conversation/feedback was easy and comfortable.

My big take away is to be present in all classrooms from the first day of school, especially with the new teachers. It makes a difference.

*How do you plan to manage the pre, post and observation cycle knowing the time it takes for one?*
*You may have 10-15 teachers plus up to 20 classified evaluations. What strategy(s) will you use as you*
*begin your role as a building administrator.*

The amount of time and organization for the pre, post and observation cycles are

significant.  During my internship, as I have shadowed my principal mentor, I have learned that

no matter how intentional you are in creating a calendar for each piece of the observation cycle

for every teacher and para, things happen. They just do. My principal is in her first year as a

principal. She has continued to struggle with the amount of time dedicated to get each

individual she evaluates scheduled and observed. She has mentioned on several occasions this

has been one of, if not THE, biggest learning curves moving from an AP and Dean of Students to

the principal position.

One strategy I have seen work, are the weekly emails my principal sends out to the staff

of upcoming events such as pre-observation conference sign-ups, observation sign-ups, etc. She

is aware of the amount of emails and stresses put on staff so she only sends important

"reminders" that she deems necessary and warranted. These reminder emails always have sign-

up attachments in a google document. Another strategy is prioritizing those observation days.

She requests a sub, turns off the radio and asks our school office not put calls through; this hard

stance to interruptions have helped her stay on schedule. A third strategy used, and I am

unsure if this is one every school uses this or not, is to hire multiple building substitute teachers

to cover classrooms to enable teachers to have their pre and post conferences during the

school day. These teachers are then able to meet without having to schedule during their prep,

lunch or before/after school.

*The observation is designed to assist with instructional practices and student learning. How do you see observation and evaluation working to help improve teacher practice/student learning? Are the two (observation and evaluation) intertwined or can they be separated? How will your relationship building skills come into play?*

First and foremost, I believe relationship building skills are key to improving instructional practice and student learning. Without a meaningful relationship with teachers, the message (whether it be an observation or an evaluation) is just not as powerful. With a strong relationship, that trust is present and with trust, teachers are able to listen, question and grow.

With observations that do not lead to evaluations, it allows evaluators to get a feel of the classroom in an informal way. These observations are important and "lower stakes" for the teacher. Observations without evaluations are vital. Administrators need to be in classrooms for reasons other than just required evaluations. I believe the more frequent observations, pop-ins and visits, the more powerful the formal evaluations can be for teachers. The informal times spent in classrooms increases comfort level and trust amongst staff (and students too!)

