

Grade Level Collaboration Handbook

*Bosque Farms Elementary School
2018-2019*

*“Children are the Priority.
Change is the Reality.
Collaboration is the Strategy.”*

- Justin Billings

Mission and Vision

Mission

Bosque Farms Elementary ensures success for all children, every day.

Vision

Bosque Farms Elementary...

Simply the Best

Bosque Farms Elementary Model Of Instruction

ENACTED ON THE SPOT

What will I do to Engage Students?

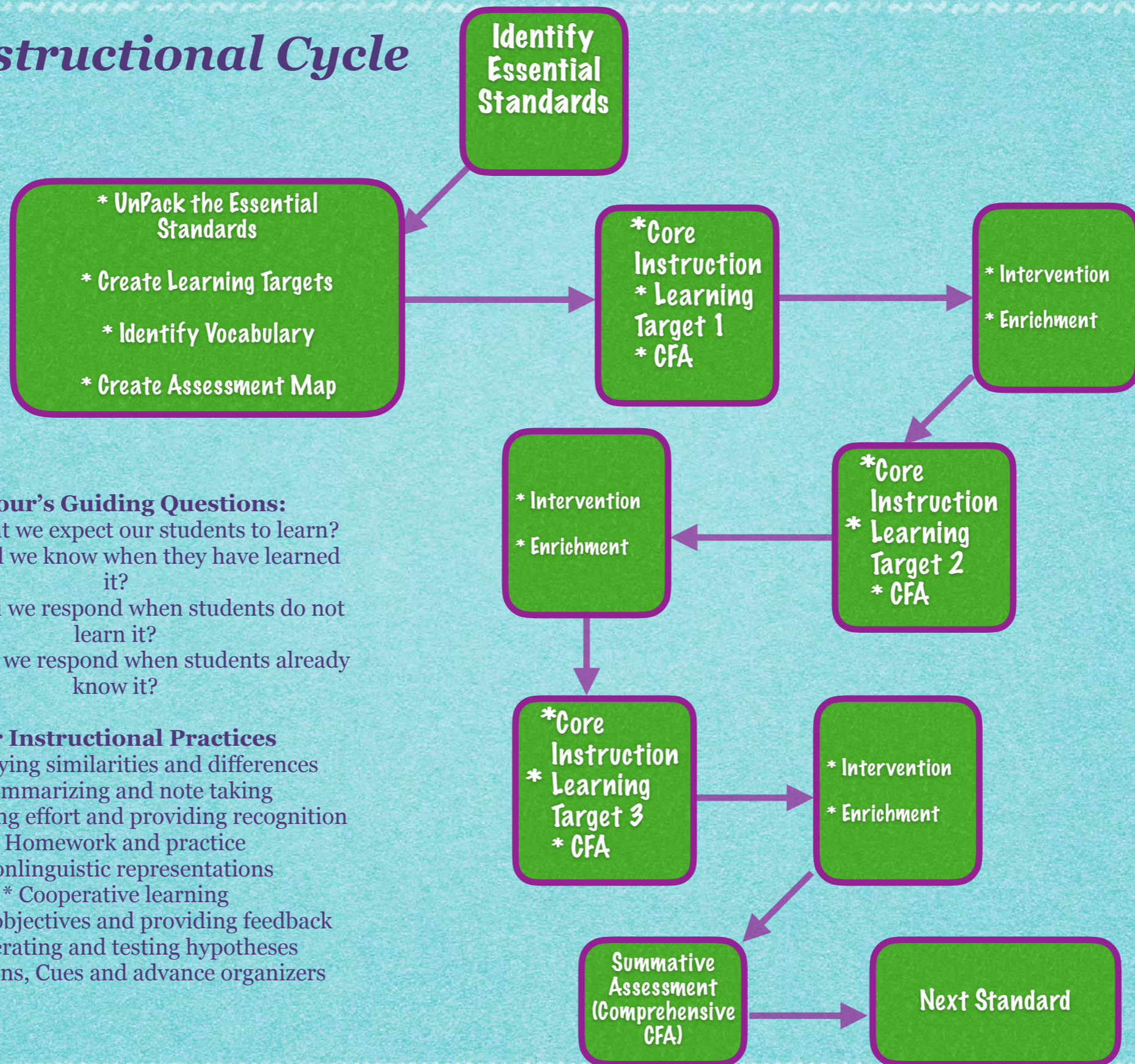
What will I do to establish Teacher/Student Relationships?



