

## October 21, 2015 Collaboration Day Reports

### Franklin Elementary:

We had a very busy and productive afternoon here at Franklin Elementary and at other district locations as well. It is difficult to fully describe the scope and importance of the work or the excitement of staff members as they work very intentionally to enhance the learning experience for all students.

The kindergarten team created common math assessments for the Envisions curriculum that more closely align with major concepts as outlined in the Common Core standards. They also worked to align other activities such as games, assignments and small group work to match the assessments.

The first grade team created interventions for some key reading skills such as blending. They invited Title I staff in and participated in training regarding the use of the interventions. First grade teachers and Title I staff have already begun to use these interventions with small groups.

Second grade updated 'Explanations of behaviors' and DIBELs cutoff scores for the upcoming report card. Staff members shared strategies for classroom processes including assignment correcting. The team worked on a common upcoming writing assessment and a corresponding rubric. They worked on common communications for second grade conferences as well.

The third grade team discussed assessing and scoring written responses on reading tests. They adjusted student growth goals for reading comprehension and put together a proposal for a field trip that addresses social studies requirements. They collaborated with the fourth grade team on the subject of writing. Fourth grade teachers shared the rubric they created and helped third grade teachers work toward applying a similar model at their grade level.

Prior to working with third grade, the fourth grade team worked on the scoring rubric for writing. In the shift to Common Core and related SBAC testing, Franklin teachers discovered a lack of support materials that are user friendly for both teachers and students in writing. Based on last year's experience, they created a rubric and related processes designed to help students have the best possible success. As stated above, they began the process of sharing with grade levels above and below. The ultimate goal is to create complimentary learning and smooth handoffs through the grade levels, aligned with Common Core standards.

Fifth grade teachers, district wide, spent the afternoon at Lincoln Middle School, collaborating with sixth grade teachers. The goal again was to create smooth hand-offs between the elementary schools and the middle school. On the agenda were several questions to consider including specific preparation of fifth graders for sixth grade in core subject areas, conference approaches, homework expectations and observed strengths and areas of improvement. Reports indicate a very productive session.

The Franklin special education staff met to discuss schedules and strategies, after which the paraprofessional staff joined the district-wide counterparts for some specific health related training. Mr. Ventresco met with Megan Itani, PSD Behavior Intervention TOSA, to work on structure and strategies for individual students.

The Title I staff worked with grade levels on interventions and refined procedures for delivering interventions including Read 180. They reviewed progress monitoring data to examine effectiveness of current interventions.

Elementary PE teachers met at Franklin to share strategies learned at the recent SHAPE conference, including new games, activities and lessons. They worked on Mathtopia and Run-and-Spell, activities that combine PE with math, reading, and spelling.

The occupational therapy staff met to view a webinar video and discuss training to be implemented with specific students.

ELD staff reviewed online training modules from OSPI that address the new English Language Proficiency standards, including methods to facilitate communication with content area teachers and to assist them in working with identified students.

Music staff from all schools worked together on student growth goals and strategies including student self-assessment. They discussed construction of SMART goals including common language utilized district-wide. They discussed using student exit slips and the value of student perception of self and others in enhancing student ownership of their learning in music.

As mentioned previously, it is difficult to do justice to the work that takes place on these days. I once again would like to thank the Pullman community for providing these opportunities to enhance teacher effectiveness and student learning.

*-Bill Holman, Principal*

**Jefferson Elementary:**

The staff at Jefferson Elementary School met to collaborate. Grade-level and specialist teacher groups discussed the following items:

