



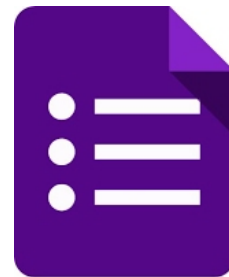
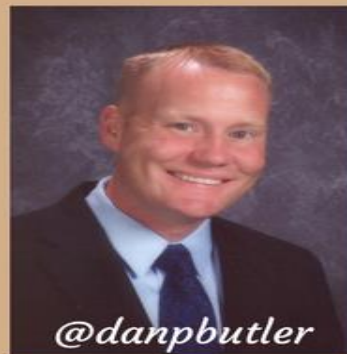
IOWA TECHNOLOGY & EDUCATION CONNECTION



A PARTNERSHIP APPROACH TO SCHOOL IMPROVEMENT

IOWA EVENTS CENTER

OCTOBER 16
3:00 PM



voxer



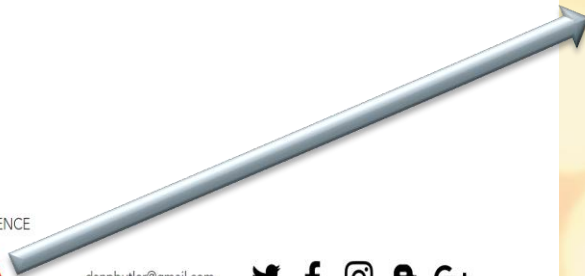
Resources

ONCE A BOBCAT, ALWAYS A BOBCAT

REFLECTIONS OF LIFE, LEADERSHIP, AND THE PURSUIT OF EXCELLENCE

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Intended Outcome

Leaders will understand how the instructional coach/principal partnership and a variety of digital tools have been utilized to enhance communication, improve results while fostering positive relationships within the school environment.





Instructional Coaches

WHAT IT IS

- * Partnership in working with teachers to set student goals
- * Not an evaluator - all conversations confidential
- * Choice
- * Listens and coaches teachers in confidence
- * Staff member and team player
- * Advancing teacher-created goals
- * Using data to drive decisions
- * Questioning with the intent for the teacher to set a student goal
- * Modeling/Co-teaching
- * Working with small or large groups of students with the teacher present
- * Generate positivity and remain focused on growth mindset

WHAT IT IS NOT

- * Does not judge, supervise, or "fix"
- * Evaluative
- * Administrative mandate
- * Fields concerns from parents/students/teachers
- * Not a hierarchy
- * IC Setting goals *for* teachers
- * Solo data analysis
- * Questioning without a purpose
- * Serving as the lead teacher
- * Providing services outside the room
- * Generate or fall into negativity or fixed mindset

GRAY AREA

- * Serving as a substitute teacher; equal player when all other teachers are also involved in filling last minute emergency positions
- * Supervision or additional duty assignments; equal player as all other teachers
- * Student assessment and evaluation provider
- * Small group instruction provider; only if modeling for a teacher
- * Large group Professional Development planner and provider
- * Providing quick fixes or quick solutions