What will I do to recognize and acknowledge Adherence to Rules and Procedures?

What will I do to communicate High Expectations for all students?

BFE Instructional Cycle



DuFour's Guiding Questions:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when students do not learn it?
4. How will we respond when students already know it?

Our Instructional Practices

- * Identifying similarities and differences
 - * Summarizing and note taking
- * Reinforcing effort and providing recognition
 - * Homework and practice
- * Nonlinguistic representations
 - * Cooperative learning
- * Setting objectives and providing feedback
 - * Generating and testing hypotheses
- * Questions, Cues and advance organizers

Bosque Farms Elementary RTI Pyramid

Screenings: iStation/DRA

TIER I: All students Have Access

Schoolwide Supports

Teacher Team Lead

Schoolwide Supports:

- * Effective Teacher in Every Classroom
- * School Wide Interventions

School Structures:

- * Immediate Classroom Interventions
- * Grade Level Interventions
- * Weekly Collaboration Time
- * Renaissance
- * I ROAR Pledge/ Attributes

School Structures:

- * Guaranteed and Viable Curriculum
- * BFE Model of Instruction
- * School-wide Based Interventions

Tier 2: Certain Access

Supplemental Supports (SAT)

- * Dedicated Time
- * Parent Notification
- * Monitoring of Progress
- * Strategy Recommendations and Training
- * iStation Reading and Math
- * Journeys Intervention
- * enVisions Intervention
- * CORE Reading

Tier 3: Certain Access

Tier 3: Intensive Support

- * **Tier 1 to Tier 2 (Led by SAT Team)**
- * Teachers and grade level teams use GLC time as well as the RTI process to identify and provide students additional support by skill.
- * This process is monitored.

Certain Access: Tier 2 to Tier 3
Referral Made by SAT

ELA
Language Live!
Orton Gillingham
Math
V-Math

Our Mission: Bosque Farms Elementary ensures success for all children, every day.

BFE's Response to Intervention (RTI)

- ▶ If our mission at Bosque Farms Elementary is to ensure success for all children, every day, then we have a collective responsibility to address the needs of students who are struggling, students who are at grade level, and students who are above grade level. This requires a commitment from teachers and administrators to provide a framework for this to occur. Our instructional cycle will be followed to ensure that intervention is focused.
- ▶ The RTI process at BFE will be centered around student data. We will provide an intervention time for Tier I, Tier II or the SAT process. The requirements for SAT are still in effect. The SAT process will be lead by the SAT team, comprised of the classroom teacher, the administrators, and parents.
- ▶ Tier I (first instruction) will be delivered by the classroom teacher, with assistance from the special education teachers based on identified essential standards.
Tier II will target specific skill deficits identified through the SAT process.
- ▶ Tier I and II intervention is provide by all staff members and is exclusive on none. This will include classroom, special education, PE, art, library assistant, computer lab assistant, Inclusion Support Coach, Professional Learning Coach, counselor, secretary, educational assistants, principal and/or assistant principal. Intervention is the priority, and the most qualified individual will provide it.
- ▶ Interventions are based on the current essential standard. During our school-wide intervention block, students will either receive intervention or extension. Student will **NEVER** miss new instruction on essential standards to receive intervention.

“That’s the beauty of collaboration. You can get pushed and stretched to go where you’d never go otherwise.”

