Scott Warren: Good afternoon, everyone, thank you for joining us for the last in our series of free webinars for this fall and winter, this one is on spark school improvement in the elementary grades.

Scott Warren: And it's an opportunity to introduce our new elementary framework i'm happy to have with us today, the two co leads in the development of this work to lead this particular session we have.

Scott Warren: allison Morgan and shelley fly gar who will lead us in a discussion around our exciting work is it began to the elementary grades i'll turn it over to you, ladies.

Shelly Flygare: awesome and i'll just take a minute to introduce myself real quick and allison introduce yourself again i'm shelly flag are.

Shelly Flygare: I work primarily with new Mexico schools started venturing outside a little bit of new Mexico recently.

Shelly Flygare: But I am a former principal formal instructional coach teacher and i've worked all grade levels.

Shelly Flygare: But my majority of my work and my career was in the elementary setting So for me as delving into this elementary framework is actually extremely exciting so just want to introduce myself I awesome i'll let you get going.

Allyson Morgan: Good afternoon, everyone tell from Alabama hear my accent, you probably can tell.

Allyson Morgan: That we're excited to have you today i'm a director, with a three day working in the the Georgia Florida Alabama and Mississippi area and.

Allyson Morgan: was a former first grade teacher fourth grade teacher middle school teacher.

Allyson Morgan: Literacy specialist principal assistant superintendent says they just let me keep trying Jonathan Phillips now, one that I could do or either I retired, I guess, but I use this every day, and my schools.
Allyson Morgan: For years, and really excited to be working with a three day and glad you're here today to hear about are.

Allyson Morgan: really are continuing to support that we now have with elementary schools that that connect with middle and high school support that we have been known for so shelly is going to start us off today.

Allyson Morgan: And you'll be here for both of us if you have questions or comments raise your hand or put it in the chat box and shelly i'll monitor it for you and you can monitor me.

Shelly Flygare: Perfect so as we get going i'm not going to read these to you, but i'll kind of pop our objectives up here.

Shelly Flygare: As you look through those ideally our purpose and our intention of doing these workshops is to just get those new key practice in front of people.

Shelly Flygare: We want our schools and our districts that we either work with or that are looking to work with us to kind of see.

Shelly Flygare: This is what we've looked at this is how this aligns to the models and looking at our key practices from middle schools and high schools.

Shelly Flygare: And then just give you a little bit of a chance today to kind of dive into them.

Shelly Flygare: and think about how could we use these in the school setting and have possibly that opportunity to look at how this works in practice.

Shelly Flygare: And so we'll spend a little bit of time kind of saying what does this look like in an elementary school.

Shelly Flygare: And you have it, access to a folder and I think allison is going to drop that in the chat box for you real quick, I just want to show you real quick what is in that folder and kind of show you what what we using today and so i'm going to switch screens real quick.
Shelly Flygare: Make sure that I have the right one, and in that folder what you're going to see is you'll see the PowerPoint from today you'll see a document that we're going to use kind of looking in alignment the the.

Shelly Flygare: resource that will use today as we're talking is going to be the one that's labeled key practice and indicators.

Shelly Flygare: And that's really what we'll think about for elementary school What are those key practices and then what are those individual indicators as you go through there.

Shelly Flygare: So you've got that in that folder if you have any trouble accessing those materials or something won't open either pop in the chat box or we can just send out to you directly, and I will switch back.

Shelly Flygare: Perfect okay.

Shelly Flygare: So, ultimately, our critical focus wash and you're really what we thought about as we were saying no let's think about elementary schools in designing these key practices is.

Shelly Flygare: How are we going to look at elementary school as really the the initial first step in the school process.

Shelly Flygare: So when you think through How does elementary school help prepare kids for college, that is their first entrance into the school world.

Shelly Flygare: That so as we think about that we start thinking about what practices can we implement or start integrating in elementary school.

Shelly Flygare: that's really going to move kids in that right direction if our ultimate goal is college end or career ready and so that's hope what we hope to answer that's what we hope to put in front of you today as we think through that idea.
Shelly Flygare: I just look at this slide just want to take a second to really kind of look at making schools work as an umbrella so when you think about our work in schools with us already.

Shelly Flygare: Making schools work is really our umbrella program and once you start getting into that you start to see some of you guys that have worked with us, before you are familiar with making middle grades work high schools at work.

Shelly Flygare: And you can start to see how we've started to build.

Shelly Flygare: Throughout all of this grade levels are process and the one thing I really want to hit on as I, as I look at this slide is that it's a school improvement process it's not a model.

Shelly Flygare: And sometimes when we look at things you know I know I want people sometimes to tell me just show me how to do it.

Shelly Flygare: Just just give me that magic button that's going to work and tell me to do this and it's going to work and when we think about what we do with schools.

Shelly Flygare: And no matter what set of indicators we're using or was it a P practices, our work is a process and looking at your school your building and how do we put that in place.

Shelly Flygare: And so that kind of gives you, you can see, as we've gone through the years how we've really looked at that process and where do we need to refine where do we need to start thinking about and the elementary work is really just another step in that.

Shelly Flygare: As we look at this, this is one of the things that I think is the key, one of the key thing one of the things that I believe really led me to Sri ravi and it's that core belief.

Shelly Flygare: As everybody has a core belief, making schools work is that if we can get kids to put more effort in.
is going to lead to increased effort.

Shelly Flygare: And then we want to look for what opportunities at What opportunities do we have, what are the systems that we can put in place they're going to help us.

Shelly Flygare: Give kids greater purpose and so when we think through today and we look at some of these key practices and those indicators each of those are designed to try and give kids greater purpose, since elementary school, so that they will exert more energy into what they do.

Shelly Flygare: Some of our lessons learn so as you look at this again I don't want to read slides to you, but some of the things that we have learned over our words.