Instructional Coach/Principal Collaboration

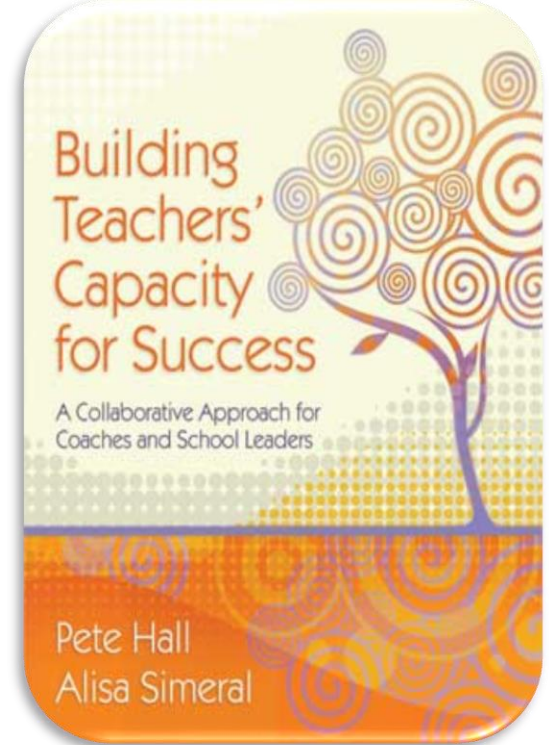
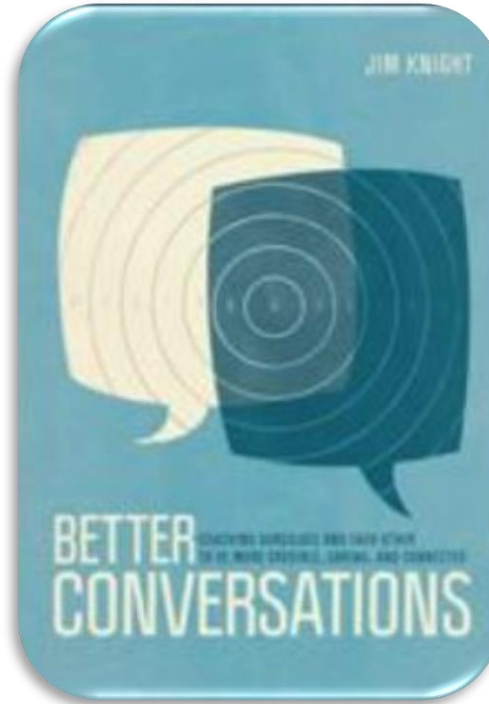
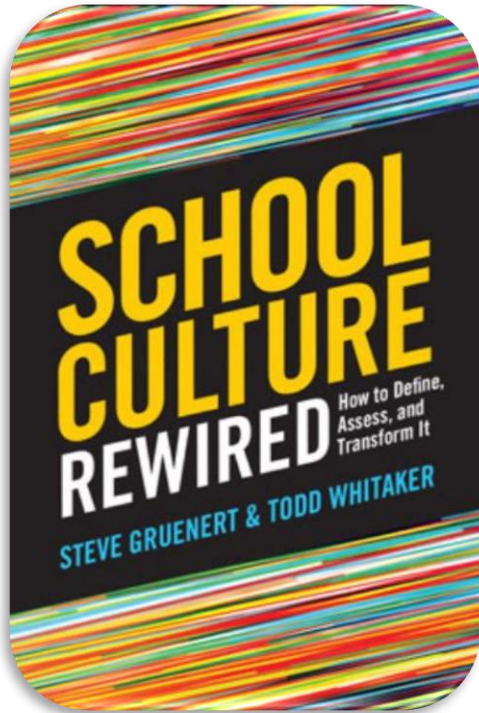
1. Weekly meetings
2. Weekly teacher collaboration times (PLC)
3. Book studies
4. Anytime conversation through Voxer
5. “On-Ramps” and “Teeing it Up”



Weekly Teacher Collaboration Times

Week	Content
1	Teacher Improvement Plans
2	Orange Frog Growth Mindset High Impact Instruction
3	Assessment Wall Check-In
4	Teacher Choice – “Junk Drawer”

Book Studies



“On Ramps” and “Teeing it Up”



Assessment Wall



Assessment Wall

- Driving force to guide improvement efforts
- Key visual to identify students meeting standards and needing support
- School-wide progress monitoring



