

Instructional Services Implementation Log

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

PL: Model lesson in 5th grade with debrief. Planning with 1st and Kinder teachers.

School Name

Harrah Elementary School

Designation (Priority or Focus)	Priority	Date(s)	1.23.2015
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Student and School Success Instructional Coach(s):	Christine Cheng
ESD Partner(s):	Not Present
Student and School Success Leadership Coach(s):	Ann Renker
School Leadership:	Mr. James Heinle
Participants:	Kinder, 1st and 5th grade 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):

P4-IIC02 Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.

 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.)?
 Low MSP score

Use additional rows as needed.

What specific TA strategies or PL was implemented?	OSPI math instructional coach modeled multiplying a none unit fraction to a none unit fraction in 5th grade class followed with debrief. In addition to modeling a class, the coach also collaborate with Kinder and 1st grade teachers in how to modify and adjust to the curriculum pacing. Writing learning goal and success criteria was also a focus in our discussions.
Describe expected change in educator practice resulting from PL or TA.	The educators will spend time to identify what is the "must" know from each lesson and identify appropriate problem sets for the students to practice during core instructional time.
Describe expected change in student learning outcomes*	Student engagement will increase and assessment data results will increase. Students will also be able to conduct self-assessment based on the success criteria.
Rubric value	2
What are the next steps to advance implementation	Classroom observations and debriefing are scheduled.
Who is Responsible?	Christine Cheng and Kathy Kwak

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