Shelly Flygare: are truly we look at those classroom and school practices those increase that student effort So what are we doing every day in the classroom half when we look at some of the practices that we have.

Shelly Flygare: Thinking about that idea of the teachers and the leaders owning their efforts and so we'll talk about teachers owning that work and looking at those pieces.

Shelly Flygare: And then that last one being that ongoing support, you know as we continue to work with teachers, we know that everybody needs support.

Shelly Flygare: And I always talk about I believe everybody goes in every day with the best intention of doing the best that they can.

Shelly Flygare: And if something's not working, I need support to help me do it differently and so that's what is when we think about that idea of school improvement that's really what we're looking at.

Shelly Flygare: That big picture, so when you think through that elementary piece our big picture overall is Jen proof graduation rates.

Shelly Flygare: And not only just that but increase the readiness, so we want kids graduating, but we want them graduating and ready.
Shelly Flygare: to conquer whatever it is that they're going to do, whether that is going into college or whether that is going into career.

And then, as we think about adding in this elementary piece, our goal is to have that path, be just clear and then entire K through 12 experience so that, ultimately, this is what we get to.

And then thinking through that idea of how do these key practices for elementary aligned with middle and high so those of you guys that are familiar with our work.

Ultimately, we want to see that transition, all the way through, how are we going to look at elementary so that it aligns with what we want to happen at middle.

With what we want to happen at high school and so think through we look at those five focus areas for improvement and so.

As you look at this chart the four of them pretty much stay the same, although some of the pieces will change as we start to move through.

The one that's kind of the outlier the one that really is different at each level as when you're looking at that career pathways.

And so, when you start thinking through the elementary experience that really is that beginning career awareness one.

And in a second I'll show you another chart that kind of shows on that bill, but that at elementary.

We start thinking about how do we build a sense of self, how do we just start letting kids know careers are out there and what's available and the differences between jobs those things so that by the time they get to high school.

They can make a choice about where they want to go and so you'll kind of see that change as we start to go through all of our practices and this gives you a good idea, so I actually love this chart when you look at this chart this chart kind of lines out.
Shelly Flygare: As we look, all the way through elementary to high, and so, when you look on here you'll notice, we have our five focus areas.

Shelly Flygare: But what you'll start to notice is that they change over time really asked the needs of our students in the structure of the building changes, and so, you know as you look through all look at our career pathways.

Shelly Flygare: piece, and as you go in elementary you're starting really with that career awareness as you move into middle you're starting to really get kids into quality CTE.

Shelly Flygare: Thinking about those courses and then, as I start to move into high school.

Shelly Flygare: i'm starting to look into those actual work based learning opportunities, and so you can see, as we move across how those start to change.

Shelly Flygare: How we start to work from you know, looking at just that integrated literacy, all the way through to that integrated curriculum across the board, and so this gives you an idea of how all of those practices work together and how that looks at each level as we go through.

Shelly Flygare: So where we want to start is really just start with that big piece I don't know how many of you guys have had a chance to look at the elementary practices, but we're going to do a little bit of that today we want to start with just what is it.

Shelly Flygare: What is the framework How does that look, you know what does that look like I can add an elementary level, and so I want to start with what our goals aren't.

Shelly Flygare: Again, we always have bold goals is what we call them for each of our practices and so when you think through elementary school and as you're looking at this kind of think about your schools, think about.

Shelly Flygare: Your district your schools if every kid that left elementary school have left with this in place how wonderful would that be.
Shelly Flygare: And so, when when you look at that you start to see those pieces, you know we look at those literacy skills we look at those math skills.

Shelly Flygare: We look at those are they ready to go into those rigorous courses and then one of the big ones that I think is a you know, being an elementary person and i've said this for years.

Shelly Flygare: We build in kids that were productive struggle is a big buzzword and education we build that at the elementary level.

Shelly Flygare: And that's really where we start putting into kids the ability and the skills and the perseverance needed to be able.

Shelly Flygare: To productively struggle and to be able to go in and actually persist in those problems, and so we look at again these bold goals truly help us start thinking through everything that we put into place, or that we want to see it elementary is based on getting them to this point.

Shelly Flygare: So give you a second to kind of eyeball these are elementary key practices so as you're looking at this.

Shelly Flygare: And i'll let you just take a second rather than reading them to you.

Shelly Flygare: picture as you're looking at this visual what you'll notice is the color coding, basically, is every one of our focus areas, we have to keep practices by focus area didn't kind of see as you look we've got 10 key practices.

Shelly Flygare: And then i'm going to kind of ask you some questions as we get to the next one.

Shelly Flygare: So i'm gonna flip over here, no way to think about as you look at this what key language really stands out to you so as you're looking at these I want you to think about.

Shelly Flygare: element what you know about elementary schools or what you know about students entering middle school and really think about how did these key practices what words jump out as.

Shelly Flygare: An opportunity to really support so that we can foster and create in elementary students, what we want
to see as they move through their school career.

89  
00:14:12.180 --> 00:14:23.550  
Shelly Flygare: So let you take your chat box, if you want to, or you can unmute we have a pretty small group so if you want to unmute you are as well, but as you look at this what key word stand out for you what key language.

90  
00:14:30.660 --> 00:14:32.790  
Shelly Flygare: understand the full intent of the standards.

91  
00:14:45.930 --> 00:14:50.430  
Shelly Flygare: Well, that Eric promote development and challenge students culture of learning.

92  
00:15:00.360 --> 00:15:07.290  
Shelly Flygare: and give you guys another couple of second access and equity love that engagement and support meaningful opportunities.

93  
00:15:12.150 --> 00:15:24.030  
Shelly Flygare: They can provide establish support So those are I love that you keyed in on those Nathan that's really a lot of what we're doing is trying to establish those things love love inspiring learning engaging.