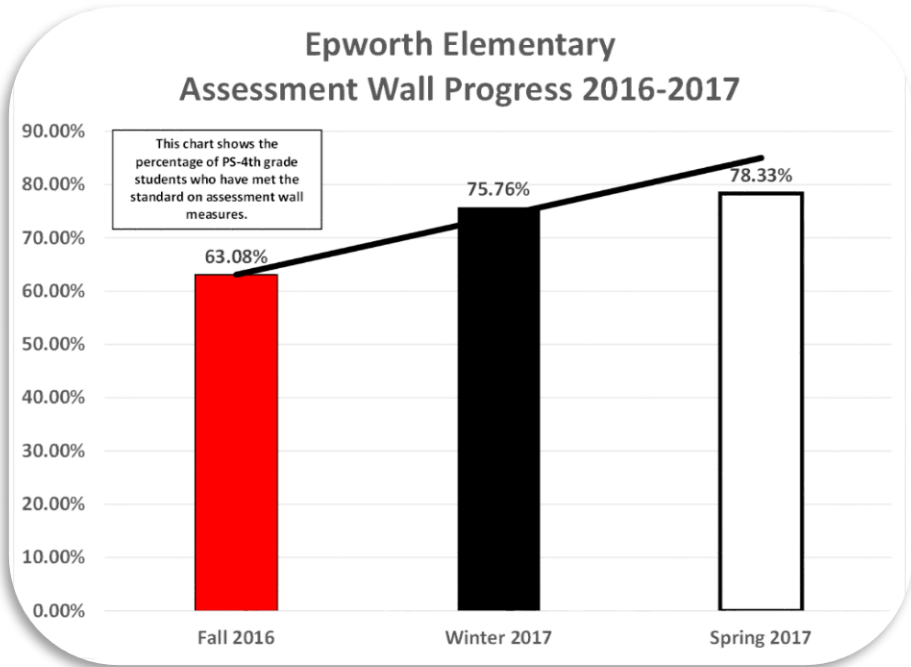
Assessment Wall

- Systematic decision making for individual students
- Our Response to Intervention (RtI) organizational tool



Assessment Wall

Name	Fall Move	Winter Move	Spring Move				
Benjamin	Advanced	Advanced	Advanced				
Benjamin	Proficient	Advanced	Advanced		Percentages Proficient		
Benjamin	Below				Fall	Winter	Spring
Benjamin	Basic	Proficient	Proficient		47%	81%	88%
Benjamin	Advanced	Advanced	Proficient				
Benjamin	Advanced	Advanced	Advanced		% Below Basic		
Benjamin	Basic	Proficient	Proficient		Fall	Winter	Spring
Benjamin	Proficient	Proficient	Proficient		22	0	0
Benjamin	Basic	Proficient	Proficient				
Benjamin	Proficient	Proficient	Proficient		% Basic		
Benjamin	Proficient	Proficient	Proficient		Fall	Winter	Spring
Benjamin	Below	Basic	Basic		30	18	13
Benjamin	Basic	Proficient	Proficient				
Benjamin	Below	Basic	Basic		% Proficient		
Benjamin	Below	Basic	Proficient		Fall	Winter	Spring
Benjamin	Basic	Proficient	Proficient		30	47	68
Benjamin	Proficient	Proficient	Proficient				
					% Advanced		
					Fall	Winter	Spring
					18	25	19



Scoring Guide

Assessment Wall Placement Scoring Guide

Advanced – 3.6–4.0

Proficient – 2.6–3.5

Basic – 1.6–2.5

Below Basic– 1.0–1.5

Figuring Out Student Placement Score:

For every test a student is given assign a score from the point list below. Add up the total points from all the assessments and then divide it by the number of assessments given.

Each Test is Worth 1-4 Points

- Advanced – 4
- Proficient – 3
- Basic – 2
- Below Basic – 1

Epworth Elementary Third Grade Data Collection Sheet

Student Name: Brenda

Wall Move 2	Score	Category(BB, B, P, A)	Notes
ELA Assessments	84		
STAR PR	63		
AIMSweb			
CBM	131		
MAZE	21		
Literacy Wall Move 2 Placement Score (points from scoring guide)			
Literacy Wall Move 2 Placement (BB, B, P, A)			

Third Grade Cut Scores - Winter				
	Below Basic	Basic	Proficient	Advanced
ELA Assessments	0-50%	51-79%	80-93%	94-100%
STAR (PR)	0-15 th %ile	16-40 th %ile	41-85 th %ile	86-100 th %ile
CBM	0-72	73-101	102-153	154+
MAZE	0-8	9-13	14-22	23+

Figuring Out Student Placement Score Protocol:

For every test a student is given assign a score from the point listed to the side. Add up the total points from all the assessments and then divide it by the number of assessments given. Utilize point ranges for final placement score.