Kindergarten	Kindergarten teachers looked at our letter and sound assessments and created student growth goals based on that information. We identified strategies to meet these goals. At the next collaboration meeting, we will look at our progress toward our goals and discuss further interventions.
First Grade	First Grade Teachers spent most of our time discussing how we will align our Social Studies lessons with Common Core State Standards. We collected materials and did some research on the internet and have almost everything we need for the year related to the Social Studies lessons. We are excited about the units we will be teaching this year. We also discussed lessons from Next Gen Science Standards and implementation of those with the resources we have collected personally and from our FOSS kits. Again, we are excited about what we will be continue to do with Science and STEM lessons. At our next collaboration we will each bring adapted lessons to share with the group.
Second Grade	The second grade teachers met and discussed both reading and math progress for the fall. We reviewed the RTI plans for all 2 <sup>nd</sup> grade students identified and solidified progress monitoring tools to be used. As well, we went over initial scores and observations regarding both walk-to-read and move-to-math. In December we will bring additional student scores and discuss needed changes for student placement. Also we will finalize materials needed for the district-wide 2 <sup>nd</sup> grade collaboration in January.
Third Grade	Third grade teachers analyzed the Story Town Theme 1 written responses and identified areas where we need to focus additional instruction. At the next collaboration meeting we plan to review Theme 2 responses and continue progress monitoring of written responses. We also collaborated with Michelle Frederickson and Gabriela Holzman about strategies to improve the learning environment for students who are deaf or hard of hearing.
Fourth Grade	Fourth Grade Teachers at Jefferson modified our StoryTown response to literature graphic organizer and

	rubric, including writing some new prompts for the next two lessons. We also met with Jesse Armstrong to talk about how speech can support students in reading and writing and looked for short non-fiction texts for upcoming cloze reading and writing activities that integrate with Government and Earth Materials units. At the next collaboration meeting, we plan to review some of our student's written response and develop further intervention activities and strategies to help them meet standard.
Fifth Grade	Fifth grade teachers met with 6 <sup>th</sup> grade teachers at Lincoln Middle School to discuss the transition from Elementary school to Middle school. Skills dealing with locker combinations and connecting 5 <sup>th</sup> grade students with some of the 7 <sup>th</sup> and 8 <sup>th</sup> grade students was discussed. Homework expectations and bus procedures were discussed. Next time the 5 <sup>th</sup> grade teachers will be in each building. The Jefferson teachers plan to discuss homework, Math ELA, and Science rotations and assessments. They will also review conferences and make revisions for the winter conference period.
Academic Support	The Jefferson Academic Support team met to discuss math and reading intervention programs being implemented this year at Jefferson. We coordinated the math and literacy support schedules to ensure that students are receiving both core and intervention instruction in targeted subject areas. We also spent time analyzing assessment data and identifying ways to provide more immediate feedback to students and families. At the next collaboration meeting we plan to review progress monitoring data to determine what additional support students may need.
Special Education	The special education team from Jefferson collaborated and received training about working with students in the classroom. We focused on the importance of promoting student independence, and appropriate strategies to foster this. The team also split up in two groups, one focusing on data collection and assessment of student goals, the other focusing on promoting the independence of particular students in the program. The paraprofessionals went to a lifting/transfer training at the district office while the teacher collaborated with the LAP teacher about the Read 180 program.
PE	PE teachers met at Franklin Elementary School. They discussed ways of implementing ideas gathered at the SHAPE conference they all attended on The October 9 LID. Replacing outdated equipment and reviewing the games they use to teach skills were reviewed. Taught Thad Mathtopia and Run and Spell as ways to incorporate math, reading, and spelling into PE.
Library	The K-5 staff discussed what they would like to collaborate on for the remainder of the year that would be valuable to each elementary library and that would help students perform more efficiently within the library setting. They continued their discussion sharing successes they have had this fall in a variety of situations where they have seen growth in student performance as they have become more aware of how to utilize a library more efficiently
Music	District wide music staff met at Lincoln Middle School. They discussed Student growth and self-assessment techniques, Student perception of self and others, and creating SMART goals for performance. They ended the day discussing creating ensembles for completion. Next time they will review professional journals about the importance of music and arts education. They will continue their investigation of MMCA ensembles and the creation of smart goals as a performance measure.

**Sunnyside Elementary:**

On October 21, 2015 the following subgroups gathered as follows for the indicated activities/work:

The kindergarten team created skill based groups for the academic areas of math, reading and writing based on classroom assessment data. These groups will be led by classroom paraprofessionals and parent helpers to differentiate and extend kindergarten skills. We will reevaluate groupings at the next collaboration time, using new data.