94  
00:15:33.600 --> 00:15:44.070  
Shelly Flygare: So again, as you start to think about that we start thinking about those pieces what we want to do is, we want to really move into the next section, which is really thinking about okay now.

95  
00:15:44.490 --> 00:15:55.290  
Shelly Flygare: How do we actually begin to implement these so you know what do we do when we want to say hey they like these we think these will really work, we want to see this in our schools.

96  
00:15:55.650 --> 00:16:09.090  
Shelly Flygare: And then, how do we actually go through that piece of implementing and examining those practices in the schools and with that i'm gonna let allison take over for a little bit and kind of talk about some of the ways we look at it allison do you want me to just do the slides are.

97  
00:16:09.180 --> 00:16:21.000  
Allyson Morgan: Like so we said a lot about key practices elementary middle high school and then we actually have tech centers What are those key practices of.

98  
00:16:24.240 --> 00:16:29.220  
Allyson Morgan: When we think about key practices their key practices that high performing school have.

99  
00:16:31.830 --> 00:16:43.080  
Allyson Morgan: Have has worked with school improvement division and helping schools, improve and what our research has led to is this framework and the actual for frameworks that we have.
Allyson Morgan: And what we found is that on key practices that are high performing school do we are helpful for all for all schools.

Allyson Morgan: A hallmark of every day is that we're very practical we always are going to ask what does it look like in the classroom.

Allyson Morgan: We believe that changing adult behaviors in school is the key to those processes and structures that off shelley mentioned, so what we want to do today is, we want to dig into some actual data from school and we really have to.

Allyson Morgan: two goals here for you, I hope you see yourself in some promising practices and then some evidences of May.

Allyson Morgan: And I hope you can utilize some of the recommendations that that we have recommended to other schools on maybe your schools and also.

Allyson Morgan: A problem solving practice so.

Allyson Morgan: Because we are actionable and because we want you to leave with a nail.

Allyson Morgan: We have that you can use the recommendations and the problem solving skills so shelley.

Allyson Morgan: get it started when we think about data we have to think about more than test scores.

Allyson Morgan: On test scores are those autopsy scores as proficiency scores that you get that you analyze look at, but do we really use them for insights we really use them to change instruction over just make bring in hand or buying any program are.

Allyson Morgan: Building a very narrow intervention plan and we know tier one instruction is what really changes and move forward so with our work, we look at.
Allyson Morgan: Our state test data, of course, but then we also begin to your school's perception data and class during practice perception diet is interviews and survey.

Allyson Morgan: If you guys aren't doing this within your schools, I urge you to really just look at that bill some surveys and some interview questions that you can go to your.

Allyson Morgan: Your teachers your leaders your parents your status and gain some insights many, many times the the perceptions and the classroom practices tells the story really well of where your proficiency is packed.

Allyson Morgan: So I shall we mentioned, we are going to really deep dive into two areas, today we have five we're going to look at just for the sake of time engaging instruction and the leadership for continuous improvement, so when our focus area to.

Allyson Morgan: We really think about you can change Chile and this question.

Allyson Morgan: shelley mentioned that we are wanting students to be college and career ready and graduate prepare that sometimes there's a little bit.

Allyson Morgan: far reaching for elementary school when I was in elementary schools working, we want the kids to get to sixth grade, we want to get to get to middle school right.

Allyson Morgan: We wanted them to get to the next grade level, but the whole idea that we're prepared students to graduate prepared changes our viewpoint in any way.

Allyson Morgan: And it does, then give us and continue on that we all are a part of the the process and the work that it takes to get students prepared for college and careers, so we think about questions when we look at this on the instruction.

Allyson Morgan: Questions that lead us into deeper classroom practices in designing and delivering and monitoring high quality instruction and assessment.

Allyson Morgan: When you think about your teachers, where your teachers do their most work or where should they do
their most work, it is in that planning phase.

Allyson Morgan: That Designing an assignment, that is, high quality and so for today's purposes we're going to define high quality.

Allyson Morgan: an assignment is one that intersects multiple standards and has the student in a productive struggle with the content of the field, whatever it may be, and so, as we look at the promising practices let's think about.

Allyson Morgan: That definition an assignment jelling.

Allyson Morgan: So here's the promise and practices that we see it seems goal we see that students are engaged in activity, they can work independently, there is a respect and report at this school.

Allyson Morgan: and procedures were established and followed so they were having school.

Allyson Morgan: You have to have a goal to have school and if you're as old as me, you know you know what that means, so they were having school and this really looks into that strong learning culture, so they had a culture that that promoted.

Allyson Morgan: compliance and respect in the classroom, but what we also found was in the evidence is.

Allyson Morgan: On the next slide is that.

Allyson Morgan: here's where that perception data and that classroom practice data really helped us begin, and say have some Aha around our proficiency so 90% of the teachers agreed that they make and plc.

Allyson Morgan: But they really don't know what to do in this PLC they reported inconsistent instructional practices.

Allyson Morgan: They couldn't articulate how to improve instruction they had limited opportunities in their classroom for their kids to productively struggle.
Allyson Morgan: They didn't have a lot of real world connections in the classroom.

And really evidence says to improve emerged from mainly communication and collaboration, right now, they read through those bullets teacher for meeting to teach meeting to me, without real collaboration.

Classrooms where one friend full houses were go improvement happen in a classroom so it was platform improvement and not school improvement.

And then those last couple of bullets really relate to that content how students relate to the content.

How are they connected to the content, are they active participants within the content and.

And the last one, we only with writing is week, so that we, we know that writing and reading are completely tied together. So how do we know what events are comprehending if we're not.

Asking students to ride, and so, most of the classroom did not have evidence to the writing so right away as a school leader at this school, I can see.

