Instructional Services Implementation Log

Name of Instructional Service-specify Professional Learning (PL) or Technical Assistance (TA):
TA to support ELA instruction

School Name
Centennial

Designation (Priority or Focus)	Focus	Date(s)	3-4-15

Student and School Success Instructional Coach(s):	Saralise Keel
ESD Partner(s):	
Student and School Success Leadership Coach(s):	Kathy Odegaard
School Leadership:	Tamie Wright
Participants:	Wiebel, Graverson, Melissa, Budlong, Rachel, Fristoe, Title, SP.Ed.

Exploration (0)	Installation (1)	Initial Implementation (2)	Full Implementation (3)
PL/TA options are explored and connected to Student and School Success Action Plan; decision is made to proceed (or not) with research-based actions.	Structural support necessary to initiate the action is in place.	Application is evident in some cases; sources of evidence point to some level of implementation.	Systemic application is evident; data supports the effectiveness of implementation.

List the Student and School Success Action Plan Principle/Indicator that the Instructional Service supported(e.g., Principle 5, IID08: Instructional Teams use student learning data to plan instruction):

P2-IF12: The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.

If the Instructional Service was TA that supported implementation of PL name the PL (e.g., Reading/Writing Connection):
N/A

What data established the need for the Instructional Services (e.g., low MSP scores for subgroup, CWT data, etc.)?
State assessment results, school assessment results

Use additional rows as needed.

What specific TA strategies or PL was implemented?	This site visit was designed to support teachers with the implementation standards aligned, rigorous literacy instruction. Prior to this site visit, teachers have received professional learning focused on ELA standards 1 and 2, Foundational Skill instruction, and various other trainings. Many of the classrooms had learning targets posted. Additionally, many teachers had increased the use of turn and talk before calling on individual students. The school principal joined the classroom visits and was a part of the overall debrief at the end of the day. The following considerations were discussed during the debrief: Consider structuring oral reading so that more students are engaged in reading (ex: partner reading, choral reading, etc. instead of one student reading at a time) Consider writing the learning target to reflect the specific action students will be able to demonstrate (EX: Instead of "Close read to comprehend text" consider "I can use close reading to find the answers to text-based questions") When engaging students in the use of KWL charts, instead of asking students what they know (for the K), consider asking students what they think they know. This allows for students to still share their thoughts without the fear of being wrong. Consider having students read more of the text before asking them what the most important parts are. It is difficult to determine the most important part if students haven't read very much text. Consider using caution when teaching students to find the "main idea sentence". It can be helpful for students to find one sentence that states the thesis or topic, but this does not always reflect the main idea overall. Students may over rely on this strategy instead of synthesizing information to come up with the main idea, or one of the main ideas in a text.
	As a result of this session, teachers will continue to refine targeted

Describe expected change in educator practice resulting from PL or TA.	and rigorous instruction on the focus standards in their core ELA classes. Teachers will continue to use a close reading protocol with specific purpose, aligned to their focus standards. Students will be encouraged to dig into the text to cite evidence when engaging in discussion or responding to reading through a written assignment. Teachers will be able to modify future instruction based on the information gathered during instruction and subsequent activities.
Describe expected change in student learning outcomes*	Students will begin to cite evidence from text on a continuous basis when engaged in literacy responses. Additionally, students will engage in discourse around grade level text and standards on a daily basis. Students will increase their ability to determine main idea, develop logical inferences, and cite evidence from text to support their responses. These increases in achievement can be measured by formalized progress monitoring, as well as informal classroom formative assessment practices.
Rubric value	2
What are the next steps to advance implementation	1. Teachers will continue to work on implementation of main idea, summary, inference instruction, taking note of the suggested considerations. 2. Building principal can share feedback from this summary with staff. 3. Building principal can look for the close reading and decoding strategies during classroom visits, including considerations listed on this summary, as well as actions from the predict and declare forms. 4. Teachers are encouraged to include a focus on the intended learning at the beginning of each lesson. 5. Building principal will provide feedback on instruction to support effectiveness. 6. OSPI instructional coach will return for the next site visit on April 8, 2015
Who is Responsible?	1. Centennial Teachers 2. Tamie Wright 3. Tamie Wright 4. Centennial Teachers 5. Tamie Wright 6. Saralise Keel

*Change in student learning outcomes may include expected shifts in student behavior, dispositions, levels of engagement, assessment results, etc.