Pedro Jimenez *Revised 3/15/14*

ED 498

Fieldwork Plan 3/15/14

|  |  |  |
| --- | --- | --- |
| Role | Responsibilities and Timeline | Standards |
| Grade-Level Chair | * Facilitate grade-level meetings. Disaggregate and share data with my colleagues to guide and lead our planning and instruction. Three to four times pre month. * Report directly to the principal any issues or concerns my grade level may have. As needed. | 1.1, 1.2,  2.1, 2.2, 2.3, 2.4  3.2, 3.3, 3.4  5.1, 5.2, 5.3, 5.4 |
| School Site Council teacher representative | * Represent teachers at School Site Council meetings/ ELAC meetings through involvement with budgeting of fiscal, human, and material resources. Once a month. * Work with a committee in revising and monitoring the Single Plan for Student Achievement. Yearly. * Collaborate in fundraising efforts to provide resources for all students. As needed. | 1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2,  6.1, 6.2, 6.3 |
| Common Core State Standards Leadership Team | * Attend professional developments provided by my school district leadership on the Common Core Assessments in Math and English Language Arts as part of my school’s leadership team. One to two times per month 2013-2014. * Present the material shared with us at the district PDs to our staff during our local Tuesday professional developments. Bi-monthly. | 1.1, 1.2,  2.1, 2.2, 2.3,  3.2, 3.3,  5.3, 5.4  6.1, 6.2 |
| Leadership Project | * The proposed topic for my project is the improvement in math skills at Hillside Elementary School through the use of Common Core State Standards (CCSS) based lessons, specifically focusing on EL learners. November 2013 - May 2014. * See Phase I, II, III, *and IV* below for implementation. | 1.1, 1.2,  2.1, 2.2, 2.3,  3.2, 3.3,  5.3, 5.4  6.1, 6.2 |
| Grade Level Meetings as part of my Leadership Project (Phase I) | * Meet with my 5th grade colleague to plan three-tier *structure* math lessons *that incorporate* a *6*-step math word problem solving strategy *to address EL needs to be used during an afterschool intervention session*. November 19, 2013 * Gather baseline data, data on *implementation of* strategies used, data on fidelity to the improvement plan, and data on student improvement. November 20 – December 11, 2013 | 1.1, 1.2,  2.1, 2.2, 2.3,  3.2, 3.3,  5.3, 5.4  6.1, 6.2 |
| Grade Level Meetings as part of my Leadership Project (Phase II) | * Meet with my 5th grade colleague to discuss improvements to the three-tier, *6*-step math word problem solving strategy model to implement with all 5th grade students to compare data across ELLs, EOs, andRFEP*s*. January 2014 * Gather and organize data on implementation, student baseline scores and student ongoing and post-assessment scores to measure improvement. January 2014 – March 2014 | 1.1, 1.2,  2.1, 2.2, 2.3,  3.2, 3.3,  5.3, 5.4  6.1, 6.2 |
| Grade Level Meetings as part of my Leadership Project (Phase III) | * Present to 4th grade and SDC teachers during a professional development in the area of math focused around the CCSS that will provide teachers strategies to address the needs of EL learners when accessing the Common Core State Standards. Feb. 5th, 2014 * Model lessons for the 4th, 5th, and SDC teachers. Week of February 10, 2014 * *Teachers begin implementing lessons in their classrooms to get ready for Phase IV when we begin to monitor student progress using a pre-assessment to establish baseline data and a post-assessment to measure growth. Week of February 17th, 2014.* * Monitor implementation of intervention for EL learners as provided in the professional developments by shadowing my principal. *March 17th, 2014.* | 1.1, 1.2,  2.1, 2.2, 2.3,  3.2, 3.3,  5.3, 5.4  6.1, 6.2 |
| *Grade Level Meetings as part of my Leadership Project (Phase IV)* | * *Meet with teachers to debrief how lessons are going and discuss any improvements or changes that need to be made. Feb. 25th, 2014.* * *Meet with teachers to develop pre and post-assessments and to develop the intervention lessons to be used in this last PDSA Cycle. March 18th, 2014.* * *4th and SDC teachers will administer the pre-assessment, implement the intervention lessons, and administer the post-assessment to measure student growth as part of the last PDSA Cycle of my leadership project.* | 1.1, 1.2,  2.1, 2.2, 2.3,  3.2, 3.3,  5.3, 5.4  6.1, 6.2 |