That there are some things that are happening in the classroom or not happening in the classroom or the school that would cause us to pause and think.

How will we move our proficiency scores, and what area can we can we start with first, so I want to stop a minute and look at this data that's identified, and I want you to share in the chat box or.

Are you can raise your hand and i'll call on you, and I want you to share is the state of similar to your profile and.

And where would you really need support to tackle the opportunity, so what would be your hardest opportunity, maybe from what you saw.

With the practices that resonated with the.
Shelly Flygare: wasn't back, while you're thinking about that for the chat box even kind of see that offensive need slide
again as allison said, you know how is that similar and what would you need to support teachers for that.

Shelly Flygare: i'm not giving you guys some time to pop into the chat box.

Shelly Flygare: air connections to real world problems and evidence of writing.

Shelly Flygare: Writing is definitely something that we see a lot in the elementary classrooms would absolutely agree
with that.

Shelly Flygare: He for admin and teachers Susan is there a specific kind of venue are you thinking writing PD or.

Susan Remick: I am i'm thinking, maybe what to look for it will riding PD and then what to look for for administrators
and then for teachers.

Susan Remick: Maybe the writing process in the development of riding.

Susan Remick: Across the the age span or grade span.

Shelly Flygare: Collaboration absolutely teachers meet that can explain exactly what that looks like that's a.

Shelly Flygare: Great example.

Allyson Morgan: yeah let's move on to the next slide and we'll we'll look at some of these as we're moving.

Allyson Morgan: system automation to assist teacher measuring the progress of their students so giving them some
tools.
Allyson Morgan: That make it easy on those last two statements around teachers are meeting, but they really don't know what and collaboration things to be a big key this administrator at this goal has set up.

Allyson Morgan: A PLC structure, but what we can see very easily as teachers don't know what to do in that PLC structure, they haven't really.

Allyson Morgan: had any processes put in place and I like to call those the way we do things around here that show them what happens in a PLC what happens and.

Allyson Morgan: A set of instructional strategies that are across the school instructional strategy does simple things are things that really can bring the school together and have teachers began to talk.

Allyson Morgan: On these are some recommendations that that we would share with us goal number one is you just got to make sure that we're using feel safe and make sure that you're getting your data from multiple voices sources.

Allyson Morgan: utilize your coach we see on many times as instructional coach works with a teacher who they're comfortable with.

Allyson Morgan: But doesn't work within that PLC for on a group of teachers, so you have some clattering change, but again, you don't have that that the school change that you want.

Allyson Morgan: Common reading and writing strategy that will be used across the campus that is one of the best way to engage teachers and morning, the strategy, but also in in helping kids.

Allyson Morgan: understand and engage in the healthful so you may have your wildcat five you may have your eagle for.

Allyson Morgan: You may have your stand Bob and it's just those five strategies as literacy and writing strategies that every teacher utilized in some way across the school So when I walked in the classroom and I am.

Allyson Morgan: A third grade students, I know that the strategies that i'm going to use in my math class, because I have one teacher for math and science and one teacher for literature and social steady.
Allyson Morgan: I know that I'm going to know those strategies and be able to use those strategies really well across my curriculum, as I move forward.

Allyson Morgan: And then, providing feedback on lesson plans that's a hard thing, sometimes for principals today, but just very, very common lesson plans and if you're in that classroom it becomes much easier.

Allyson Morgan: What you did, how did your kids do.

Allyson Morgan: What are you going to do with the students get it, what are you going to do with students don't lose common to four questions are really easy to to began a conversation with and then and then get some feedback so.

Allyson Morgan: let's move on to focus area five and i'm and let's look at that and look at our our evidences and our recommendations, but this area five is really around our culture of learning and that leadership or continuous improvement.

Allyson Morgan: shelley's mentioned that and i've mentioned IT systems and processes, a continuous improvement for a school is a process and it is a process that is ignited and run through.

Allyson Morgan: systems and a system should be in place for for everything that that you guys do and accomplish within a school.

Allyson Morgan: could even to the the janitorial and the maintenance and also how do we get your new program, how do we, how do we look at the the curricular resources that we have and utilize our our field things run.

Allyson Morgan: And we'll show you the process a little bit lighter that that we recommend school geez to tackle that, on the recommendation let's see now let's go to the next slide.

Allyson Morgan: These are some promising practices we saw in this school.
Allyson Morgan: Again, the school has this feels instructor said see it made for the sake of areas what bubbles to the top often affects a lot of different things right, it affects continuous improvement.

Allyson Morgan: If you're feel things not running correctly and also affects that that engaging instruction so i'm a definitely a PLC is where we have to start in what is happening in that classroom excuse me in that plc.

Allyson Morgan: They look at spending and resources that are focused on things that help instruction.

Allyson Morgan: And again leadership attends PLC so that was some of their promising practices let's now look at their evidence of need, and I want you to say give if they might be some that that you have seen in your school.

Allyson Morgan: We say common words that are the word common the word collaboration.

Allyson Morgan: I love bullet three don't we all feel that way that there are numerous initiatives and professional development, taking place in the district that result in limited implementation why.

Allyson Morgan: Is it because we don't we're juggling instead of actually having some some process to understand and to utilize our our initiatives and programs.

Allyson Morgan: Number four bullet is a very interesting one, and this really.

Allyson Morgan: gets to the heart of this test data problem that we're having here, teachers and administrators expressed concern about the deficiencies of students, but the team saw limited evidence of specific efforts or action to address those deficiencies.

Allyson Morgan: So we're analyzing data.

Allyson Morgan: we're looking at it we're talking about it we're worrying over it.

Allyson Morgan: But what are we doing specifically doing, and nobody can actually tell us in tier one or tier two.
Allyson Morgan: What happens What are those things that we have decided to do.