Once trust is established, I see observations and evaluations as working to improve teacher practice/student. With trust and a strong relationship between the principal (or evaluator) and teacher, the level of comfort and vulnerability are higher, allowing for improvement, change and/or brainstorming. With the 5D Framework, evaluators are able to observe and use the framework as a discussion tool to examine where specific lessons fall, why they fall there and where they want to go. The framework allows the observation to be less subjective and more as a chance to be collaborative. After an observation, the evaluator and teacher can, together, assess where they are (such as "basic" in a certain area) and where they want to go (such as "proficient") and what steps need to be taken to get there. If the goal is
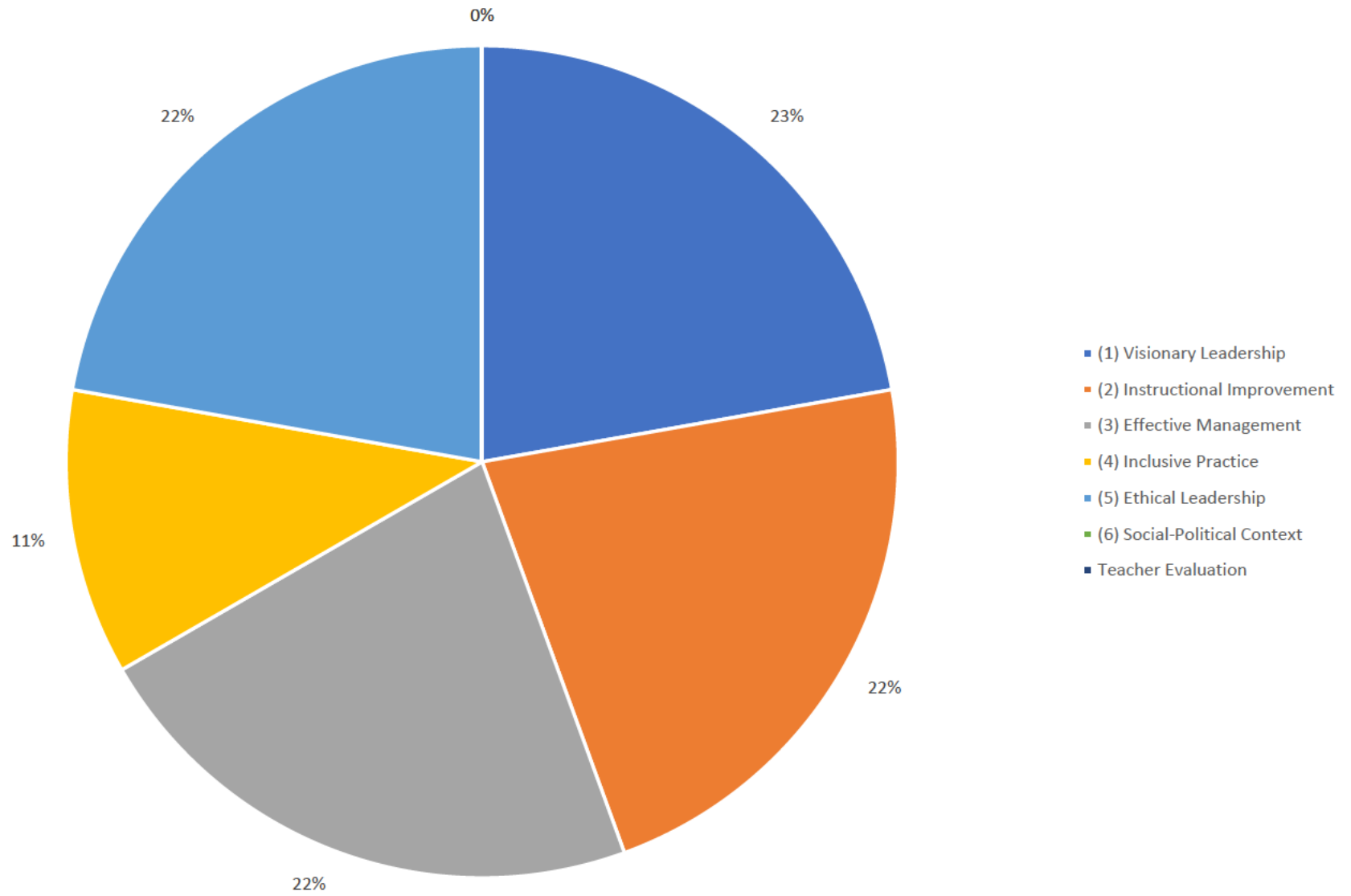
change and feedback, I see observations and evaluations as intertwined; when working

together they assist in improving instruction and, therefore, student learning as well.

█████ Thank you for this thoughtful summary of your second observation cycle. Your insight regarding frequent "non-evaluative" pop in observations paired with learning focused feedback/dialogue to develop a healthy supervisory relationship based on trust is spot on AND research based. As I noted in the last observation summary, the teacher needs to believe "you mean them no harm" and only want them to grow. Think about supervisors, teachers, coaches, bosses, etc. we may have had in our past......if we don't feel they care about or know/understand us, we may shut off their advice/feedback even if it is helpful. You identify some great strategies to effectively manage all the ins/outs/nuts and bolts of the TPEP process. Strategic communication (ex. Google Calendar notices) and prioritizing observation days with admin. back-up (and, when possible, the walkie talkie off) are excellent strategies to mitigate "things happening.....they just do". I love the idea, if possible from a budgetary perspective, to hire subs to cover teachers for the pre-post observations so as not to impact their planning time. This is definitely a "bucket filling" move the teachers would appreciate. Finally, you emphasize the importance of the 5D as a framework for calibrating observed practice with best practice. ".....Evaluators are able to observe and use the framework as a discussion tool to examine where specific lessons fall, why they fall there and where they want to go." Thank you, █████ Well done.

FORM C: Internship Log (this will be saved as an electonic log)

NAME: ██████████_____.

