West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
February 3, 2017

Upcoming Events – Matthew Duffy
February 4: ILT Mid Year Event, DeAnza HS, 8:30 AM
February 6: Agenda Setting, Superintendent's Office, 3:30 PM
February 6: Special Education CAC, Cameron ES , 7:00 PM
February 9: CBOC Audit Subcommittee, FOC, 4:00 PM
February 13: Agenda Setting, Superintendent's Office, 3:30 PM
February 13: Technology Subcommittee, IT Center, 4:00 PM
February 13: Youth Commission, Helms MS, 6:30 PM
February 14: Academic Subcommittee, DeAnza JS, 4:00 PM
February 15: Solutions Team, UTR Office, 1:00 PM
February 15: Board of Education Meeting, DeJean MS, 6:30 PM
February 16: Safety/Climate Subcommittee, Pinole Valley HS, 9:00 AM
February 20-25: Presidents' Week Recess, Schools and Offices Closed
February 26: WASC Visitation, Hercules HS, 4:00 PM
February 27: District Budget Engagement Committee (DBEC), Pinole Middle, 6:30 PM
February 28: Facilities Subcommittee, FOC, 4:00 PM

Middle of the Year (MOY) Event – Nia Rashidchi
February 4, 2017, DeAnza High School (8:30 – 3:00 p.m.)
Our second annual Middle of the Year Instructional Leadership Team (ILT) Check-In Event is this Saturday, February 4 from 8:30 – 3:00 p.m. There will be an ILT from all 52 schools working on 3 big pieces of work: Looking at/celebrating ILT progress, giving/getting feedback on their work from partner schools, and deciding what adjustments need to be made and actions that need to be taken as next steps. There will be about 400 folks (teachers, principals, and central office staff) present for this event. We hope board members can attend. We have also included the event's agenda in this Friday memo.

Fund Announces Teaching Excellence Winners – Marcus Walton
Board members joined District staff and the Ed Fund in announcing the 2017 Teaching Excellence Award Winners in surprise visits to classrooms earlier today. The winning teachers are:

Tiffany Chieudjui, Grant Elementary School, 3rd
Sarah La Due, Fred T. Korematsu Middle School, English
Paula Raj, DeAnza High School, Spanish
Jessy Kronenberg, El Cerrito High School, Dance

Jasmine Johnson, a fifth grade teacher at Richmond College Prep, was also selected.

The awardees will be honored at the 29th Annual Soaring to Excellence Celebration on Friday, May 12 from 7:00-9:00pm at DeAnza High School.

Center for Youth Development Mock Trial Competition – Matthew Duffy
Amy Resner of the Center for Youth Development through Law shared details regarding the Mock Trial program continuing the sixth year of coaching high school mock trial teams and after-school programs in five of the district schools. This work culminates in a competition sponsored by the County Office of Education to take place February 7, 9, 14 and 16, 5:30 PM at Bray Courthouse, 1020 Ward Street, Martinez. Board members are invited to greet and encourage the teams at the events.

Public Records Log – Marcus Walton
Included in this week's memo is the log of public records requests received by the district. If you have any questions, please contact me.