Allyson Morgan: And again, where does that take place where do those decisions are where are they made.

Allyson Morgan: In that teacher training and that to say that i'm an administrator in this school and i'm thinking.

Allyson Morgan: We have to look at how we're utilizing our PLC COM because right now, I can see that we need to utilize it designing and instruction and we need to utilize it on really making plans for deficiencies that we see within our with our students.

Allyson Morgan: And again aligning all those things to.

Allyson Morgan: Our vision and our mission for our soul, how do we do things around here at this school so shelley you can just stay there, this time, and I want you to see if any of these resonate with you, and if you have had those concerns or issues in their school or, if you have you've met it and.

Allyson Morgan: and have something a recommendation to tell us you can raise your hand, or you can write something in the chat box.

Shelly Flygare: Very without Eric again school coltrane and aligning with growth mindset seems common number four is a big concern in our school the deficiencies absolutely I think that one.

Shelly Flygare: Looking at your number four bullet on think that's even increase curator this year than we've ever probably heard before.

Shelly Flygare: Absolutely Robin.
Shelly Flygare: And so, as as you guys are putting those in you know when we're looking at these evidences and we're looking at these promising practices and we're looking at the recommendations were using those indicators.

Shelly Flygare: From our key practices for elementary to really drive what we're going in and looking for, so I love you know again seeing you guys pop those in there and seeing your comments, even right now the teacher interviews a lot Susan you're absolutely right, I will.

Shelly Flygare: Not muted, in the middle of that that's one of our.

Shelly Flygare: Probably biggest places to get real good data is just talking to the teachers.

Shelly Flygare: Asking questions and seeing what are they saying what are they feeling the love that not a lot of time to implement.

Shelly Flygare: Three makes teachers feel like PD is the flavor of the month, absolutely.

Allyson Morgan: Good Those are some great.

Allyson Morgan: comments and also, I think, with all of those comments we can we cannot our head, that we are having some of those.

Allyson Morgan: same issues, especially now that we're back at school with.

Allyson Morgan: The era of online instruction and face to face instruction i've walked into many classrooms were.

Allyson Morgan: Fourth graders are on the computer all the time right because last year it was OK, so this year I can put them back on my computer to.
Allyson Morgan: And we know that it wasn't just okay right, we know that we've got to do something else to engage those kids but the persevere that those kids in a different spot now than it was before, and also for our teachers So how do we and you guys as leaders.

00:36:07.680 --> 00:36:21.060
Allyson Morgan: Think about bouncing all those initiatives all those programs and really giving teachers, the avenue, by which to own their work and so that's the next slide that we're going to talk about.

00:36:22.500 --> 00:36:32.700
Allyson Morgan: We talked a lot about dlc So what do you do and i'm sorry I left out the recommendations, what did you do in a PLC so here's some recommendations and then we'll then we'll go to our teacher.

00:36:33.660 --> 00:36:48.630
Allyson Morgan: They are tiny and i'm sorry for that, but I wanted to share with you all the recommendations, you have the slide deck and your resources and you are welcome to pull that off and look and, hopefully, some of these recommendations will help you began to work in your school on something.

00:36:50.130 --> 00:36:59.220
Allyson Morgan: unpacking the mission and vision Eric you mentioned that growth mindset, I think the first thing is really looking at what are we doing here, what is our mission and vision and do we believe.

00:37:00.210 --> 00:37:14.520
Allyson Morgan: In that growth mindset in that we can move all kids each kid and then align your frog with that we give some very specific recommendations here around aligning resources and aligning your PD.

00:37:16.500 --> 00:37:26.850
Allyson Morgan: Safeguarding Tom for teachers to plan and and create a school wide focus on common expectations, how do we do things around here what are our common expectation.

00:37:27.990 --> 00:37:36.360
Allyson Morgan: The second to the last bullet really speaks to what I was beginning to talk about his shift data meetings to support teacher ownership.

00:37:37.320 --> 00:37:48.690
Allyson Morgan: Adding in questions to determine how teachers have contributed to the data and what successes or obstacles they encountered during the implementation period so.

00:37:49.770 --> 00:37:51.720
Allyson Morgan: let's go to the next slide now and let's.

00:37:53.790 --> 00:38:00.000
Allyson Morgan: jump off of that statement and think about this, so a big believer that.
Allyson Morgan: We should have trust and respect for the educators, doing the work that they are, they have been trained and they have been professionally developed, most of the time and, like our customer facing staff, so our teachers in our classroom and our leaders in our school.

Allyson Morgan: have the power to solve their own problems when they implement a process of improvement.

Allyson Morgan: So i'm going to ask you what is your process for tackling problems do does your school have a process for tackling problems.

Allyson Morgan: One that we would like to share with you today that you may.

Allyson Morgan: And I began to get to is our on our problem solving practice again this small, but you will find it in your resources it's really a pdsa.

Allyson Morgan: A plan do check act that it breaks down those those planted and check an act in a very specific things that appeal, so you could do so, you see, at the top identify problems.

Allyson Morgan: Okay, we have a problem we don't understand the deficiency we don't feel like we're doing anything to make and imprison deficiencies of our students, school wide.

Allyson Morgan: you've got to do some research you've got to find some causes and and.

Allyson Morgan: For why this is happening, and then you have to create a plan, what do we think we could do to help these are very Thompson.

Allyson Morgan: Small increments we want teachers to take the next step we don't want teachers to identify a problem and then all of a sudden, they would say okay we're going to solve it by spending.

Allyson Morgan: This much money on this program, which is what we in education do a lot of time is, we want a band aid, and we want to really fix it with some programs.
Allyson Morgan: Having teachers dig into their problem and look at it, make a plan, make sure that they they.