|  |  |  |  | WA State (PESB) Standards 1-6 (Updated 2018) | | | | | | | | NELP Building Standards<br>PESB Principal Benchmarks<br><br>AWSP Leadershp Framework |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Date (formatted as mm/dd/yyyy) | Description of Activity and Your Role based on AWSP Framework Criterion along with NELP and PESB Standards | Hours Students or Staff were present | Total hours on this activity | (1) Visionary Leadership | (2) Instructional Improvement | (3) Effective Management | (4) Inclusive Practice | (5) Ethical Leadership | (6) Social-Political Context | Teacher Evaluation |  | Comments - Stanrdards 1-6 are the WA State Standards. Number 7 is included to show your examination of the WA State teacher evaluation criteria as per WAC 181-78A-270(2). |
|  |  |  |  | 2 | 2 | 2 | 1 | 2 | 0 | 0 |  | (Total Activity Count - both Primary & Secondary) |
|  | # of PRIMARY or Lead Role in the Activity ---> |  | 6 | 1 | 2 | 1 | 1 | 1 | 0 | 0 |  |  |
|  | # of SECONDARY or Observer Role in the Activity ---> |  | 3 | 1 | 0 | 1 | 0 | 1 | 0 | 0 |  |  |
|  | TOTAL HOURS -----> | 580.5 | 595 |  |  |  |  |  |  |  |  | Comments - Relate to various standards |
| 8/1/2023 | AWSP 4-Aligning Curriculum(NELP-4/PESB-2-ImprovingInstruction) | 0 | 2 |  | P |  |  |  |  |  |  | Emailed site leaders (and heads of department)s to confirm Jump Start program details. |
| 8/2/2023 | AWSP 2-Ensuring School Safety(NELP-2/PESB-5-EthicalPractices) | 4.5 | 4.5 | S |  | S |  | S |  |  |  | Attended DLT (district leadership team) beginning of the year meeting. We discussed core values, reviewed district mission and vision, and met in small groups with our assigned executive director to review upcoming meetings/plans. |
| 8/2/2023 | AWSP 6-Managing Resources(NELP-6/PESB-3-EffectiveManagement/Operatio ns) | 2 | 2 |  |  | P |  |  |  |  |  | Zoom met with co-coordinator of Jump Start. We reviewed PD slideshow and made updates from email changes made by Nutrition Services and Communications. |
| 8/3/2023 | AWSP 1-Creating a Culture(NELP-1/PESB-1-Visioning) | 4 | 4 | P | P |  |  | P |  |  |  | Attended district operations meetings. My principal and I planned with teams for pre-duty days and engaged with a guest speaker from AWSP. |
| 8/4/2023 | AWSP 7-Engaging Communities(NELP-5/PESB-4-InclusivePractice) | 0 | 2 |  |  |  | P |  |  |  |  | Wrote district newsletter for Communications department to send to all families with a registered kindergarten student. Worked with translation department to have the newsletter translated in Spanish and Russian. |

# Total Activity Summary Chart (%)



- (1) Visionary Leadership
- (2) Instructional Improvement
- (3) Effective Management
- (4) Inclusive Practice
- (5) Ethical Leadership
- (6) Social-Political Context
- Teacher Evaluation

0%

23%

22%

22%

22%

11%

| NELP Standards 2018 (Weblink) | WA-PESB Standards 2018 (Weblink) |
|---|---|
| **Standard 1:** Mission, Vision, and Improvement | **Standard 1:** Visionary Leadership |
| **Standard 2:** Ethics and Professional Norms | **Standard 5:** Ethical Leadership |
| **Standard 3:** Equity, Inclusiveness, and Cultural Responsiveness | **Standard 4:** Inclusive Practice |
| **Standard 4:** Learning and Instruction | **Standard 2:** Instructional Improvement |
| **Standard 5:** Community and External Leadership | **Standard 4:** Inclusive Practice |
| **Standard 6:** Operations and Management | **Standard 3:** Effective Management |
| **Standard 7:** Building Professional Capacity | **Standard 6:** Socio-Political Context |
| **Standard 8:** Internship | |

(overview by Dr. Thomas A. Opsta

- NELP – National Educational Leadership Preparation
- PESB – Professional Educator Standards Board
- AWSP – Association of Washington School Principals

National Policy Board for Educational Administration (NELP Building Standards) -

PESB Principal and Program Administrator Benchmarks - https://www.pesb.wa.g

AWSP Leadership Frameworks, TPEP - http://www.k12.wa.us/TPEP/Frameworks/

**AWSP Leadership Framework 2018**

[OSPI Weblink](#)

**Criterion 1:**

Creating a Culture

**Criterion 2:**

Ensuring School Safety

**Criterion 8:**

Closing the Gap

**Criterion 3:**

Planning with Data

Criterion 4:

Aligning Curriculum

Criterion 5:

Improving Instruction

**Criterion 7:**

Engaging Communities

**Criterion 6:**

Managing Resources

ıd)

http://3fl71l2qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2018/10/NELP

ov/workforce-development/developing-current-educators/certification-standards-and-benchmar