-Licia Perea

Collective Commitments

Administrators

If the mission at Bosque Farms Elementary is to ensure success for all children every day, then administrators will allocate time and resources to teacher professional development opportunities, mentoring, and classroom support.

If the vision of Bosque Farms Elementary is to be “Simply the Best,” then teachers will be expected to collaborate and administrators will support learning by guaranteeing that teachers have uninterrupted time during the contract day, on a weekly basis, to collaborate.

Collective Commitments

Certified Collective Commitments

If the mission at Bosque Farms Elementary is to ensure success for all children, every day, then...

We will positively collaborate and commit to a growth mindset.

We will create multiple opportunities for learning and re-learning.

Collective Commitments

Support Staff Collective Commitments

If our mission at Bosque Farms Elementary is to ensure success for all children, every day, then we are committed to come to work every day and make sure everyone feels included and not left behind.

If our vision at Bosque Farms Elementary is to be, “Simply the Best,” then we will work as a family to ensure a positive attitude and put ALL students first.

*“Coming together is a beginning;
Keeping together is progress;
Working together is success.”*

-Henry Ford

Collaborative Team Purpose Statements

- ▶ **Kindergarten:** *The purpose of the Kindergarten grade-level meeting is to work, learn, and help each other using our prior knowledge and experience. We will use best practices and data to collectively provide instruction so that all students achieve high levels of learning.*
- ▶ **1st Grade:** *As a first grade team, our purpose is to collaboratively design clear and meaningful instruction that reflects student-centered learning.*
- ▶ **2nd Grade:** *The purpose of our 2nd grade PLC is to collaborate on effective instruction and interventions based on student data to ensure the highest levels of success for all.*
- ▶ **3rd Grade:** *The purpose of our 3rd grade-level meeting is to collaboratively create student targeted curriculum informed by data and the unique needs of all our students so they reach their full potential.*
- ▶ **4th Grade:** *Our purpose is to collaborate as a team to ensure high levels of student learning through quality instruction.*
- ▶ **5th Grade:** *The purpose of the 5th grade team at BFE is to promote high levels of learning for all through ongoing supportive collaboration that values successes and challenges.*
- ▶ **6th Grade:** *The purpose of the 6th grade-level meeting is to examine student work to guide instructional decisions, intervene where needed, while celebrating student successes. This process will lead to effective instructional strategies for all students to achieve at high levels.*
- ▶ **Special Education:** *The purpose of the Special Education PLC is to collaborate with staff and students to achieve high levels of learning for all through modifications to help students succeed socially, functionally, and academically.*

Structures in Our School

▶ The **Guiding Coalition** at Bosque Farms Elementary is committed to ensuring high levels of learning for all students and staff through targeted collaboration that inspires individual and collective excellence. The Guiding Coalition will challenge each other to foster vitality within all students and staff to learn more, do more, and become more.

(01/11/18)

Guiding Coalition Team Responsibilities

Teachers	Administrators	Academic Coach
Representing grade level team during the Guiding Coalition meetings	Preparing agenda for Guiding Coalition meetings	Actively participating during Guiding Coalition meetings
Actively participating during Guiding Coalition meetings	Supporting Guiding Coalition recommendations and decisions	Offering feedback on collaborative process and team collaboration from grade level meetings
Preparing collaborative team meeting agenda	Offering feedback on collaborative process and team collaboration from grade level meetings	Provide coaching, PD and support to individuals or grade levels
Facilitating grade level meetings	Maintaining the clarity and focus around the mission and vision	Relay district information
Reviewing feedback from administrators	Build structure and provide time for collaboration and other needs	
Sharing Guiding Coalition questions, recommendations, and decisions with grade level teams	Communicate with community and district about decisions/initiatives	
Lead new initiatives		
Reflecting on the collaborative process and looking for ways to improve it		
Promoting a healthy school culture		
Supporting and guiding teachers as needed		
Decision makers/shared leadership in curriculum issues		

Continuous School Improvement (CSI)

