

### Instructional Services Implementation Log

**Name of Instructional Service-specify Professional Learning (PL) or Technical Assistance (TA):**

TA to support ELA instruction

**School Name**

Monesano Jr./Sr.

<b>Designation (Priority or Focus)</b>	Focus	<b>Date(s)</b>	3-2-15
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<b>Student and School Success Instructional Coach(s):</b>	Saralise Keel
<b>ESD Partner(s):</b>	
<b>Student and School Success Leadership Coach(s):</b>	Kathy Odegaard
<b>School Leadership:</b>	Alec Pugh
<b>Participants:</b>	Classroom Teachers

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 will provide 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):

Learning Targets and Success Criteria -- Formative Assessment

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

Overall lower scores on ELA state assessment, including the special education sub group.

**Use additional rows as needed.**

What specific TA strategies or PL was implemented?	This was a follow up technical assistance visit to support teachers with the implementation of standards-based learning targets, success criteria, use of the digital library, and provide feedback regarding rigorous grade-level instruction in ELA and content area classrooms. Time was spent with the school assessment coordinator to discuss issues with the SBA interim roll out. Based on classroom visits and follow up debriefs, the following reflects questions and considerations for implementation: Consider making Book Talk check ins more specific and based on focus standards Reflect on the following when developing LTs: How will you measure student progress toward this standard? Consider reducing the amount of time on SSR -- sometimes schedules are the driver? Consider utilizing PPTS and/or anchor charts when explaining new concepts (CIA strategy, grammar rules, etc) Reflect on how to increase student opportunities to respond -- individual readers/responders vs. partner or group discussion first Consider using a common format for text citations across content areas Continue to refine language of LT and SC How will student work/data be used to inform future instruction?
Describe expected change in educator practice resulting from PL or TA.	As a result of this ongoing technical assistance, teachers will begin to implement more rigorous, standards-aligned literacy instruction in ELA and content area classes on a daily basis. Additionally, teachers will use their new learning to refine the development of their daily learning targets and success criteria. Teachers will also begin to use student work to drive instructional modifications on a consistent basis.
	As a result of this session, the change in teacher practice will help students understand what they are expected to learn in class.

Describe expected change in student learning outcomes*	Students will be able to articulate the purpose of classroom instruction and begin to think about their individual progress toward meeting the designated learning target. Additionally, the targeted and purposeful instruction provided by the teachers will increase students' academic achievement as measured by classroom formative assignments/assessments, and observational notes.
Rubric value	2
What are the next steps to advance implementation	1. Participants continue to develop standards-based learning goals for inclusion in their unit and lesson planning, as well as refine the language of their learning targets. Additionally participants will develop daily lessons with clearly defined success criteria to serve as the basis of effective formative assessment. 2. Building principal will continue classroom walkthroughs to look for implementation of learning goals, targets, success criteria, and standards-aligned instruction across content areas. 3. Interim assessments will be administered prior to the next site visit. 4. Teachers will compile their formative assessment data, including the learning target and/or success criteria. This will also break down performance of students receiving special education services. Data will be discussed as directed by the school principal. 5. OSPI instructional coach will return for the next implementation visit on April 16, 2015 6. If not done already, please add this visit as a task in Indistar.
Who is Responsible?	1. Teachers 2. Alec Pugh 3. Teachers, School Leadership 4. Teachers, Alec Pugh 5. Saralise Keel 6. Alec Pugh or leadership team designee

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