Public Records Request Log 2016 - 2017
Week Ending February 2, 2017

	Date of Receipt	Requestor	Requested Records/Information	Current Status
29	9/14/16	Matt Cagle American Civil Liberties Union	Surveillance Technology and Digital Searches beginning January 1, 2013 – Present	12/2/16 Documents sent via email Gathering/Reviewing additional Docs
47	12/20/16	Chansell Evans-Green	2015-2016 WCCUSD Student Data on Student Attendance / Absences for Grades K-12	Reviewing Data
50	*12/14/16	Mary Selva Richmond Annex Neighborhood	Number of Students attending Public Schools in Richmond Annex	12/22/16 Acknowledgement email sent 1/19/17 Email Sent Response due on 2/17/2017
53	1/17/17	Ivan Kranjcec Smart Procure	WCCUSD MUNIS Purchase Order Report / August 19, 2016 – Present	Working on Report
55	1/17/17	Anton Jungherr	District Budget Engagement Committee Meeting / January 12, 2017 – AGENDA, Handouts, Meeting Minutes and Schedule of future Meetings	1/31/17 Documents sent via email **COMPLETED**
56	1/19/17	Melissa Huckaby CSLB Quality Assurance	El Cerrito High School / New Stadium Project Hauzen, Inc. Contractor's records	1/31/17 Letter & Docs mailed **COMPLETED**
57	1/24/17	Rachael Tillman Law Offices of Young, Minney & Corr. LLP	All High Schools' Football Season Schedules and/or Calendars / July 1, 2015 – June 30, 2016	Gathering Documents
58	1/30/17	Anton Jungherr	Administrators authorized to sign Contacts less than $50,000 without Board Approval for the 2016-2017 School Year	1/31/17 Acknowledgement email sent
59	1/30/17	Anton Jungherr	Approval of Bond Program Site Budget Authorization	1/31/17 Acknowledgement email sent
60	1/30/17	Anton Jungherr	Long-Range Facilities Master Plan / Implementation Plan	1/31/17 Acknowledgement email sent
61	2/1/17	Anton Jungherr	General Obligation Bonds / Annual Certification Form for 2014, 2015 and 2016	2/1/17 Acknowledgement email sent
62	2/1/17	Anton Jungherr	DBEC Mtg. / January 12, 2017 – Handouts	2/1/17 Acknowledgement email sent

ILT Mid-Year Check in Agenda
February 4, 2017/De Anza High School

Outcomes:

- To review data trends from last year's January mid-year check-in and EOY reflection.
- To celebrate and appreciate the ongoing ILT work.
- To share the district's Theory of Action and ongoing vision regarding ILTs and collaboration as a key lever of change.
- To continue our work with protocols, giving schools a chance to practice skills.
- To give ILTs a chance to share their planning and thinking with a partner school and to exchange feedback with colleagues from that school.
- To reflect on SMART Goals and make mid-course corrections in the DDI calendar and ILT workplan as needed to incorporate lessons learned to date, as well as any action steps emerging from data analysis.
- To continue transitioning from a high functioning ILT to a high impact ILT.
- To continue working to build a culture of peer-to-peer accountability and collaboration in WCCUSD.

Time	Activity	Outcome
8:00-8:30	Registration and light refreshments Check in DeAnza Theater Lobby	
8:30-9:00	Welcome, Appreciations, trends in the data from last year's ILT Institute, and review of agenda (Nia Rashidchi) DeAnza Theater	School teams sit together in assigned seating (See theater map).
9:00-9:30	Theory of Action: ILTs and Collaboration (Matt Duffy) DeAnza Theater	Sharing the district's vision and theory of action for ILTs and collaboration as a key lever of change. Each team should be clear on the district direction, true importance of authentic collaboration, and the role of leaders to build relationships that produce desirable results.
9:30-9:45	Break – Grade Span Teams Move to Different Locations (See campus maps and central office staff are assigned as guides)	Elementary- Small and Large gym (see assignment sheet) Secondary-Media Center Riverside-Media Center
9:45-10:00	Teams meet to review what they will present to their colleagues	Teams review their answers to the five questions on the next page and on the particular question or issue they want feedback on from their colleagues (**ILTs have done pre-work in Dec/Jan**)

Time	Activity	Outcome
10:00-11:00	***Sharing Protocol #1***: Teams are seated with partner schools. Partners will be assigned. First team presents. Staff is assigned to be facilitators and/or to float.	To continue our practice in using a protocol to share the answers to five questions and to get feedback from colleagues on a particular issue of concern to the school. The five questions are: 1) What were your goals? 2) What did you hope to do or accomplish by now? 3) What actually got done? 4) What data or evidence have you reviewed and what have you learned so far? 5) What do you plan to do next and how might your DDI calendar and workplan need to change? Each school will define the question or issue on which they most need feedback.
11:00-12:00	Second team presents	Same as above
12:00-1:00	Lunch (in cafeteria)	To enjoy some good food, laugh, and re-charge for afternoon
1:00 – 2:45	Individual ILT Time ***ILT Afternoon Team Reflection Protocol #2*** (Central Office staff walk around to check in/support)	To reflect, self-assess, and work on "continuing to transition from a high functioning ILT to a high impact ILT." To complete Exit Ticket. Elementary – Small and Large Gym Secondary – Media Center, MC back classroom, and College/Career Office
2:45 – 3:00	Closing, on-line Full Day Evaluation (one per school), and quick 3-Step Appreciation Protocol	To end the day giving team feedback on the overall day and sharing appreciation for the team's work. bit.ly/ILTMOYEVALFeb4