First Grade took an in-depth look at our reading curriculum and familiarized ourselves with all of the components. Our plan was to differentiate instruction to meet all of our students learning needs. We planned a common assessment to give our students in the next month to gage our effectiveness and modify our instruction if needed.

Second grade teachers initially met with third grade teachers to discuss student writing. We reviewed standard expectations and asked what third grade teachers wanted us to focus on in second grade in order to help students better achieve proficiency in the SBAC. We all agreed that second grade teachers should focus on capitalization and punctuation, developing a solid understanding of how to write one strong paragraph well, and end the year with students writing multiple paragraphs. It became abundantly clear to all of us how beneficial a common writing curriculum K-5 would be in order have consistency and to help students become successful writers.

Second grade teachers then moved to discuss writing rubrics. We adjusted our writing rubric to fit 2<sup>nd</sup> grade core standards in ELA and created a scoring guide. Next we reviewed conference expectations and guidelines. We analyzed our MAPS scores and talked about DIBELS results. When looking at the DIBELS histogram report we noticed how the new recommended goals have drastically affected the number of students across the district not making standard. We discussed ways to help with reading fluency. Finally, we spent the last thirty minutes beginning our preparation of report cards for conferences next week.

Third grade teachers met with the second grade teachers to discuss student writing, and we let them know that we want them to focus on capitalization and punctuation, learn how to write one strong paragraph, and try by the end of the year to have students writing multiple paragraphs. After that, we reviewed students' written responses in the Storytown Theme 1 test, looking for areas in the responses that need improvement. Students need to improve: stating part of the question in the answer, using details from the passage to support answers, and reading the question thoroughly. These are skills we have taught, but we will continue to review these skills in order to be prepared for the SBAC in the spring.

During collaboration time, the fourth grade team focused on technology and how we can apply it in our classrooms. We also looked at how we can integrate content areas to accommodate SBAC and common core state standards. We did this by creating rubrics and "tweaking" current classroom lessons to incorporate the standards.

At today's collaboration meeting, the fifth grade team had the chance to discuss the thoughts listed below, as a discussion and questions. In teams of elementary schools and groups of 6<sup>th</sup> grade teachers, we discussed how students are performing in grade 6 and how to better support that transition. We also spent the latter part of the meeting having the 5<sup>th</sup> grade team questions answered. Great discussions and ideas were generated in our afternoon together.

#### **6<sup>th</sup> Grade TEAM FOCUS:**

- Feedback on this year's 6<sup>th</sup> graders
  - SBAC data analysis
  - Best strategies for success
    - Students

- Parents/Families
  - Follow through

### **5<sup>th</sup> Grade TEAM FOCUS:**

Questions generated by Grade 5 Team at September collaboration (shared in collaboration notes)

- What is the goal of the Oct. 21 meeting?
- What gaps do students have as they enter middle school?
- Are students ready (socially, academically, and emotionally) for middle school when they come to you?
- What strengths are students coming with?
- What weaknesses or areas of concern are students coming with?
- What is your approach to conferences?
- Transitions for students
- General questions regarding homework ...
- HOPS binder

The Title 1/LAP staff now includes Lorna Bruya, Title I/LAP teacher and four instructional paraprofessionals: Courtney Prayer, Jacqui Tate, Jessica Lawson, and Barb Travis. This greatly increases our ability to work with additional students throughout the day in small groups, from kindergarten through fifth grade. Today we continued our training in some of the intervention programs we are using including LLI (Leveled Literacy Intervention) with kindergarten through third grade. We began training in DIBELS (Dynamic Indicators of Basic Early Literacy Skills) that we use weekly in short one-minute assessments to monitor student growth throughout the school year.

The K-5 Library staff discussed what they would like to collaborate on for the remainder of the year that would be valuable to each elementary library and that would help students perform more efficiently within the library setting. They continued their discussion sharing successes they have had this fall in a variety of situations where they have seen growth in student performance as they have become more aware of how to utilize a library more efficiently.