- ▶ **TOGETHER** we collaborate to identify and implement improvements and practices to keep students, staff, school, and community safe and protected.
(02/02/18)

Continuous School Improvement Team Responsibilities

Teachers	Administrators
Representing grade level team during the CSI meeting	Preparing agenda for CSI meetings
Actively participating during CSI meetings	Supporting CSI recommendations and decisions
Taking information from CSI meetings back to grade level/department team	Maintaining the clarity and focus of the CSI purpose and ensuring alignment with school Mission and Vision
Reviewing feedback from administrators	
Lead new safety and procedural initiatives	
Reflecting on the issues and looking for ways to improve them	
Promoting a healthy school culture	
Decision makers/shared leadership in safety and procedural issues	

Bosque Farms Elementary Data Team

- ▶ The purpose of BFE's Data Team is to define and share focused, meaningful data to guide our teams in informing instruction for student learning and **CELEBRATE** successes!
(01/26/18)

Data Team Responsibilities

Teachers	Administrators
Representing grade level team during the Data Team meeting	Preparing agenda for Data Team meetings
Actively participating during Data Team meetings	Supporting Data Team recommendations and decisions
Taking information from Data Team meetings back to grade level/department team	Maintaining the clarity and focus of the Data Team purpose and ensuring alignment with school Mission and Vision
Reviewing feedback from administrators	Providing research inform decisions made by the Data Team
Leading new data initiatives as needed	
Reflecting on the issues and looking for ways to improve them	
Decision makers/shared leadership in data issues	

Master Schedule

Updated
8/3/18

BFE's 2018-2019 Master Schedule

		Monday					Tuesday					Wednesday					Thursday					Friday						
		PE	Art	Comp.	Library	Coun.	PE	Art	Comp.	Library	Coun.	PE	Art	Comp.	Library	Coun.	PE	Art	Comp.	Library	Coun.	PE	Art	Comp.	Library	Coun.		
9:05-9:45	3rd	Ridgeway	Salazar	Terrell		Smith	Smith	Ridgeway	Salazar	Terrell		Gale	Smith	Ridgeway	Salazar	Terrell	Terrell		Smith	Ridgeway	Salazar	Salazar	Terrell		Smith	Ridgeway		
9:45-10:25	2nd	Long		Evans		Mills	Evans	Mills		Long		Blair	Evans	Long	Mills		Mills	Long	Stringer		Evans			Mills	Evans	Long		
10:05-10:20	Kinder Recess																											
10:25-11:05	4th	Talbert	McCann	Garcia	Morgan			Morgan	McCann	Garcia		Morgan	Garcia	Carrasco		McCann	McCann		Morgan		Garcia	Garcia	Robinson		McCann	Morgan		
11:05-11:40	Specials Eat Lunch																											
11:40-12:20	6th		Welch		S. Gutierrez	Huiskamp	Welch		S. Gutierrez	Huiskamp		S. Gutierrez	Farrell	Huiskamp		Welch		Huiskamp	Welch		S. Gutierrez	Huiskamp	S. Gutierrez		Welch			
12:45-1:25	1st	Carrasco		Otero	Robinson	Talbert	Otero	Carrasco	Robinson	Talbert		Talbert	Robinson	Carrasco		Otero	Robinson	Talbert		Otero	Carrasco		Otero	Talbert	Carrasco	Robinson		
1:10-1:45	6th Grade Band																											
1:30-1:45	1st-3rd Grade Recess																											
1:25-2:05	K	Stringer			L. Gutierrez	Gale		Gale	L. Gutierrez	Stringer		Gale		Stringer		L. Gutierrez		L. Gutierrez		Gale	Stringer	L. Gutierrez	Stringer	Gale				
2:05-2:45	5th		Craig		Farrell	Blair	Farrell	Blair	Craig			Blair	Farrell		Craig		Blair	Craig	Farrell	Craig		Farrell	Blair		Farrell	Blair		
2:50-3:20	School Wide Interventions																											
3:30	Dismissal (Kindergarten dismisses at 3:20)																											