/AWSP.aspx

ks/principal-administrator-benchmarks/

AWSP/NELP/PESB

**AWSP 1**-Creating a Culture(NELP-1/PESB-1-Visioning)

**AWSP 2**-Ensuring School Safety(NELP-2/PESB-5-EthicalPractices)

**AWSP 3**-Planning with Data(NELP-4/PESB-2-ImprovingInstruction)

**AWSP 8**-Closing the Gap(NELP-3/PESB-4-InclusivePractice)

**AWSP 4**-Aligning Curriculum(NELP-4/PESB-2-ImprovingInstruction)

**AWSP 5**-Improving Instruction(NELP-4/PESB-2-ImprovingInstruction)

**AWSP 7**-Engaging Communities(NELP-5/PESB-4-InclusivePractice)

**AWSP 6**-Managing Resources(NELP-6/PESB-3-EffectiveManagement/Operations)

**NELP-7/PESB-6**-BuildingProfessionalCapacity, Socio-PoliticalContext

May 1, 2024

EdAd 590

J. Lapidus

<u>My Journey into Educational Leadership</u>

"The journey of a thousand miles begins with one step."

- Lao Tsu

My journey into educational leadership has been a long and thoughtful one. As a classroom teacher, I found great joy in all aspects of teaching. At the age of 5, I decided I wanted to be a teacher and I never looked back. Once I graduated college and began teaching, I found myself with the strong desire to continue learning. I taught different grade levels at multiple schools. If a challenge was offered, I took it. I enrolled in as many courses as I could at the district level. I went on to get my master's degree, my English Language Learner (ELL) endorsement, my Early Learning (EL) endorsement and my National Board Certificate. I wanted to learn everything I could to make myself a better teacher.

Every new job, role and/or school, led me to great insights, risk-taking and excitement. When I was asked to open a preschool program for the district, I did. That role gave me great insight into how to build a program from scratch. As I continued in my teaching journey, I was offered additional jobs (mentoring new teachers, home school liaison, summer school coordinator) and I always took them with the understanding that I could also stay in, some capacity, as a teacher.

When the LEAD program at WSU was in its initial stages, a former principal of mine contacted me asking me to attend an introductory meeting. I went with the

commitment to listen, but nothing more. I did not see myself as a future administrator. At the meeting, the information shared intrigued me. The speakers from WSU, Kathryn Rodela and Sharon Kruse spoke with such passion, I could not help but sit up and listen. After the meeting, I reached out to them both via email. I attended another LEAD meeting and I found myself changing my mind about an administrative program and thinking, "Maybe, just maybe, I could be an administrator?"

Throughout the program, I heard educators of color speak to their experiences, how they overcame obstacles and their "why's" behind going into leadership. Their stories resonated with me and I collected their similar (and inspiring) stories as chapters into my "why I need to go into educational leadership" book. During my times of wavering about continuing on this educational path, I had mentors and colleagues who encouraged me to keep going because my voice was needed and, more importantly, they told me it was valued. As I took classes, completed assignments and participated in my internship, my personal confidence and understanding of the administrative role grew and I found myself saying, "I can do this."

My learning from the program, along with my internship, increased my abilities as an instructional leader. I saw firsthand how a principal sets the tone in a school. Good leaders foster a positive school culture where students take risks, find joy in learning and make academic gains; none of which can happen unless the social and emotional needs are met. Principals need to prioritize social and emotional learning from day one. Without having basic needs met and the feeling of safety, students simply cannot learn. Principals must have familiarity with curriculum, ensure staff receive the resources needed and offer support in helping students learn and grow. A strong leader, along

with a school mission and vision, contribute to a positive learning environment where staff and students work together to create a successful school. Principals cannot <u>and</u> will not know everything. They will make mistakes. They will not have every answer; however, communication, offering guidance and making kids a priority will assist in creating an environment in which learning happens.

Through this program, I have learned that schools need a mission and vision statement to provide its students, families, staff and community (at our school, these groups are, collectively known as "Our King Pride") a compass and road map in the direction in which they are headed. It is key in a successful school. "Vision has been regarded as an essential component of effective leadership for more than 20 years" (Bush and Glover, 2014, p.555). It is vital to the success of a school to have a mission and vision that is "focused and concrete enough for everyone to grasp it and buy into it" (Baldoni, 2006, p.3). It is key to a school's success to have a mission and vision; one created by many voices and agreed upon by all.

