**CCSS ELA: Reading On-Site Supervisor Feedback**

1.  I asked how this would have been different if you didn't buy into the CCSS, but also consider how would it have been if the audience hadn't been receptive?  I ask this because while we've acknowledged the luck of being in a cultural context where most/all are for the most part on the same page, you still said that you were concerned about whether you could convince people, which is interesting given the following:  1)  you know the CCSS, so it doesn't appear to be a confidence issue in terms of the subject matter, (2) it doesn't seem to be a belief issue since you believe in the goals/motivations of CCSS, and 3) from my observations in these two in-services and in grade-level meetings, you don't appear to do/say things that could potentially alienate your audience.  So where is this coming from, this feeling of not being able to convince people?  Who (individuals and/or groups) do you anticipate not being receptive?  Also, what does "not receptive" look like (indifference, hostility, etc.)?At the beginning of the first presentation and when I first looked at the assignment itself of presenting the CCSS ELA I was worried about pushback...Why are we doing this?  Why do we have to do this?  Why do we have to do MORE work in a WASC year?  Why do I have to help this chick with her homework?  All of it.  I expected all of these questions and push back, but it didn't happen...yet.

I don't think the push back has openly occured for a variety of reasons.  1.) At the first meeting I think everyone was open to accessing information to better themselves because CCSS are becoming a fact of life and we need to shift for the betterment of our school, families and students.  Everyone seemed to have an open-mind and actually want the information and knowledge for themselves.  2.) If we hadn't had previous training regarding the shift to CCSS and what the CCSS were I think I would have had more questions from teachers regarding WHY we are doing all of this.  3.) The Catapult in-service that most faculty members attended and the continued professional development that we attend as teachers and faculty does mention the CCSS and constantly refers to the CCSS.   As a result, I think teachers are open-minded and want to hear what I have to say, what the standards look like and how they are going to push out.  5.) We work in a community where people want to help one another.  Faculty members knowing I'm at UCLA I think went into the first and second meeting wanting to be supportive and helpful - maybe that's my hopes not reality

However, I think Janet's statement about why we do not align as a community to take on this endeavor was a form of pushback - Why are WE doing this when no one else is?  Now maybe she was the only one to be brave enough to say anything but I think between you, me and BD we gave an education and well-informed answer.  I think it's natural for teachers to question WHY and I think it's healthy to question WHY.  I relate it to a student asking WHY they have to learn something i.e. do a reflection in class.  I'm hoping as time goes on the WHY will become more clear for Janet and everyone.  At this point I think the "vision" is clear and as time goes on the "buy in" will occur and the CCSS and their implemenetion will become a "shared vision".

2.  Do you feel supported in your work?  If so, how would your work be impacted if you did not have supportive leadership?  If not, what would you need leadership to do to help you feel supported?

I do feel supported in my work not only by administration but by the teachers as well.  You are always willing to email, case in point, debrief, ask/answer questions, etc. which I greatly appreciate.  I know your main focus is working with Sneha and admin and the 8th grade but I do appreciate your time.  It's a little harder to get a hold of BD but that's understandable.

As far as support is concerned I think because the outline itself came from "downtown" that BD is already supportive of it which puts her on my "side" because I'm helping her vision come true so I already have her "buy in".  While it may have been a mandated thing from the archdiocese and it is BD's "vision" I do share in the vision, which is fortunate for both of us.  I don't know if I had approached BD with something else that she would be as supportive i.e. schoolwide behavior management system, infractions in JH, tardy policy, STEP procedures, etc.  Sometimes leaders tend to turn a blind-eye to problems on campus.  In that case, I would have had to really prove my argument and choice and why I thought the change needed to be implemented and she could have easily said no, I want you to do this.  Whereas in the case of CCSS BD already saw the need for change, had the mandate from the archdiocese and gave me the independence to see it through.  I think it is good that BD is on board because I know if she wasn't then I would be struggling to find an assignment that fit both her and my needs and what we both want to do to suit the best interest of the students.  This project is good for both of us as well as the faculty and students/families.  In addition, it aligns with my background and my expertise and what I would like to do with my education which is great.  I think I got lucky in some ways because I have BD's support but I also would have benefited from having the difficult conversations about what is "really" happening on-campus.

3.  Are you satisfied with the work so far?  If so, why?  If not, what would you need to happen to make this work satisfactory for you?

I'm okay with the work so far.  The presentations and information have been kind of bland and elementary but it's important to start with the basics to ensure that we as a faculty are all on the same page.  I really want people to walk away from this not only implementing the CCSS but with the knowledge of what CCSS are to share with others.  It's hard for me to gage some teachers in the room that's why the small groups are so beneficial because I can make it a point to communicate with them directly.  I also sent a follow-up email to everyone just saying thanks and opening the door for questions/comments.

4.  If you weren't given this timeline and the resources from BD to accomplish this task, would you have done anything differently?  If so, then what?