Jan. 27, 2017 version

Instructional Leadership Team Mid-Year Check-In

Welcome!

De Anza High School/February 4, 2017

Appreciations

- *The Principal Cadre Members: Katherine Acosta-Verprauskus, Jamie Allardice, Robert Evans, Guthrie Fleischman, Marco Gonzales, Sylvia Greenwood, Kibby Kleiman, Carlena Moss, Sonja Neely-Johnson, Jessica Petrilli, Greg Santiago and Stephanie Serrano*

- *Sherri Rivenbark, Merrill Vargo and Neil Smith*

Agenda for Today

- Welcome

- Data from 2015 - 16 MOY Check-In & Site EOY Meetings

- Superintendent Duffy Keynote

- Break

- Protocol #1 – Sharing Protocol

- Lunch

- Protocol #2 – ILT Reflection Afternoon Protocol #2

- On-line Full Day Team Evaluation & Simple Team Appreciation Protocol #3

Outcomes for Today

- To review data trends from last year's Jan. MOY check-in & EOY reflection

- To celebrate/appreciate the ongoing ILT work

- To share the district's Theory of Action and ongoing vision regarding ILTs and collaboration as a key lever of change

- To continue our work with protocols and give schools a chance to practice skills

- To give ILTs a chance to exchange feedback with a partner school

- To reflect on SMART Goals and make mid-course corrections in the DDI calendar and ILT workplan

- To continue transitioning from a high functioning to high impact ILT

- To continue working to build a culture of peer-to-peer accountability and collaboration in WCCUSD

Outcomes in A Nutshell

- Looking at/Celebrating Our ILT Progress

- Giving/Getting Feedback on Our Work

- As a Team, Deciding What Adjustments Need to Be Made/Actions to Take

A Few Reminders: ILT Must Do's for 2016-17

- **Instructional Leadership Team Responsibilities 2016 – 17**

- Participate in 3 district wide ILT events (August BOY Meeting, Feb. Mid-Year Check-in and June EOY Check-in) for the 2016-17 school year.

  - During these events, ILTs will:

- Carry out the ILT self-assessment survey/rubric process to determine ILT progress and areas of support

- Set SMART goals and/or carry out a data analysis and action process focused on established SMART goals

- Celebrate small and large successes/progress

A Few Reminders: ILT Must Do's for 2016-17

- By August 31, 2016, establish a Data Driven Instruction (DDI) calendar for September 2016 – June 2017.

- By September 30, 2016 finalize 1 SMART process goal and 3 SMART content goals

- By February 2017, ILT hosts at least one family night on the CCSS, NGSS, and/or new EL standards

- At least 2 times per year, use the CCSS Working Group Classroom Reflection Rubric or some other valid tool to reflect on schoolwide CCSS implementation and determine areas of support

- By March 2017, ILT members complete the on-line Edivate ILT Leadership Development module (NEW this year).

- Meet once-a-month throughout the year September 2016 – June 2017.