### **Music**

\* TED Talk Video (7 Minutes) - "Every Child Needs A Champion"

- Discussed various points, especially the comment "-18 kills you, but +2 says 'You're on your way!'"
- The importance of relationship in student growth
- Success and areas of improvement in this area

\* Student Self-Assessments / Deeper Thinking

- Nafme Cornerstone Assessments
  - Might be too difficult to start
  - Tricia / Katherine Shared their self-assessments
- Can be used as writing prompts
- Can be used as goal setting for next concert
- Can be used to learn what the students thought the teachers were emphasizing
  - i.e. - students comment on non-musical things
- Can be used to learn student perception of self and group
- Can be used gauge student "buy-in" to program

- What are our goals for student growth in the area of self-assessment?

\* Student Growth Assessments

Nafme Cornerstone Assessment (again our guide)

\* Discussion about student manners / Performance etiquette

- Is this taught elsewhere? (FFA for sure...)
- How can music help this area of student growth?
- Music is a common element from elementary to high school
- We can use common language
- Performers can respect the audience by this behavior
- Should this be a point of emphasis for us as music teachers?
- What do we want students to know and do in this area? What does success look like?

\* TPEP / Smart Goals

- Reviewed our current plans for TPEP and opened up for feedback
- Andrew Mielke and Kim Stockton shared their plans / discussion
- Discussion / Examined Nafme Rubrics to help grade consistently
  - Do we grade more rigorously with the national standard rubric?

The next collaboration day is scheduled for Wednesday, December 9. The items that Sunnyside Elementary will be working on that will include (not limited to):

- Continued work on reading proficiency, grades K-5
- Continued work on math proficiency, grades K-5
- Continued work on testing and reporting procedures
- Using data to evaluate effectiveness of strategies implemented thus far in reading, writing and math

**Lincoln Middle School:**

The Lincoln Middle School staff had another productive day during collaboration on Wednesday the 21<sup>st</sup>. Some of the highlights included a visit from the Pullman School District 5<sup>th</sup> grade teachers as they spent some time working on how to best prepare students for the 6<sup>th</sup> grade. They were able to focus on transition to the middle school and how best we can work with students when they arrive. Our Science team has prepared another engineering week for kids and parents that will occur in March. Teachers focused on the learning targets of the engineering challenge and how they would adapt for each grade level. Our math team continued to focus on alignment between each of our Algebra and Pre-Algebra classes. Our Language Arts team was focused on differentiation in the classroom and how they can best reach all learners. They have been focusing on technology in the classroom to better individualize their instruction for each student.

**Pullman High School:**

## Art:

- Continue planning for all district art show
- Designing better connections between elementary, middle and high school to improve the quality of our programs
- District Art Program self audit: facilities, curriculum, lab fees, professional dev. etc.

## CTE:

1. Articulation Agreements – October deadline
  - Q: Is WWCC charging for college credits? If so, who is covering the cost?
  - A: Still free this year.
  - Q: Does instructor have to have a Master's degree?
  - A: Depends on college. Going forward this year as usual.

### Agreements in place:

- Plant Science – yes
  - Econ – not at this time as curriculum is not aligned with SFCC (Micro/Macro)
  - Bu Com – not at this time as SFCC no longer offers a course that aligns
  - Photo and 3D – not at this time
  - FCS - yes
2. Literacy – addressed in approved Frameworks
  3. CTE Compliance and CTE Funding for FTE in courses offered at LMS and PHS
    - Ed Davis – Gateway to Technology. Yes. Certificated
    - Abbie Warmbier – Gateway to Technology. In process
    - Rob McPherson – Yearbook. In process
  4. Channel 3 news at LMS
    - Creating framework for CTE approval
    - CIP codes for Broadcasting, Multi-media (Visual Communications), and Photo are being used at 180 hours.
    - Is there another similar MS CTE course being offered in the state that has an existing framework? Desiree will follow-up on sept 17 email.
  5. Large number of students who have not met the required IT course
    - 30 to 40 students will have to take IT on-line
    - Q: Is this feasible?
  6. PEP verses Google Classroom and Google Docs
    - Survey current teachers
    - Add an additional component to IT at LMS?
    - Movement to google docs and Chromebooks
    - Pros
      - Reliable
      - Storage benefits
    - Cons
      - \* Parent Access

- Accessibility benefit
- Consistency
- User friendly
- More flexible and fun
- Teacher controlled administration (mostly)

### **English:**

1. Freshman Essays--should we build up from one paragraph essays to five paragraph essays? Or start with five paragraphs?