Right now with the timeline I'm deviating a little bit.  I want to make sure that the school and BD meet their mandated requirements but I'm also trying to take ownership and make the project my own.  The timeline while it's helpful assumes that teachers already have knowledge and an understanding of the CCSS ELA and what is involved in the ELA standards.  I'm not trying to dumb it down in anyway but I know, as you said on Friday, not everyone has gone through a credential program, not everyone has an understanding of the information so I want to make it friendly, easy to understand and applicable all at the same time.  I do deviate from the timeline and the objectives given/activites suggested in order to suit our faculty and the needs of our teachers which I think is appropriate but again I also want to meet requirements for BD/the diocese so it's a balance.

5.  What has surprised you about the process thus far?  Is there something individuals and/or the group has said/done that impacted you in some way?  (positively and/or negatively)

Thus far everyone has been really nice and supportive and it's not freaking me out but it's strange.  Typically at faculty meeting everyone sits at their "assigned" table and looks at the clock waiting for 3:30.  The last two sessions have not only been engaging for me but I think the faculty as well and they have been productive.  I appreciate the support and the participation I'm just surprised I received it.

I liked that Janet asked the question - WHY - yesterday.  I tried to jump in before BD to give myself a chance to answer it and deal with I guess you could call it pushback or confrontation, but I was thankful she asked the question.  I also told her later that I was thankful she asked the question because you never know if someone else is thinking the same thing, there is no stupid question and it also helps me grow and learn how to appropriately deal with questions/push back and confrontation.

6.  Compare/contrast this in-service to last week's.  Does anything stand out?

The first meeting was front loading information, facts, videos, statistics and sharing a vision with the staff and everyone seemed really empowered upon leaving.  The second meeting was taking the vision and showing how it is structured and how we as teachers are going to use the CCSS to create curriculum, assessments, etc.  The main thing that stands out to me is that upon leaving to do small group work after meeting two people were confused, intimidated, challenged, etc.  Upon leaving meeting one the staff seemed more enlightened and empowered and not as defeated.

7.  Next time, you said you'd do another survey to begin the in-service…what questions will you ask?  Why?  What is the objective of Nov. 22?  How will you achieve that objective?

The survey results from yesterday were actually what I predicted so next time I'd like to do a survey asking the teachers what they would like to learn about the standards, what PD they would like with the CCSS and any information that they need to implement the CCSS so they have ownership of what we are doing and feel heard, understood, important and appreciated.  That's more of a questionnaire I suppose.

Before next time...I want the teachers to understand the standards and be able to effectively implement them in their classrooms.  In doing so I think it's important to review literary skills/strategies with the staff and what they mean so they can use them in their classrooms.  I'm actually wishing that we had another PD opportunity to review elements of literature and reading skill before the templates were due but that's okay.  I'm going to email the grade level leaders separately with reading skills/strategies and suggestions for their templates since we don't have a PD but I do want the information shared because it is important.

Next time the timeline suggests having teachers discuss standards-based assessments.  Personally I think it's kind of quick to move into assessments right after unpacking standards.  While it's possible I don't know if it's realistic, it might be a bit much.  Instead, I was thinking of having the teachers create a "unit plan" not a "map" fulfilling one of their unit plan requirements, aligning with the CCSS ELA and showing the application of the CCSS in the classroom.  While this task may seem daunting the majority of the work will be done (the unpacking template) and it also meets the unit plan requirement for teachers given by BD.  So the objective would be to use the unpacking template to form a unit plan in reading based on the ELA CCSS and the skills and concepts addressed in each teacher's unpacking template.  I would also have social studies, PE, math, technology, science, etc. do this to show the continuum and how reading across content areas is important even though it's difficult.  For me this is important because I keep preaching how the reading standards are supposed to go across content areas but I haven't addressed how to do this so I think it would be really beneficial to do this collaboratively, share ideas, etc.  Thoughts?

8.  What data will you collect from this in-service and what will you do with that data?  How will you use the data?

The data from yesterday's in-service I'm using to assess what teachers took from the first PD and their knowledge about standards before we discussed them and reviwed them yesterday.  Next time I'd like to use the questionnaire to inform the rest of my work with the staff whether it be individual, grade level or whole group.

9.  Do you see larger implications for the work that you are doing now?

The larger implications, aside from politics, address issues of social justice and marginalization in society and giving ALL children a quality education.  At SJE the implications reach beyond reading to all subjects, which I think is hard for alot of teachers to see, accept and take ownership of.  This is important in addressing curriculum issues, instructional methods, etc. taking place at SJE to ensure that ALL students are receiving a quality education while in our care.  It's also informing parents of what's taking place in the classroom and how we are implementing the CCSS in the grade levels and why it is important.  It's not just the CCSS either, it's the other things going on at SJE that are difficult to swallow but important to address.  The possibilities for me are endless.  I could do this forever, but I'm a freak.

