

APPENDIX II – 19



### **S & I PURPOSE & RESPONSIBILITIES**

#### **PURPOSE OF S & I VISIT:**

- Gather trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise.
- Determine Next Steps and Action Plan for addressing needs and/or providing enrichment.

#### **Site Responsibilities PRIOR and DURING Visit:**

1. Provide a MAP of the site to each team.
2. Develop a walk through schedule and make one copy per team to attend. (Typical schedule will be for 3 teams and 4 teams)
3. Schedule only 3 classrooms per hour per team
4. Schedule visits to provide an opportunity for observations of a cross section of teachers/grade levels. We especially want to see ELA & Math
5. CTE schools: CTE may need a separate walk through schedule for the CTE classes. CTE may send a team on the day of the S & I observation.
6. Notify teachers at your site of the S & I visit, several days ahead of the visit.
7. Teachers should keep teaching, when the team arrives. They do not need to acknowledge the team or feel obligated to explain class processes.
8. Teachers should see the walk through instrument. It is the same instrument that the principals use.
9. Provide a place for the team to meet on the day of the walk through.
10. Principals will receive a calendar invite.
11. Sites should have a CSP, Magnet Coordinator, and/or AP join the walk through. Invite should ONLY be forwarded to the staff listed above. Please do not forward the invite to the entire staff, as this makes it difficult to determine who will be on the walk through team.
12. Director will lead the Support & Innovation (S & I) process; leadership director will guide the action plan.



#### At Visit:

1. Provide needed documents for the walk through class visits
  - a. Approved walk through form aligned to Danielson: Each team member should have a form for each classroom visited (GFP will provide)
  - b. Danielson Rubric: one for each team (GFP will provide)
  - c. Strengths & Enhancement Form: one for each team (GFP will provide)
  - d. Assigned classrooms list with teachers numbered: one for each team (Site will provide)
  - e. Map for each team (Site will provide)

#### When Team Arrives

The principal will need to be prepared with answers to the following questions.

- Are there any teachers absent?
- Are we seeing new teachers? What are their classroom numbers/names , so that we are able to notate this on our assignment sheet?
- Do you have any long term subs? Is this person included in the walk through assignment list?
- Is there anything specific you would like for us to note, when we are in rooms?
- What do you expect that we will see consistently in classrooms? For example: Is there something that we should see in all rooms, such as posted objectives or Avid strategies posters? Or is there something specific you have been working on in PD?
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#### Team Directions

##### Assignments

2. Provide direction to teams that arrive for walk through.
3. Quickly determine who will be on each team in the walk through visit.
  - a. Site staff will be paired with district staff.
  - b. Coordinators should be paired with a Director

Set norms for teams that arrive for walk through.

- a. Remind team that this confidential
- b. This is NOT a "Gotcha" or a "See how many things we can find wrong"
- c. This is a SNAPSHOT: Teams will not see all things listed on the form.
- d. Use the Danielson RUBRIC after each classroom visit to determine consensus score
- e. Ones and Fours on Danielson are Rare



- f. Set a specific time to return to meeting area
- g. We may not see all teachers in a visit. If they need more time to determine consensus scores, then it is okay to miss a teacher or see the teacher at a later time.

### **Completing the forms**

- DO NOT USE THE FORM AS A CHECK OFF LIST. Record observations. You WILL NOT see all things in a snapshot. Script if needed and then complete the form.
- Notify all team members to NOT put their name on the form, but to put their team number. Rather than TEACHER name, use the Room Number or Number the teachers on the list and use that number.
- Each team will spend 10-15 minutes per classroom (Snap Shot).
- Exit and spend 5-7 minutes coming to a CONSENSUS score on complete walk through instrument. Scores must be provided. May not use half scores (i.e. 3 ½)
- Use the Rubric to arrive at consensus
- After all visits: Team to complete a CONSENSUS STRENGTHS AND AREAS OF ENHANCEMENT FORM
- Forms will remain with the principal.

### **Strengths than Enhancements**

If you do not note the strengths, no one will be able to *hear* the enhancement.

- a. 3-5 strengths should be listed for each teacher.
- b. Only 1-2 Enhancements. That is all that can be focused on at a time.
- c. The information should be written respectfully & professionally.
- d. Teachers will not receive this information.
- e. Principals will receive all forms.
- f. ONLY Trend information will be shared.

### **END OF WALK THROUGH**

- When team returns to meeting area:
  - a. Director leading meeting: Gather the strengths & enhancement sheets and the classroom walk through forms. Director determines if entire team will stay for the debrief.
  - b. Collect ALL completed walk through forms and give to the principal.
  - c. DISMISS ALL OTHERS: This concludes this part of the team.



- d. Leadership Director & School Improvement=Title I Director , Magnet Director and possibly Title I coordinator will remain to complete trends graph and outcome/action plan form.
- e. Count the score for each teacher once in the Graphs & Trends document. Complete trend data collection excel document.
  - i. This document will provide a graph that will depict growth over time.
- f. Principal will provide feedback to site: Trends. Individual feedback needs to be determined with the guidance of a Leadership Director.

**THESE INDIVIDUAL FORMS ARE NOT TYPICALLY SHARED WITH STAFF.**

**TREND DATA MAY BE SHARED WITH STAFF.**

4. Provide a copy of the S & I Action Plan-Next Steps document to the Principal, **before** you leave the site.
5. Upload a copy of the Action Plan-Next Steps document into the appropriate Share Point folder.
6. Do other departments/directors need to be notified of additional support needed at the site? Leadership Director and Title I support will work together with the principal to coordinate the implementation of the next steps.

**GFP Coordinator Responsibilities:**

- Notify principal of upcoming visit and site responsibilities
- Provide copies of the walk through instrument for everyone on the teams participating
- Print and provide one copy of the Strengths & Enhancement form for each team
- Keep information confidential
- Do not talk about individual teachers or subs.