Pedro Jimenez *Revised 5/11/14*

ED 498A

Quarterly Report #3

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| Role | Revisions Made and Rationale for Changes | Successes and Challenges | Next Steps/ Support needed |
| Grade-Level Chair | * 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. * As a result of our planning and in collaboration with our principal my colleague and I planned and implemented an intervention to help English Language Learners. * We have analyzed data to inform changes to our teaching practices and areas of need. * We have also used our data to further identify children who might need one on one help with our T.A. | * Finding the time to grade assessments and chart and graph the data is still time consuming and I wish we had more release time to take care of these crucial components of the improvement cycle. |
| School Site Council teacher representative | * Re-election occurred. | * At our third School Site Council Meeting due to unforeseen circumstances, we had to re-elect our officers, I was voted School Site Council Vice-President. * There has been more parent involvement, which had been an area of concern at the previous two meetings. * We have begun work reviewing our Single Plan for Student Achievement. This is a year of revision for us. | * Work on the Single Plan for Student Achievement at our school. * Facilitate a SSC meeting. |
| Common Core State Standards Leadership Team | * Still attending District meetings and still coming back to my school site to present. | * I’ve had two more opportunities to present to the staff information obtained from District trainings I’ve attended. The teachers have given positive feedback. This most recent time I researched some videos of teachers demonstrating a lesson that incorporates the Common Core Math Practices (1, 3, 4) the district wants all schools to focus on. * Finding time to attend all the trainings provided by the district continues to be a challenge for me. There have been a couple of Thursday meetings I have had to walk out of so that I won’t be late to my Thursday class. | * On top of the district meetings we attend our Leadership Team also meets. I’m finding myself staying past 4 pm on most school days now. |
| Leadership Project | * Here is where the greatest change to my leadership has occurred. The second PDSA cycle was supposed to take place in two after school intervention classes. The funds for the program were unavailable when the time came to begin the intervention and thus I could not conduct the second PDSA cycle in the after school intervention program. * My colleague and I instead implemented the EL intervention strategy in our regular day, 5th grade classrooms, with all students, regardless of language designation. * The rationale continues to be that I want to be able to compare EL student growth with EO and RFEP students. | * There are several successes to report. Students showed tremendous growth in being able to solve math word problems in both the 1st and 2nd PDSA Cycles. * We refined the delivery of the lesson. We refined the intervention strategy. It is now a 6-Step Math Word Problem Solving Strategy, to incorporate the explaining and justifying portion of the response. * We improved both the template and the rubric to better fit the delivery of the lesson and facilitate dialogue between the students. The template asks them to come up with a plan, solve it, and then ask themselves if their answer is reasonable. | * Continue 2nd PDSA Cycle by continuing to monitor student growth. * Begin collecting data from the 4th and SDC teachers who have begun implementing the 3rd PDSA Cycle of my Leadership Project. |
| Grade Level Meetings as part of my Leadership Project (Phase I) | * This part of the Project is completed. | * As I stated above there were huge successes in this Phase. Students demonstrated improvement. We were able to improve the delivery of the lesson, the template, and the rubric. This gave us the practice we needed to then incorporate this 6-Step Math Word Problem Solving Strategy with our entire classes. | * 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) | * Again, there was a big change in this Phase of my Leadership Project. Instead of the second Phase taking place in an after school intervention program it took place in both 5th grade, general ed, classrooms. * The reason for this change was that the funds that were supposed to pay for the intervention teachers were unavailable when classes were scheduled to begin. | * There were huge successes in this Phase also. Students demonstrated improvement in solving complex math word problems. * We were able to refine our delivery of the lesson. * My colleague has bought in to these improvement cycles. We have begun to incorporate improvement cycles in other academic subjects during grade-level planning. | * Next steps would be to continue to incorporate improvement cycles as part of our normal planning. * Continue to monitor students to measure growth. |
| Grade Level as part of my Leadership Project (Phase III) | * Originally this was supposed to be the whole staff, then only the 4th, 5th, and SDC teachers, and it ended up being the 4th and SDC teachers only. Fifth grade ended up being part of Phase II. * I met with these teachers Feb. 4th. My fieldwork supervisor was there, as was my principal. The teachers were very receptive and overall I had good responses and feedback. | * The presentation went well. My colleague and I then modeled the intervention strategy in our classrooms. * As my principal and I walked around to observe one week after we modeled for them, they were already incorporating the intervention in their classrooms, to varying degrees. Two weeks later, all three were implementing the lessons in their classrooms, with student work samples as evidence, and templates they have individualized to fit their students. | * Next steps would be, now that teachers are comfortable implementing the intervention we can begin to formally collect data. * Gather the data I do have and figure out how to visually present it. |
| 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 | * We continue to meet as a Student Council to discuss more projects to implement. | * The next big project they have undertaken is a Talent Show. | * Organize a Talent Show. |
| Local School Leadership Council teacher representative | * No changes to report. | * We continue to meet to discuss implementation of strategies to help EL learners, including funding more TAs to allow for small group work to occur in classrooms. * *We are also set to look at our PD calendar for 2014-2015. Here is a great opportunity for me to speak up for the teachers and ask for more time for us to work with our colleagues planning and refining our instruction during grade level meetings to help all learners access the CCSS.* | * Single Plan for Student Achievement is up next for the Council. |
| Professional development for T.A.s centering on the CCSS. | * *This leadership activity was taken off my list after consulting with my fieldwork supervisor. We both felt that I had enough leadership activities to cover all CPSELs and since I was pressed for time, we agreed that it would be better if I removed this activity from my list.* | * *This leadership activity was taken off the list due to time constraints.* | * Still considering taking this off my list. |
| Common Core State Standards Parent Evening | * The meeting has been re-scheduled for March 27, 2014. * I got more teachers on board, it is now 4th, 5th, SDC, and RSP presentation for parents. | * The biggest challenge is still going to be getting parents to attend since it’s scheduled for two hours, right after school. * Besides being a presentation on just Common Core Standards, it is now also a Make-and-Take for Parents. Parents will now get to make math games and take them home so they can play with their kids and thus help them practice basic skills that will help them access the CCSS. | * Get together with my co-presenters to continue planning this event out. |