00:39:59.100 --> 00:40:07.800
Allyson Morgan: have some measures they are so that they know it works or not, if it was successful or not, and then actually tried in their classroom come back to their PLC and say did it work.

00:40:08.370 --> 00:40:20.340
Allyson Morgan: Are we utilizing it and it may be just as simple as questioning It may be the focus on student questioning and how we question our students and we are going to write questions for our students.

00:40:20.880 --> 00:40:32.850
Allyson Morgan: and have them prepared so that we're not asking questions about the top of our kids so that could begin a cycle that appeal to get working on whatever your priorities are from the recommendation before.

00:40:33.570 --> 00:40:41.640
Allyson Morgan: We think school that actually have teacher things around our five focus areas that she saw a couple of slides before and they're really tackling.

00:40:42.330 --> 00:40:55.500
Allyson Morgan: The cultural learning the the career page their student support page when you're talking about your mental health issues and your your positive behavior support issues, so we.

00:40:56.100 --> 00:41:01.470
Allyson Morgan: support you guys haven't teach your team around all of those types of areas, and this is the process that they can utilize.

00:41:03.630 --> 00:41:12.660
Allyson Morgan: The the best part of this process is that, after we try and do something we really come back and say did it work and how do we know.

00:41:13.980 --> 00:41:28.800
Allyson Morgan: And if it did work can we scale it if it didn't work do we need to adjust doing a good adopt do we need to abandon and try something else, and then your cycle of Problem Solving continues, so I hope you can see how.

00:41:29.880 --> 00:41:30.660
Allyson Morgan: grade level.

00:41:31.920 --> 00:41:45.510
Allyson Morgan: teacher Tang phone different priorities can be used in a lot of different different places different avenues within your school, so our model for improvement that I hope you will have is answered or answer these three questions.

00:41:53.700 --> 00:41:57.630
Allyson Morgan: Okay Kelly is going to take us to a breakout room and.

00:41:58.860 --> 00:42:04.440
Allyson Morgan: Maybe a couple of breakout rooms and we are going to have some discussion around this shelly.

00:42:05.670 --> 00:42:17.700
Shelly Flygare: So what we're gonna do is we're gonna do breakout room and kind of get a chance to kind of get away from there's a lot of us and and some of you guys are here in school, so we want to put you in a breakout room and give you a minute to actually pop up.

00:42:18.090 --> 00:42:28.080
Shelly Flygare: From those resources so we're going to go ahead and pop in the chat box again that link to our folder actually give you a couple of minutes, with your peers, to look at those key practices.

00:42:28.470 --> 00:42:44.190
Shelly Flygare: Indicators again as we looked at those we use those as we went through this and then give you an opportunity to kind of talk through where do you think your school or your district, depending on what role you're in is which of those key practices do you feel you're the strongest in.

00:42:45.300 --> 00:42:56.430
Shelly Flygare: Take another minute to kind of think about where do we feel like we really need to focus so as I look through you know where those areas and we kind of talked about a little bit as we were doing the the two that we pulled out.

00:42:57.030 --> 00:43:05.130
Shelly Flygare: And then, as you think through the last two questions as i'm looking at these and i'm seeing here's where we're strong here's where i'd like to focus.

00:43:05.700 --> 00:43:10.620
Shelly Flygare: How could you use or would you use that problem solving practice analysis and discipline over.

00:43:10.920 --> 00:43:15.480
Shelly Flygare: Would it benefit your teacher teams and then where do you see, as some of the roadblocks.

00:43:15.630 --> 00:43:24.120
Shelly Flygare: So just want to give you guys a chance to not only be able to look at them talk about them, but then kind of start thinking through, how could I do this with these work what might I encounter.

00:43:24.540 --> 00:43:38.880
Shelly Flygare: And how could I started using some of this into my elementary schools so we'll put you in there we'll we'll be in and out, but I want to give you guys an opportunity to just share and talk, and so we get those rooms real quick.
Shelly Flygare: And I'll get you guys moving.

Shelly Flygare: I think I've got you guys split a little we've got a mix and then we will be in those rooms so I'm going to open them up.

Shelly Flygare: Emily did you see that link, are you able to get in those rooms.

Shelly Flygare: I'm gonna go jump in the rooms and just come in and out just since you're in here, thank you.

Shelly Flygare: Perfect Thank you.

Shelly Flygare: Like when everybody comes back from breakout rooms, because people that have their cameras off usually have them on I get start seeing basis, all those fun.

Shelly Flygare: rooms are just now closing now.

Shelly Flygare: Alright, so I think I've got everybody back and and absolutely enjoyed I always love going and doing those little smaller rooms I just think it's natural that we tend to share more when you get in a little bit smaller group.

Shelly Flygare: And so I already warned, my group that I was going to pick on them to start and share Eric tried to tell me he had to run, but I see he's still here.

Shelly Flygare: But I do want to just take a minute and really give each group an opportunity to kind of share out.

Shelly Flygare: You know, as we do these the biggest piece, and we all know, the most helpful thing is that opportunity to talk to each other and get a chance to kind of think through.

Shelly Flygare: And just want to hear from you guys, you know where do you feel like your schools are the strongest in where do you see those biggest areas of need.
Shelly Flygare: And then just really thinking through what are some of the roadblocks that we might encounter.

As we go when we know anytime we push people to kind of look at things differently and try to do something a little bit differently, you can almost guarantee there's going to be a roadblock.

And so just kind of thinking through that so Eric if you don't mind me picking on you do you mind sharing our our groups first.

Sure um, I guess, as I go back and look at those 10 key practices i'm not necessarily sure that we like pick any one that we that we focus on in terms of like what we're really doing well.

But we did have a pretty in depth conversation around maybe what are some of the roadblocks getting in the way.

of learning and, of course, you know covert has has shifted our world that shifted our paradigm.