We discussed the pros and cons of building skills vs. expecting students to come in knowing how to write a five paragraph essay.

We discussed creating a final Odyssey writing assignment that is common.

We extended our discussion to other grade levels and how they align vertically, but did not change any current practices currently.

2. Sources of research and documentation for 9-12.

Freshmen must have a references page and do not have to make a distinction sophomores will make the distinction between references page and bibliography. The progression of sources USED in a paper:

12th--6-10 sources

11th--4-6 sources

10th--3-5 sources

9th--2-4 sources

The progression of page numbers per paper:

12th--8-10

11th--4-6

10th--3-5

9th 3-5

3. We shared our activities related to Socratic seminar and discussion for our common TPEP goal

4. Diana and Joe updated us on the senior paper requirements.

5. We discussed the idea of moving as a school from the PEP server to the Google Classroom.

6. We discussed which we'd prefer--totally electronic portfolios or using some paper portfolios for timed writings?

### **Health and Fitness:**

- Collaborated on freshman Health and Fitness Curriculum up to Winter Break
  - Finalized nutrition common assessment
  - Worked on group and individual fitness project rubric
  - Filled in fitness activities (fitness 4 days a week)
- Discussed TPEP and shared evidences



### **Library:**

After further discussion on how the Digital Citizenship curriculum aligns with the library curriculum, (based on reviewing the website and other documentation that was gathered since the last collaboration. A written report of this discussion will be sent to the administration by mid-November.

The K-5 staff discussed what they would like to collaborate on for the remainder of the year that would be valuable to each elementary library and that would help students perform more efficiently within the library setting. They continued their discussion sharing successes they have had this fall in a variety of situations where they have seen growth in student performance as they have become more aware of how to utilize a library more efficiently

The secondary staff was made aware of a grant this morning, through Washington State Libraries, regarding the possibility of receiving a collection of 50 STEM related nonfiction books. Discussion of how best to proceed and statistics were gathered to support the need for the grant. Individuals were contacted to gather more information related to number of students, free and reduced lunch numbers, etc. in order to complete the necessary grant information.

### **Math/Science:**

#### 1. Technology Focus – Math-Science Combined

- a. Jan Estep presented the use of Google Forms in the classroom. She talked about the different options in creating a form as well as the different possibilities for managing the data once it is collected.
- b. Each teacher then focused on creating a form for use in their classroom/discipline. This included collecting data, graphing data in a histogram, formatting data into a table usable with students and using a form as part of an entry task to assess student progress.
- c. QR codes were talked about as a means of accessing the forms.

#### 2. Team Time

Teacher groups met in disciplines to continue work on coordination of classes (geometry, physical science, biology, etc.)

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**Special Education:**

The PHS Special Education team completed training on the Conover online transition planning curriculum. We watched videos which explained the MECA, Personal Responsibility, Success Profiler, Functional Skills, and Workplace Readiness programs within Conover. We discussed how we can appropriately use Conover through all 9-12 grades without having students repeat the same work.

We also discussed state assessment schedules and how to identify appropriate tests and accommodations for students and how to correctly write those in students' IEPs.

**Social Studies:**

Discussed AP grading and format for Primary source analysis, DBQs and essay new focus for AP European and US.

We discussed how to align our tests and assignments to reflect the historical thinking skills (9 for US History, and 4 for Contemporary World History and AP European History) as described by the college boards.

We reflected upon the various skills and discussed possible ways to condense them into something manageable that could help prepare sophomores who will be taking the AP test and for those who will likely head into AP US History next year. In other words, preparing students to handle DBQs, short answer, and long answer essay questions.

**World Languages:**

We have new ideas on assessment based projects including verbal assessments for various grammar units. The group has not taught together in the past. We specifically shared ideas for the second year classes. We also spent part of the time breaking down culture based projects according to language level. We also did this with culture based articles/movies/activities, etc. so that there will be no duplication between levels.