Lunches:	Recess:
Fifth (5)	11:05-11:25
Kinder (K)	11:25-11:45
First (1)	11:30-11:50
Second (2)	11:45-12:05
Third (3)	12:00-12:20
Fourth (4)	12:15-12:35
Sixth (6)	12:35-12:55
Pre-K	12:35

Counseling
Kinder-2nd
3rd-6th

2nd and 4th Week of the Month
1st and 3rd Week of the Month

Teachers will attend this pull out the week of early release Wednesday

Afternoon Recess:
Kinder
1st-3rd

10:05-10:20
1:30-1:45

Friday Reward Recess:
4th
5th-6th

2:20-2:50
3:00-3:30

“Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.”

-Mattie Stepanek

Grade Level Team Collaboration Day and Times

2018-2019 Schedule

- ▶ All grade levels will meet each Tuesday at the specified times below:

Kindergarten- 1:25-2:05

1st Grade- 12:45-1:25

2nd Grade- 9:45-10:25

3rd Grade- 9:05-9:45

4th Grade- 10:25-11:05

5th Grade- 2:05-2:45

6th Grade- 11:40-12:20

Special Education- 8:15-8:50

Grade Level Collaboration Non-Negotiables

▶ *** What is a GLC (Professional Learning Community)?**

“... is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” The three big ideas that drive the work of a GLC are a focus on learning, a collaborative culture and collective responsibility, and a results orientation. (Learning by Doing, P. 10-13)

▶ *** Who has to meet in GLC's?**

All members of a grade level team must attend collaborative grade level meetings. Pullout teachers will attend content specific GLC's monthly at the district level. Administrators and the Professional Learning Coach will attend regularly to provide support and feedback.

▶ *** Do we have to meet weekly?**

Yes. Grade level teams are expected to meet once a week for the duration of the planning period, and may meet more if the team chooses. During that time, the agenda should be focused on the four essential guiding questions.

▶ *** What should the agenda look like for collaborative team meetings?**

The agenda (template will be provided by administration) should always focus on the following 4 questions:

1. What is it that we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students don't learn it? (All means All)
4. How will we respond when some students do learn it?

The agenda should also include the teams purpose and norms (including professional courtesies and professional practices).

▶ **5. What if team members want to discuss something outside of the 4 questions listed on the agenda?**

Your work should be based around the 4 questions. Anything outside of these questions should be discussed at some other time. Team members should hold each other accountable in a respectful manner by referring back to the questions and to their team's norms.

▶ **6. How much time should be spent on each question?**

Each work session will probably only address 1 or 2 of the questions. Sometimes, one question may take more than one session. However, teams should ensure that time is spent on all 4 questions throughout a specific unit.

▶ **7. Are notes required for grade level collaborative meetings?**

Yes. Each team should assign a recorder to take notes. The notes will be emailed to team members, administrators, and the academic coach within 24 hours of the meeting. Documents, like assessment maps and rubrics, should also be attached to those emails.

▶ **8. Do our assessments have to be the same?**

Your common assessments (formative and summative) must be the same and given on the same day. Other classroom assessment may be the same, but do not have to be. As a team, decide how many assessments/grades you think are sufficient and then develop those assessments.

▶ **9. What about classwork and anything else other than test/quizzes/performance assessments?**

Your day to day instruction can be different, but your grading should be aligned. Therefore, classroom assignments, lessons, etc. could differ from teacher to teacher, but the number of grades given to each student needs to be the same.

▶ **10. What about data?**

Data needs to be discussed in a timely manner so that student concerns can be addressed and planned for. This means that any minor assessment should be discussed within the week after it is given so instruction can be adjusted, and plans can be put in place to help students before the next assessment.

▶ **11. How are we implementing SMART goals?**

Each grade level team will develop an end-of-year SMART goal for both math and reading within the first month of school. Teams also benefit from developing SMART goals for each unit of instruction.