And you know we were talking about like that moral imperative, you know if you read hundred eighth leader by reeves they talk about in.

a moral imperative to improve student learning and it's like that's why educators, do the work that they do.

And we've got to come back to that to that anchor about why are we here because we do get caught up in you know we're tired kids are quarantine to have to develop the different assignments, I have to do this, I have to do that.

And then we have, like all of these movies right that are being shown during you know different periods of the day, or or you know different classes every Friday um you know we get those complaints from parents.

And I think a lot of that just has to deal with the challenges we have around like the the culture of learning.
Eric Spencer: Engaging instruction and then the systems of supports really for the students that are struggling and then leaders leadership for continuous improvement, noting that continuous improvement.

00:59:33.510 --> 00:59:39.660
Eric Spencer: And that leadership, for it has to be at every level of the organization if it's not occurring at the superintendent.

00:59:39.930 --> 00:59:46.980
Eric Spencer: Top administrative level, then, why would principals be doing it, why would teachers, be doing it and, ultimately, why would students, be doing it.

00:59:47.340 --> 00:59:52.890
Eric Spencer: And they should be doing it right and so those were just kind of some of the things things that were discussed.

00:59:53.430 --> 00:59:59.520
Eric Spencer: And then we had just kind of noted that you know, a self fulfilling prophecy can become a very real thing.

01:00:08.940 --> 01:00:14.220
Eric Spencer: So if we keep on talking about the the dilemma that we have the challenges that we have you know we're tired or teachers are tired or kids are tired.

01:00:14.910 --> 01:00:24.690
Eric Spencer: You know I brought that up to our superintendent yesterday actually because they were talking about should we just go ahead and give some days off and i'm saying well why are we going to give days off because people are saying, their tire.

01:00:24.900 --> 01:00:33.510
Eric Spencer: How the conversation with my mother she's been retired for six years, retired for six years, talk to her she's gonna say she's tired right and it's like.

01:00:34.230 --> 01:00:40.950
Eric Spencer: that's not that's not where we need to live we've got a kind of step out of that come back and remind ourselves about the moral imperative.

01:00:41.310 --> 01:00:46.620
Eric Spencer: and be reminded of the fact that we have such a tremendous opportunity to do wonderful great things.

01:00:47.220 --> 01:00:51.810
Eric Spencer: For our kids another thing that was pointed out in our group is don't lose sight of the fact.
Eric Spencer: That, yes, we have to go into remote learning and discombobulation and everything else, but there are some things we did darn well and we've got to remember those things bring them back to the table replicate that strengthen that.

Shelly Flygare: love that and that's really to me think through as you look at these for go to the next group that is why you take the time to look at those.

Shelly Flygare: practices and indicators and identify what are the promising practices, you know what's there, what are we doing really well.

Shelly Flygare: That we don't want to lose sight of, and even sometimes those promising practices, having that conversation around what were we doing, really, really well.

Shelly Flygare: That all we need to do is truly just start doing it again.

Shelly Flygare: And it's in place and we do have the system, and we know how to do it, but let's just let's put it back on the table, so I love that so my other group someone willing to share from the group allison I don't know if you volland told someone.

Allyson Morgan: or I didn't but i'm about to and Eric you know I agree with you, it is persistent and consistent behavior from leadership that just makes it happen, you are always persistent and consistent and and you know, keep keep moving forward i'm going to pick on season seven as Susan.

Allyson Morgan: and get her to share we got we didn't really get off track, but we really talked a little bit into well, one of the evidence that we have.

Susan Remick: I think our key term when we discussed it was you know with so much out there, how do we stay focused, that was the question that came up in our group.

Susan Remick: And so we've kind of went back to Sri b's model, and in order to stay focused, we have to know what our weaknesses are where our deficiencies are and we have to gain insight from.
Susan Remick: Our stakeholders, and you know huge stakeholder is our teachers and first identify what those deficiencies are according to the teachers and then from there in order to get focus let's identify three areas that we're going to work on.

Susan Remick: and take it a step further and you know even make it a visual for our our faculties, so that they can actually see these are three areas that we're going to focus on.

Susan Remick: This is the PD that we're going to provide to help improve these areas and then these are the measures that we're going to use to determine whether or not were successful in making an impact on student achievement.

Susan Remick: And then, if we're not successful, you know what are we going to do so, really just using that whole continuum process to ensure that we are constantly.

Susan Remick: Improving student achievement.

Allyson Morgan: awesome Thank you so one thing about it was over some of them are my transition to be skimming schools and things like that, and so, how do you.

Allyson Morgan: How do you take care of the deficiencies now before you transition over, and so we had discussions around you know what are good strategies and how do we.

Allyson Morgan: make those transitions for schools and opportunity to really learn something new or different and and began doing things in a different way and sometimes I.

Allyson Morgan: A transition our attention for faculty to come together The other thing that that we brought up one more calmer those teacher interviews and how important it is and.

Allyson Morgan: You know, we really struggling with a question at the district level, why not take it to the teacher, you know I just asked put the question out there and have a Roundtable with teacher, so you know how does it work, what is happening.

Allyson Morgan: And and let those teachers on will really give you some some insight into what's going on at the school level.
Shelly Flygare: And then really just as we, as we kind of close out today we just wanted to you know have this up there, give you an opportunity, so you know we have a small enough group if there's questions that you have is there.

Shelly Flygare: You know, things that maybe resonated with you more than you didn't get a chance to say just allison and I want to stay on you know for a couple minutes if you want to ask some specific questions about the key practices.

Shelly Flygare: If you have any specific questions for any of your peers, we again our purpose of this session and doing these webinars is just to actually have the opportunity to get in front of people.