Another key concept I have taken from this program is the need for "student voice". For my Youth-Family Community Engagement project, I focused on increasing student voice in my elementary school in order to directly improve youth, family and community engagement. "The power of crafting spaces that allow for students' rich epistemology to inform how we lead can have a transformational effect on our entire community" (Garcia, 2023, pg. 92). My rationale for this project was that, after reviewing our most recent school-wide decisions, I realized our building often includes the voices of parents, staff and community members, but, very rarely, do we include the voices of students, but never did I think to ask why. "In failing to question, we surrender to the

status quo, excusing ourselves from further effort on the grounds that 'this is just the way it is" (Rishel, 2008, pg. 61). Through this assignment, I wanted to question this status quo and I focused on including student voice in my school. It started as a class assignment, but led to one of my most successful and rewarding projects. I cannot imagine leading a school without making "student voice" a priority. If we truly want the voice of students included, ultimately, "It is our job as adults to recognize this and work with and support youth." (Rodela and Bertrand, 2022, pg. 36). We must find a way to prioritize youth voice.

A third concept that I plan to take with me in my future role as an educational leader is the need to include and involve parents/families, especially those from culturally diverse backgrounds. As a school leader, I plan to find ways to celebrate and honor them and their cultures. As a society, school "expectations for parents include demonstrating that they value and prioritize education and are actively involved in their child's schooling. The problem for so many parents is that the school not only sets the expectations but also determines what constitutes a valid demonstration of their fulfillment, namely ensuring that children's homework is completed, responding to teachers' notes, attending parent-teacher conferences…" (Rishel, 2008, pg. 48). Thinking of myself as a future leader and of my future staff, I will promote that "Instead of assuming that these parents 'don't care', we need to actively search out the reasons for their lack of attendance" (Rishel, 2008, pg. 58). One way we can do this is by allowing students to showcase "under-utilized assets…from their homes and communities into the classroom" thus, sharing "…the potential of community cultural wealth to transform the process of schooling" (Yosso, 2005, pg. 70).

Last spring, our school organized a Cultural Dance Night. The support from parents and students was incredible; in fact, we had so many volunteers, we (the staff) did very little. To see past and present students dance in traditional Hispanic outfits with parents playing music, directing and recording was, truly a memorable and touching event. Through this event, audience members watched (and heard) Mexican history portrayed through music and dance. After the performance, audience members cheered, participants beamed and the families who organized the event, were bursting with joyful pride. Families offer so much insight into the lives of their children. We, as a school, need to find value in what each family brings and highlight their gifts. Supporting students is so much more than showing up to Curriculum Nights.

As I complete my educational leadership journey, I look back with great gratitude at my learnings and the relationships created. I am unsure where I will go from here, but what I do know is I have a repertoire of vast experiences, knowledgeable people I can call on at anytime and a strong desire to make the lives of kids better.

# References

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Rhonda, what a pleasure to read your culminating insights regarding the WSU-VPS LEAD Program.. Throughout the internship you have modeled through reflection and action so many of the dispositions essential to becoming a exceptional school leader. I am not surprised that you had a mission to be a teacher from a very young age.

You have demonstrated in your career as an early learning teacher, elementary educator, program coordinator and administrative intern that ensuring quality educational experiences for ALL students is at the forefront of 1) your continued efforts to improve your practice and 2) the actions you take in service to students, families and colleagues. How wonderful that you were tapped to pursue your administrative credentials. Honestly, I am surprised this didn't happen sooner. You are such a respected educator and natural leader. I know that as you move forward in your career (in whatever capacity), you too will seek, nurture and encourage future educators to step up and lead. It truly is an important responsibility for us all in the field. The insights gained through the internship experience and coursework are spot on (at least in my humble opinion, or as the young people write IMHO ) You are correct, we will not know everything. Humility and grace are essential traits in this jobs. (Note- a truism for the position, again IMHO, is that if you are not humble at the beginning of your leadership journey you soon will be.) Your approach to addressing this is beautifully stated: "You will not have every answer; however, communication, offering guidance and making kids a priority will assist in creating an environment in which learning happens." You also talk about the importance of a clearly articulated vision to move a school community forward. As the saying goes, if you don't know where you are going, any road will take you there. In each of your tasks this year, you have put your school's collective vision into action by ensuring student and family voice, supporting quality instruction, promoting a safe and caring school culture have been driving forces ███████ it has been such an honor to work with you this year. The quality and creativity of your work to make transformational changes has been exceptional. Whatever you choose to do going forward I know will only result in positive results for the students and families you serve. Wishing you a well deserved fun and relaxing summer. See you down the road, my friend! Joe