Pedro Jimenez

ED 498A

Quarterly Report #1

|  |  |  |  |
| --- | --- | --- | --- |
| Role | Revisions Made and Rationale for Changes | Successes and Challenges | Next Steps/ Support needed |
| Grade-Level Chair | * The content of our grade level meetings is the biggest change I can think of in this area. Our planning went from trying to keep up with a pacing plan to backwards planning for learning centered on group projects and the CCSS. * In terms of my leadership plan, there have been no changes. | * I have kept a detailed agenda of every grade level meeting that I have then turned into my principal so she can know what our grade-level planning consists of. * As a result of our planning and in collaboration with our principal we have gotten approval for and put together two evenings where we have invited our parents to school functions where their children are given an opportunity to stand in front of an audience and perform successfully. | * Next steps are to meet with my principal to discuss providing us with more grade level time to analyze data and intervention strategies and to get more familiar with the CCSS. |
| School Site Council teacher representative | * No changes in terms of my leadership plan. | * We’ve met twice. The first dealt mainly with electing our officials. I actively participated in these elections. * The second meeting dealt with budget issues and moving money around to provide funds for additional support in the classrooms in the form of TAs. | * Next steps are to continue to attend meetings and be a voice for teachers on the School Site Council. |
| Common Core State Standards Leadership Team | * No changes to report. | * I’ve already had the opportunity to present to our staff twice, disseminating information I received from district trainings I attended. Both were a big success as measured by evidence teachers presented in a follow-up PD. Teachers were asked to bring samples of what they were doing in the classroom as a result of the PDs and what they brought showed they bought into what was presented to them enough to implement in their own classrooms. * Finding time to attend all the trainings provided by the district is my biggest challenge currently. | * Our leadership team is supposed to meet in December to plan what each of us will be presenting to the staff in future PDs. * I need my fieldwork supervisor to come observe me present to our staff. |
| Leadership Project | * Here is where the greatest change has occurred to my leadership plan. First, I incorporated PDSA cycles into my project to test out the intervention we will be using to help EL learners access the CCSS in math, as measured by their ability to solve math word problems successfully. * The rationale behind this PDSA cycle format is that it will allow my colleague and I to improve the three-tier 5-step math word problem solving strategy and it will allow us to gather data to present to a larger group of teachers when the time comes. * Second, instead of trying to implement the intervention school wide and with only EL learners, I am now focusing on all students in 4th, 5th, and SDC classes. There are two reasons for this change. One is to be able to compare EL student growth with EO and RFEP students. The other was to make school wide implementation a goal only if we saw success with this smaller group. | * My colleague and I began our 1st PDSA cycle by assessing a group of intervention students using teacher created questions similar to those the district will use to assess students. This will create a baseline for each student. Big success! * We created a lesson format for the three-tier, 5-step math word problem solving intervention strategy. * We created a template students can use that we will be able to score and provide actionable feedback on. * We created a rubric to score the templates based on the three-tier, 5-step model mentioned above. | * Continue 1st PDSA cycle by conducting 3 intervention lessons with the 5th grade after school tutoring class. * Assess students to monitor progress. * Reflect on results and make any changes necessary. |
| Grade Level Meetings as part of my Leadership Project (Phase I) | * Originally, these were supposed to be PDs with the whole staff. This first Phase involves two teachers teaching 3 sessions to a 5th grade after school tutoring class. * The rationale behind this is I wanted to begin right away, to start small, and fail quickly. To then come together with my colleague to discuss improvements we can implement for the 2nd PDSA cycle. | * Biggest success here is getting the buy-in from my other 5th grade colleague. * As mentioned above we created the lesson format, template, and rubric to be used in the intervention. * The students for the intervention have already been chosen and the intervention is set to begin Dec. 2nd. | * Develop simple questionnaires to give to students and intervention teachers to improve the model. |
| Grade Level Meetings as part of my Leadership Project (Phase II) | * This is another big change to my leadership project. This second phase involves two teachers teaching a 3rd and 4th grade after school tutoring class for 7 sessions and then assessing to monitor progress and to discuss any changes. * The rationale is based on improvement theory. We now want to implement the same intervention with modifications learned from the 1st PDSA cycle. * This would hopefully be a more effective presentation of the three-tier lesson to a group of intervention students and it will allow us to gather data to see if students are being more successful at solving math word problems. | * Again, buy-in from my colleague to continue with a second PDSA cycle is the biggest success here. * The class is calendared to begin January 24, 2014. * The students have already been chosen for the class. * Baseline data will come directly from the results of the 1st Math Performance Assessment given by the district. | * Begin 2nd PDSA Cycle by implementing any changes to improve learned from 1st PDSA cycle. * Prepare presentation with my colleague for next PDSA Cycle |
| Professional Developments as part of my Leadership Project (Phase III) | * Originally this was supposed to be the whole staff, it is now only the 4th, 5th, and SDC teachers that will be implementing the 3rd PDSA cycle. * The rationale takes the next step in our improvement cycle, now we expand the number of classrooms participating. We begin Phase III by tripling the size of classrooms involved. * Through PDs and modeling of lessons in their classrooms, with their students, we hopefully get teachers to begin implementing this intervention strategy in their classrooms with modifications and changes brought about by previous two improvement cycles. | * The meeting with the aforementioned teachers is calendared for Feb. 4th I feel here is where my biggest challenge lies, getting buy-in from these teachers. * I am calendared to model the intervention in three different classrooms so teachers can observe and incorporate three tier model intervention strategies into their classrooms. This will be another challenge since I will be working with students I am not familiar with. * My principal has also calendared in days when I will be shadowing her with a checklist looking for evidence of implementation of intervention strategies, both a success and challenge. I am glad it’s on the calendar but I do not know how my colleagues will respond to me observing them. | * Create checklist I will use during observations. * I would need my fieldwork supervisor to come observe this meeting and possibly one of the modeled lessons I will be conducting. |
| Parents Involved in Education Night | * This evening took place October 18, 2013 and it involved all 5th grade classrooms. No changes to report. | * Great parent turn out to experience how important their child’s education is. This message came across through final group project presentations students presented to parents during an evening function that centered around people of color taking a stand for something they believed in and it’s connection to us, students at Hillside Elementary School. | * My fieldwork supervisor was there to experience the whole thing right along with me, provided needed support. |
| Student Council teacher advisor | * Another colleague joined me as a co-advisor. The rationale behind this was to provide support implementing the projects our Student Council has come up with. | * Big success to report is I got another colleague to buy into this role, so I am no longer the sole advisor. * We have begun a school wide campaign for the different leadership positions within Student Council. * We started the Cleaner Campus Campaign by creating posters that will be put up around the lunch area. | * Put up student created posters around the lunch area. * Monitor scores given by lunch supervisor to measure if there’s any change as a result of the poster campaign. * Conduct Elections. |
| Local School Leadership Council teacher representative | * No changes to report. | * We met twice to discuss implementation of strategies to help EL learners, including funding more TAs to allow for small group work to occur in classrooms. Big success there! | * Since it is my first time serving in this position I need more information on roles and responsibilities |
| Professional development for T.A.s centering on the CCSS. | * No changes to report. | * My biggest challenge here has been finding the time to discuss this with my principal further. It was brought up in a conversation we had but nothing was put down in writing. | * Meet with my principal to discuss the details of this PD. * Consider taking it off my leadership plan. |
| Common Core State Standards Parent Evening | * No changes to report. | * This meeting is supposed to take place January 29th, 2014. * The biggest challenge is going to be getting parents to attend since it’s scheduled for two hours, right after school. | * Get together with my co-presenters to begin planning this evening out. |