Advanced = 4
Proficient = 3
Basic = 2
Below Basic = 1



Advanced: 3.6 - 4.0
Proficient: 2.6 - 3.5
Basic: 1.6 - 2.5
Below Basic: 1.0 - 1.5



Creating a Connected Walkthrough Document

Classroom Walkthrough 2017-2018

Cognitive Type (Bloom's Revised Taxonomy)

Level 1 (Remembering): Can the student recall or remember the information?
Define, duplicate, list, memorize, recall, repeat, reproduce, state

Level 2 (Understanding): Can the student explain ideas or concepts?
Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Level 3 (Applying): Can the student use the information in a new way?
Choose, demonstrated, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

Level 4 (Analyzing): Can the student distinguish between the different parts?
Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

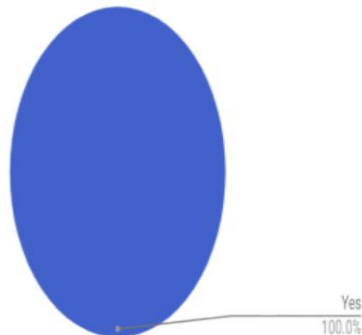
Level 5 (Evaluating): Can the student justify a stand or decision?
Appraise, argue, defend, judge, select, support, value, evaluate

Level 6 (Creating): Can the student create a new product or point of view?
Assemble, construct, create, design, develop, formulate, write

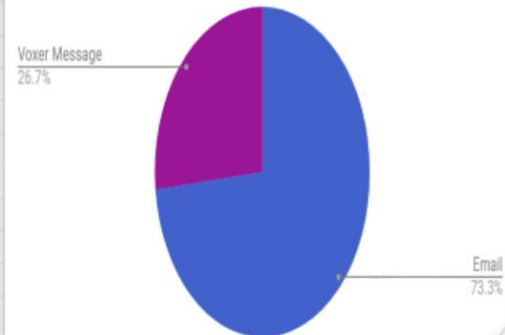
* Required



Feedback Provided

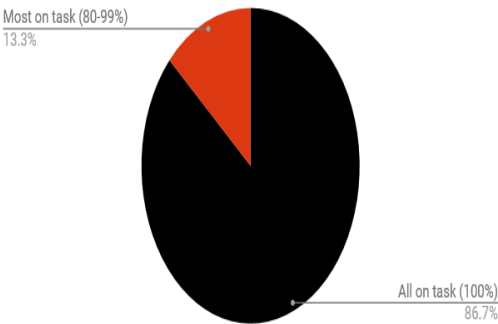


Feedback Type

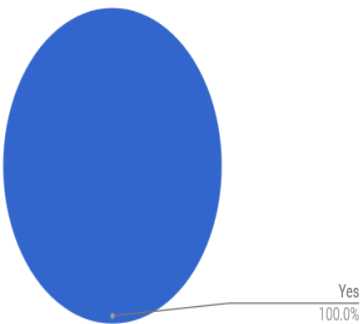


Results

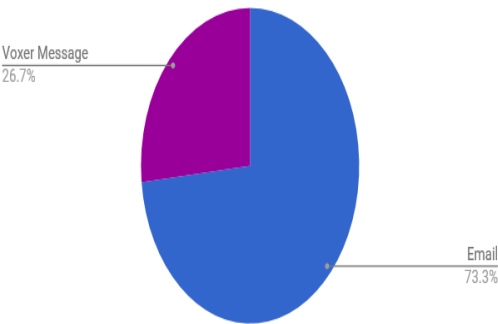
Student Engagement



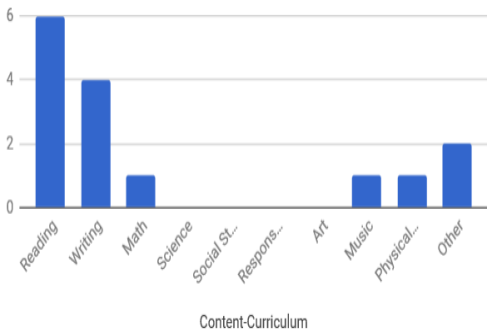
Feedback Provided



Feedback Type



Content-Curriculum



Feedback

2017-2018 Classroom Walkthrough (Responses)