BFE Grade Level Non-Negotiables

- ▶ Kindergarten: We will use our best practices to provide opportunities for all students to engage in learning.
- ▶ First Grade: Our non-negotiable is to do the Daily 6 Step Phonics Lesson Sequence this year.
- ▶ Second Grade: We will do the Daily 6 Step Phonics Lesson Sequence and do number talks three times a week.
- ▶ Third Grade: We will use the CORE Six Step Explicit Phonics/Phonemic Awareness Instruction daily; we will give explicit Vocabulary instruction daily.
- ▶ Fourth Grade: As a fourth-grade team, we will be focusing on vocabulary and fluency to help our students reach a proficient reading level.
- ▶ Fifth Grade: We will use enVisions math exit tickets as daily CFA's to support, enrich, and intervene with student learning. We will use CORE Reading components to support all students in ELA instruction.
- ▶ Sixth Grade: We will implement number talks in math class. We will work to instill a love of reading in all of our students.
- ▶ Special Education: Students will monitor their own progress using data binders.

Definition of Team Member Roles

▶ **Facilitator (Guiding Coalition Member)**

- * Develop agenda, distribute to all team members, including administration and Academic Coach
- * Facilitate the meetings
- * Keep team focused on the agenda
- * Ensure all voices are heard

▶ **Recorder**

- * Takes minutes
- * Reads notes back to the team at the end of the meeting to ensure accurate recording
- * Emails copies of the minutes to all team members, including administration and Academic Coach

▶ **Time Keeper/Air Traffic Controller**

- * Monitors time
- * Keeps everyone on the topic being discussed
- * Monitors start and end time of meeting
- * Tables topics for discussion when appropriate
- * Calls for making a decision when appropriate

*“I can do things you cannot,
You can do things I cannot;
Together we can do
Great things.”*

Mother Teresa

Collaborative Team Meeting Agendas

- ▶ Requirements: (Required template for every meeting is provided to each Guiding Coalition member)
 - * Grade Level/Team
 - * Date
 - * Norms
 - * Purpose
 - * Agenda items listed along with the 4 guiding questions. The question(s) being addressed should be highlighted
 - * Shared electronically with team, administration, and the Professional Learning Coach 24 hours prior to the meeting
 - * Roles and who will fill them
 - * School Mission and Vision
 - * Other questions that dig deeper into the guiding questions
 - * Data and resources that team members should bring to the meeting
 - * Minutes shared electronically with team, administration and the Professional Learning Coach within 24 hours of collaboration time.

Grade Level Collaboration Agenda Template

PLC Agenda- Grade _____
Date: _____

Materials to bring to meeting:

PLC Members:

Goals/Outcomes:

SMART Goal:

Meeting Norms:

Collaboration Team Purpose:

Topic for Discussion	Who?	Estimated Time	Guiding Question Addressed?	Minutes
Opening: Review norms; Assign recorder to take and submit minutes, Assign time keeper, etc.				

DuFour's Questions that should guide our work?

1. What is it that we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn it?
4. How will we respond when some students already know it?

Expectations for Agendas and Minutes:

Agendas:

- Should be given to all team members **at least** 24 hours in advance
- Should include goals or expected outcomes
- Should include specific topics for discussion with estimated times listed
- Should include meeting norms agreed upon by team
- Should use the format shown above

Minutes:

- Should be typed in the minutes column of the agenda
- Should be emailed to all PLC participants within 24 hours
- Should be read by all PLC participants. If any member of the PLC is absent, it is their responsibility to read the minutes from the missed meeting
- Email completed meeting notes to building principals

Administrator Feedback Form for PLC's

GLC TEAM FEEDBACK SHEET

Team Name:

Meeting Date and Time:

Norms and Purpose reviewed-

Roles Assigned-

SMART GOAL and Collective Commitments-

Team Members Absent:

Topics Discussed and Conversation Highlights:

Which of the 4 Guiding Questions were addressed?

