

LEVELS OF IMPLEMENTATION
2019-2020 School-wide Survey

Bear Blvd School
School

May 2020
Date

	MAINTENANCE (still using the known, in the comfort zone)	AWARENESS (aware of and learning the strategy/initiative)	EXPLORING (trying out, looking for opportunities)	TRANSITIONING (starting to use, adopting some commitment)	EMERGING (fully implementing, beginning of internalization)	PREDOMINANCE OF STRATEGY/INITIATIVE (institutionalized, automatic)	TOTAL # OF TEACHERS (Implementing Strategy/Initiative)
Strategies/Initiatives Implemented	# of Teachers at Each Level						
Balanced Literacy				1	3	8	12
Collaborative Teams (CT)					8	4	12
<i>Share A Smile</i>						12	12

Balanced Literacy: very confident with balanced literacy but always eager to learn new ideas and practices; use morning meeting, shared reading, small group reading, shared writing, interactive writing, guided writing, book making, reading/writing in all centers, and read-alouds every day - automatic; whole group literacy lessons, small groups, writing, big books, emergent readers; fully implementing balanced literacy but do have some growth needed; had prior knowledge and training but this year learned much more about how to implement this into my classroom using whole group literacy lessons, small groups, writing, big books, and more; used modeled reading and writing processes through demonstration, explicit instruction and think alouds; began to use shared reading/writing processes together through interactive activities and discussions; implement all components of Balanced Literacy during our daily routines and these are linked to other content areas; utilizing data and district information; meetings with coach positively impacted teaching.

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CT: new concept we're perfecting to best use of time, expectations and professional growth; actively participate in the learning and discussions as well as plan for next meeting; understand CT and how it works but I could be prepared going every week; attended weekly meetings; bring ideas and activities for my coworkers; actively participate and collaborate; met with coach weekly; used knowledge learned in CT's to plan and drive instruction; met weekly and shared ideas for lessons; collaborate in designing and implementing road map for math; discussed data analysis for grouping student in order to create personalized learning; participated in CT meetings and applied new learning and strategies in the classroom.

Share A Smile: I make an effort to always treat others (parents, students, coworkers, community) with mutual respect and always in a manner by which I would like to be treated; greet everyone with a smile and treat others with respect; fully implement and understand Share a Smile; participated in group activities; greet everyone with a smile and friendly toward everyone; complete Share a Smile activities; serve on Share a Smile committee and actively participate in all activities with my class; used class dojo to keep families informed; invited parents to BBS parent engagement events, book fairs, and volunteer opportunities; provided parents different resources to keep student engaged with active learning activities; always greeted students at door with friendly demeanor; greeted and acknowledged staff, personnel, parents and visitors; created opportunities where parents were made to feel welcomed during our Parent Learning Days.