Shelly Flygare: You know this is our elementary key practices, what I love about them, and one of the things that I noticed, especially working with districts that I work with.

Shelly Flygare: That have worked with us with some of the middle high is it's been a way to kind of be unified what they're doing elementary and secondary.

Shelly Flygare: And it's been a great experience to look at you know, this is what we're working on it that secondary level and now elementary kind of feels a part of that.

Shelly Flygare: here's here's what I can do it elementary that really lends itself to again that entire K 12 experience or for some schools that pre K 12.

Shelly Flygare: Experience and so you know I kind of want to leave with that little piece, as we close out of that is the intention of.

Shelly Flygare: Our elementary key practices is to just have one more piece of our framework.

Shelly Flygare: That truly aligns that big that whole picture of from the day that I walked through my first doors is you know kindergarten their pre K, all the way through so allison I don't know if you wanted to add something in there.

Allyson Morgan: Well um let's just say if it does anybody have any any comments or anything you want to depend on the floor any questions that you have that that we did not cover.
Susan Remick: I have a question it's somewhat personal and make nature.

Susan Remick: So, as I sat and listened today and participated, you know I think about what is my next step and I oversee 15 elementary schools, and I know that the PLC process in our schools is not consistent.

Susan Remick: So i'm sitting here thinking, how can I improve that process, and you know it's pulling my principles together and having those conversations of what's working and what's not working, so my question becomes.

Susan Remick: Would you start with just specifically focusing on the PLC process or would you start with.

Susan Remick: let's just do a question here, you know just like you would do with your teachers let's do an overall question here and overall survey of the principles to say you know, ultimately, what do you see is working and not working.

Allyson Morgan: Now it's like a survey good because I always think then it then it comes from more than just you and we are all.

Allyson Morgan: And learner as educators, and so we can learn from others, but on what's working and probably one of your goals, has a great process you'll see that then could be replicated and shared.

Shelly Flygare: With.

Allyson Morgan: Together with some common you know standards of what happens in the field sake and we didn't really cover kids talk and that's really that's some of support, but.

Allyson Morgan: You know I see things that have to happen and appeal Sagan it's working on that design of instruction and assessment that's included, but also kids talk.

Allyson Morgan: You know just just saying here's my kid this is what's happening, you know when you have those times that are very specific and it's got to cover both and then you've got a certain structure, if you don't have a structure it really.
Allyson Morgan: It lends itself to take either complainant or bragging on on what's worked that week or what hasn't and on your PLC are more effective Shelly.

Shelly Flygare: hello, I was just going to tag them with exactly what else and was saying is starting with kind of that survey that data collection.

Shelly Flygare: Sri be more than anything, it's probably turned me into more of a systems person than I ever thought I was.

Shelly Flygare: And so really just looking at the forefront, you know what is it do what is the schedules look like do we have the same amount of time.

Shelly Flygare: Throughout is the opportunities for teachers to get in I mean, even though with Allison second to that survey is really what are we talking about in it, I would start with the first year just being.

Shelly Flygare: What is it does everybody do them is everybody doing them regularly is who's at the table.

Shelly Flygare: How much time are we getting and then diving into like Allison said specifically what's happening within but sometimes you can see some of your problems i'm.

Shelly Flygare: Really at that system level I i've seen people before i've just you know we sit down with that part of our issue is just time cross our district, we have you know 30 minutes two days a week to.

Shelly Flygare: You know schools that are doing five days a week, an hour and think through the opportunities that teachers have that.

Shelly Flygare: 30 minutes a week versus five hours a week of instructional collaboration time so I love that when Allison said that I keyed right in, and you know yeah absolutely serving and just even seeing what I have happening first.
Allyson Morgan: We have to take our our.

Allyson Morgan: Our deficiencies.

Allyson Morgan: As that it is a real problem, not a will problem when we all work with people and it's hard to work with people and sometimes we want to say.

Allyson Morgan: You know that school or the teachers and we feel like it is an attitude, but if we take the stance that it's a skill problem and we can do something about that we can support a skill problem right.

Allyson Morgan: We can increase, we can improve their skill and attack a problem with that skill first.

Allyson Morgan: So, like hey let's find out what's going on in your PLC and then let's decide what does it look like and then let's look at that and so you're attacking from an seo perspective, instead of the wheel.

Allyson Morgan: We all know there's a few of us don't have the wheel, but um but but heading first with that skill and off one and attacking it through on let's let's improve our skills.

Allyson Morgan: is a good way to move forward, no matter if it's PLC or are, whatever your to instruction our.

Allyson Morgan: websites that i've found having either a trained facilitator or a set of protocols outlined, that teachers can pull from.

Allyson Morgan: Based on the PLC named jeannine lessons analysis with student work, working with three dilemma, and some of those things and.

Allyson Morgan: We have some resources, and you can get in touch with shelley and I, or are you can do some research on your own tuning protocol to phase which things like what we're what we're kind of talking about right now, but they are.

Allyson Morgan: There are lots of process instructors out there, that all men from the point of improving instruction and improving skill.

01:11:37.980 --> 01:11:39.330
Allyson Morgan: of your folks that you're with.

01:11:47.520 --> 01:11:49.890
Allyson Morgan: Thank you guys for being with us today, we appreciate it.

01:11:51.030 --> 01:12:01.290
Shelly Flygare: popped up there allison a nice email address contact information feel free if there's any other specific questions you have or, if you want to dive a little bit deeper you can reach out to either one of us.

01:12:01.830 --> 01:12:08.010
Shelly Flygare: And just answer those questions and again you have access to that folder to give you that opportunity to really dive in and look at this.

01:12:08.460 --> 01:12:18.720
Shelly Flygare: He practices and indicators and then that's got all of our contact information on there as well, so thank you so much, I appreciate love to kind of having a small group and getting to chat with you guys.