Teacher Leadership Opportunities Observed (Domain 1 and Domain 4):

Next Steps/Plan for Next Meeting:

Questions/Comments:

Observer: *Kaua Matthews, Principal*

Date:

GLC Reflection Questions

- ▶ 1. How are you sitting?
- 2. Are the norms being followed?
- 3. Are individual roles being followed?
- 4. Have you taken the time to understand the responsibilities of each role?
- 5. How often is data brought to collaborative teams and discussed?
- 6. What happens when someone doesn't bring their data (i.e. "I didn't have time to grade it?")
- 7. How often do you revisit your collaborative team norms or have those heart-to-heart conversations to become better?
- 8. How often do you reference the instructional model and recalibrate your collective work to align?
- 9. How much time is spent talking about students versus planning what topic is being covered for the upcoming week?
- 10. Are you getting to all 4 guiding questions in a unit of study? Is there one area you need more support with?

The 7 Stages of Collaboration

Adapted from "One Step at a Time" by Parry Graham and Bill Ferrier (2008)

STAGES	DEFINING QUESTIONS
Stage 1: Filling the Time	What exactly are we supposed to do?
Stage 2: Sharing Personal Practice	What is everyone doing in their classroom?
Stage 3: Planning, Planning, Planning	What should we be teaching and how do we lighten the load for each other?
Stage 4: Developing Common Assessments	How do you know students learned? what does mastery look like?
Stage 5: Analyzing Student Learning	Are students learning what they are supposed to be learning?
Stage 6: Adapting Instruction to Student Needs	How can we adjust instruction to help those students struggling and those exceeding expectations?
Stage 7: Reflecting on Instruction	Which practices are most effective with our students?

Team Protocol for Common Formative Assessments

1. Consider the assessment task:

- * What worked well?**
- * What did not work well?**
- * How might you revise the assessment to make it more effective?**

2. Analyze the data, and identify areas for targeted response.

- * As a team, which learning targets require more attention?**
- * As a team, which students did not master which targets?**
- * As a team, which classroom or classrooms require additional support?**
- * As an individual teacher, which area was my lowest, and how can I improve?**

3. Create a team plan of action to address the needs these data identify, including assessment modifications, curricular modifications, and instructional response.

Unpacking Essential Standards

Unpacking the Standard

1. Read the essential standard as a team.
2. Circle the verbs or list them in one color.
3. Underline the nouns and noun phrases or list them in a different color.
4. Determine the number of targets found within the standard.
5. Write as separate learning targets:
 - * Remember to keep the core language intact at all times.
 - * Do not omit any part of the standard.
6. Determine the depth of knowledge (DOK) required of the standard.
7. Pull the academic vocabulary from the standard.

Steps to Developing an Assessment Map

Create an Assessment Map

- * Insert essential standard including the percent of expected proficiency level.
 - Consider the depth of knowledge (DOK) for the overall standard.

- * Insert targets separately into the boxes of the indicated row including percent of expected proficiency for each.
 - Consider depth of knowledge levels of each target.
 - Indicate the vocabulary of focus.

- * Decide on a summative assessment (pre/mid/post) and determine dates that all members of the team will administer the pre, mid, and post assessments.
 - Determine the depth of knowledge (DOK) of each question.
 - Incorporate scoring guides, proficiency scales, or rubrics

- * Determine strategies and materials for initial instruction of each target.
 - Insert the date range in which each target will be taught.

- * Create a common formative assessment for each target. Determine the depth of knowledge (DOK) of the questions.
 - Incorporate scoring guides, proficiency scales, or rubrics.
 - Determine the date that all members of the team will administer the CFA for each target.

“Collaborating is being open to each other’s ideas and benefiting from each other’s perspectives in an open way... Collaboration is all about rewriting and rewriting and rewriting and helping each other to constantly improve a piece. And, it’s also about spurring each other on to doing really great, hard work- it’s easier to do it in a Collaboration than on your own.”

-Alan Menken