| Parent Involvement Night | * Work with my 5th grade colleague to organize an evening for the parents of our community focused around education and taking a stand for our children’s education. October 18, 2013. * Work with our school staff to collect donations of food items to be given out that evening to the parents. October 7th – October 18th. * Create a learning environment, along with my grade level colleague, for underrepresented students to stand up and address an audience from behind a microphone, some for the first time in their academic lives. October 18, 2013 | 2.1, 2.2,  4.1, 4.2, |
| Student Council teacher advisor | * Facilitate student government meetings that will develop leadership skills in students and empower them to make a positive impact on school culture. At least twice per month. * Coordinate a school-wide cleaner environment campaign to help raise pride in our school campus and raise awareness of recycling and reusing. November 2013. * Work with a team of teachers and student council members on a school wide Career Day to help all students make a connection between what they’re doing now and their future, to broaden their horizons, and to receive input from the professional community on what they believe our school can do to help better prepare all students to become healthy citizens of a global society. April 11, 2014. | 2.1, 2.3  3.1,  4.2, 4.3,  5.4,  6.3 |
| Local School Leadership Council teacher representative | * Participate in shared decision making on the following matters: Staff development program; student discipline guidelines and code of student conduct; schedule of school activities and events, and special schedules; guidelines for use of school equipment; budgetary matters. Monthly. | 1.1, 1.2, 1.3  2.1, 2.2, 2.3, 2.4  3.2, 3.3, 3.4,  5.1, 5.2, 5.3,  6.1, 6.2 |
| Professional development for T.A.s | * *Time constraints due to the efforts put into the leadership project (as documented above) have necessitated I take this activity off the list. All CAPSLs are covered in other leadership activities.* | 1.1, 1.2,  2.1, 2.2, 2.3,  5.1, 5.2, 5.3, 5.4 |
| Common Core State Standards Parent Evening | * Familiarize the parents with the CCSS and help them understand why and how our district is shifting to these new standards. Present to them the benefits of these new standards and the challenges our school’s minority population will face when attempting to access these standards. *March 27, 2014.* | 1.1, 1.2,  2.1,  4.1, 4.2 |

*Note: All recent updates, including those to my leadership project, have been italicized.*

**Updates on my Fieldwork Project**

Throughout the first three phases of my leadership project, the data continues to show that all students, including ELs, are better able to do what is asked of them by the Common Core Math Practices 1,3 and 4. The are getting better at explaining and justifying their math reasoning and they are getting better at critiquing the math reasoning of their peers. Furthermore, the peer-coaching model I used to present the intervention I researched has been incorporated into our school’s Single Plan for Student Achievement. This means that even if I leave the school, systems have been put into place where some of the work I’ve begun will continue to be used to help our students, specifically in the area of Math. This really does make all the hard work worth it.

I’ve introduced a 4th Phase into my leadership project. The third phase consisted of teachers becoming familiar with the intervention strategy for EL learners via a peer-coaching model I used. They also had an opportunity to implement some lessons in their classrooms to become more comfortable with their delivery. Now, in the 4th and final phase, student progress will be measured using pre and post assessments we will develop during a grade-level meeting (3/18/14). These pre and post-assessments will be based on Smarter Balance Consortium performance task type questions. This is the company that will be responsible for developing the assessments LAUSD will be using to formally monitor student progress. I predict we will continue to see growth in all of our students, including our English Language learners.