Also I would hope at the end of this that other teachers feel empowered to lead and take on PD as well because everyone has alot to offer one another.

10.  Knowing that this is now a two-year project, instead of one, how will you modify this…or will you?  What do you think of the decision by the higher-ups to accomplish this over a two-year period?

Yeah, I was actually thinking when this year is over are you just going to take over or am I still going to be allowed to work on this as we enter different cycles?  I don't know what you and BD want or where you see this going, at the end of the day it's your decision to make.  I know right now you're kind of letting me "play leader" for the purposes of UCLA but should we continue this process I would like to be included.

Knowing that this is going to be a two year process pushes me to ensure that all teachers understand the standards and are able to effectively implement them in their classrooms.  I think it's a realistic and wise decision to give teachers time to understand and apply the standards and all that goes along with them and not rush through things just for the sake of completion.  It's important to take the time to be effective in making the process work for our school and I totally think this is a two year process, one year is not only unrealistic but it pushes too much too fast.  Could we do it?  Sure.  Would it be done?  Yeah.  Would the teachers understand it and be able to effectively incorporate it into their teaching?  Maybe some , but not all.  Would the teachers resent the process because they were rushed through it?  Yes!  Especially during a WASC year.

11.  We touched on some things today:  1) tension among the school leader's responsibilities of the day-to-day management, instructional leadership, and accountability to higher-ups, 2) what to consider when making difficult

decisions, 3)  social justice, and 4) buy-in from all stakeholders…How does your work relate to these things?

My work relates to these things because it gives me insight to the responsibilities of a leader and how to implement them.  Part of being a leader is dealing with the requirements and mandates from higher-ups and how to balance it all with the additional responsibilities of ensuring that teachers, students and instruction is taken care of.  I get that, it's just a matter of making it happen.  I think the most important part is deciding what's realistic while still completing requirements and choosing which requirement to adhere to and why.

For me speaking with you is helpful because you are so careful with your decisions.  You really step away from the idea, theory, mandate, etc. and question what's in the best insterest of the students and aligns with the mission of the school.  You methodically approach things and it's so important as opposed to just reacting to things.  Also importantly, as a leader you're going to have to make decisions that do not always please people - that's life, but it's the delivery/approach in making decisions that can make all the difference.

The CCSS clearly address social justice in providing a quality education for students reagardless of race, demographic, gender, sexual orientation, etc.  Personally social justice in education is leaving judgements and preconceived ideas, notions, beliefs or judgements about students and people at the door.  To truly educate the child is to educate the whole child, not the standard, not the gender, but who they are and what they want to be.  It's obviously alot easier said than done but even at SJE where we don't have the most diverse student body it's so important to make sure that in a small Catholic environment all students are receiving an equitable and quality education.

Buy-in goes back to BD and Janet.  I think I was lucky to share BD's vision in making the CC project happen.  If not there would have been a larger issue at hand and a lot of back and forth.  Janet's question wasn't my first experience with push back but I think it's important for me to experience.  To me the difficult conversations aren't avoidable, they're part of the job and the more exposure I have to them and how to appropriately deal with them and resolve them the better.  The buy-in also relates to the shared vision of a school.  As a leader what do you want for your school, your kids and your families and how are you going to make that not only known to stakeholders but convince them to come along for the ride.  In coming along for the ride are they going to just sit there or are they going to actively participate?  While we are lucky at SJE that we have the buy-in that's not always going to be the case.  In dealing with the buy-in I question my philosophy on education and I am constantly re-examining my non-negotiables for education and leadership.

12.  Has your work with this impacted your own classroom practice?  Your work as a teacher leader? Challenged any assumptions you have about teaching, administrating, etc.?  How?

As far as my own classroom practice is concerned being at PLI challenges me, in a good way, to put my own beliefs aside and do what's best for th kids I work with and the people I work with as well.  To take ownership of my teaching and my students and my job and not place blame.  In addition, PLI pushes me to address systemic inequities, identify them and how I would approach them.  It may not be the time or place to address everything but I think it has put me in the mind frame to begin identifying issues and develop plans of action that I could potentially implement as a leader.  PLI also challenges me to bring social justice issues (age appropriate) into the classroom.  I think I've done this in the past but I'm more hesitant at SJE and PLI has empowered me in a way to not be afraid to address issues of social justice in the classroom because of their impact and the importance of informing our children.

I have a self-assessment form that I'm going to complete.  You then need to look it over and let me know what you think of my personal assessment - if you agree with anything, disagree with anything and why.  It's a longer form, I don't know if you had to do this, but it will require a de-brief/conversation if you want to set time ahead now?  I will fill it out tonight and put it in your office mailbox on Monday.  If you could look it over by Friday maybe we could meet after Catechetical Formation?  I don't know what your plans are post-formation.  If not Friday, I'll make time according to your schedule, just let me know what is best for you.