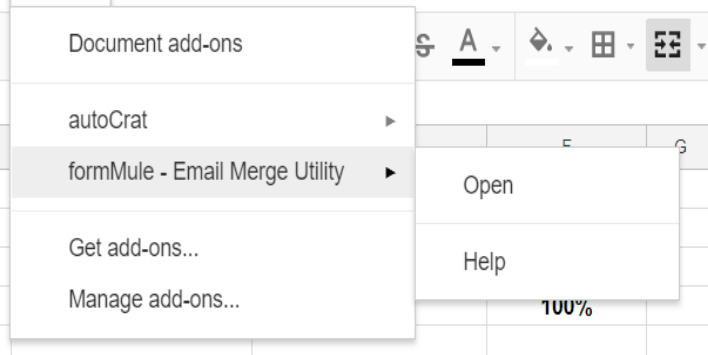
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Walkthroughs by Month

A	B	C	D	E	F	G
Walkthroughs by Month		Feedback Provided				
September 2017	5		Yes	15	100.00%	
October 2017	10		No	0	0.00%	
November 2017	0		Total	15	100%	
December 2017	0		Feedback Type			
January 2018	0					
February 2018	0		Email	11	73.33%	
March 2018	0		Note	0	0.00%	
April 2018	0		Face to Face Interaction	0	0.00%	
May June 2018	0		Phone Call	0	0.00%	
2017-2018 Total	15		Voxer Message	4	26.67%	
			Total	15	100.00%	

Add-ons Help Last edit was 3 days ago



Feedback

formMule - Email merge utility

Choose source data and set merge type

Select the sheet that contains your email addresses and merge source data

Form Responses

Form trigger

Off ☐ Send on form submit

Time trigger

Off ☐ Send on a timer

Merged emails will be generated when new form submissions arrive.

Optionally...

- ☐ Log a case number for each submission
- ☐ Log the edit URL for each form submission

Have formulas you want to auto-calculate on the form sheet before merging? Use the [copyDown Add-on](#).

Next: Templates and send conditions

formMule - Email merge utility

Set # of email template(s) and send conditions

How many unique email templates do you want to use?

1

Send conditions can be NULL, NOT NULL or a number or text value. No quotation marks needed.

Email template

Send Condition

Template 1

--Send for all rows

Back

Save template settings

Next: Edit templates

Feedback



Template 1 Saved Edit Preview this Preview and send all

To: <<Teacher Name>>

CC: May use email or tag. Separate multiple with commas.

BCC: dan.butler@wdbqschools.org

Reply-to: Single email address, or type "no-reply"

Subject: Walkthrough Feedback

Body:

HTML friendly!

Thank you for allowing me to visit your classroom today. Below you will find feedback from my walkthrough form:

Teacher Name: <<Teacher Name>>

Date: <<Date>>

Student Engagement: <<Student Engagement>>

Lang: Use language code to include auto-translation

Add merge tags

- Timestamp
- Teacher Name
- Date
- Time
- Student Engage...
- Content-Curric...
- Aligned Curric...
- Clear Objectiv...
- Cognitive Type...
- Assessment/Che...

Feedback

Thank you for allowing me to visit your classroom today. Below you will find feedback from my walkthrough form:

Teacher Name: [REDACTED]

Date: 10/9/2017

Student Engagement: All on task (100%)

Content-Curriculum: Reading

Aligned Curriculum: Yes

Clear Objective, Goals, Purpose: Yes

Continuous Improvement Implementation: Ground Rules, Mission Statement

Health or Safety Concerns: No

Additional Notes and Information: I really enjoyed the quick visit, [REDACTED]. I have included some voice feedback in the link here: <https://www.voxer.com/v/2ce56f8c56>. There are some really great things happening in your classroom.



tinyurl.com/itecbutler



Anytime Conversation



voxer



Thank You



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