A Few Reminders: WCCUSD Common Core Areas of Focus

Mathematics = Enhancing Lessons with Multiple Methods, Student Discourse/Collaborative Conversations, Authentic Performance Tasks

ELA/Literacy in the Content Areas = Informational reading/writing and citing evidence from the text, Student Discourse/Collaborative Conversations, and authentic formative assessments

ELD = Daily, Rigorous English Language Development, Daily language objectives that offer opportunities for Student Discourse/Collaborative Conversations, and authentic formative assessments
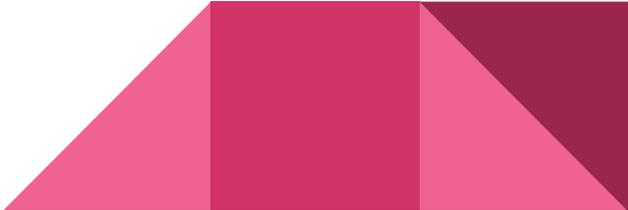
Classroom Reflection Tool

WCCUSD Classroom Reflection Tool

Element	Emerging	Developing	Strong	Exemplary
Academic conversation/ discourse	• **Little or no** opportunity provided for student conversation/discourse	• **Some** opportunity provided for student conversation/ discourse at the recall level (DOK 1)	• **Frequent** opportunity provided for student conversation/discourse that supports deeper comprehension of skills and concepts (DOK 2)	• **Consistent** opportunity provided for student conversation/discourse that supports strategic and critical thinking (DOK 3, 4)
Collaborative engagement	• **Little or no** opportunity provided for *productive* group work	• Occasional or **some** opportunity provided for *productive* group work	• **Frequent** opportunity provided for most students to participate in structured and *productive* group work	• **Consistent** opportunity provided for all students to participate in structured and *productive* group work
Speaking, reading, and writing grounded in evidence across content areas	• Student responses or explanations are **rarely** grounded in evidence from the text or other sources (including images, graphs/ charts, equations…)	• Student responses or explanations are **occasionally** grounded in evidence from the text or other sources (including images, graphs/ charts, equations…)	• Student responses or explanations are **frequently** grounded in evidence from the text or other sources (including images, graphs/ charts, equations…)	• Student responses or explanations are **consistently** grounded in evidence from the text or other sources (including images, graphs/ charts, equations…)
Formative assessment cycle	• Students **rarely** revise their work based on peer or teacher feedback • Teachers **rarely** provide actionable feedback and/or opportunity for peer review	• Students **occasionally** revise their work based on peer or teacher feedback • Teachers **occasionally** provide feedback and/or opportunity for peer review, but it may not be actionable	• Students **frequently** revise their work based on peer or teacher feedback • Teachers **frequently** provide actionable feedback and/or opportunity for peer review	• Students **consistently** revise their work using a structured peer review model and/or based on teacher feedback • Teachers **consistently** provide specific actionable feedback and/or opportunity for peer review

2015 -16 EOY Classroom Reflection Tool Data Summary

-Academic Conversations/Discourse

-Collaborative Engagement

-Speaking/Reading/Writing Grounded in Evidence from the text

-Formative Assessment

-93% moved up from Emerging to Developing or Strong on rubric

-93% moved up from Emerging to Developing or Strong on rubric

-85% moved up from Emerging to Developing or Strong

-85% moved up from Emerging to Developing or Strong

ILT Summary Rubric

ILT Summary Rubric 2016/2017

This rubric can help ILTs do three things: 1) go deeper on the issues raised by the Collaboration Self-Assessment tool; 2) help them decide where the "next level of work" might be for their school as it works to improve teaching and learning; and 3) help them agree on how the ILT might best support that work. The rubric is intended to help guide school leaders. It is not intended as an evaluation tool. The row called "Key Evidence" is not comprehensive, but rather describes a few **concrete and observable** aspects of work at that level. As you use the tool, you will think of others!

	Beginning (2)[1]	Emerging (3)	Proficient (4)	Advanced (5)
Foundations: *This section is about creating shared norms and values and building a culture that supports collaborative learning*	People at beginning schools value a collaborative approach to improving teaching and learning that requires shared norms, values and a culture of trust. People are trying to share ideas and take steps to build a culture of collaboration.	Emerging schools have developed explicit norms, goals and values. Many people across the school are engaged in learning together and leaders are using that work to build a culture of reflection and collaboration. The focus is on students.	Proficient schools use norms in both formal and informal settings. The focus on a culture of learning is evident in classrooms as well as in adult work. Shared values make difficult conversations more possible. Everybody is involved in this work.	Advanced schools have shared norms and values that allow them to take risks, try new things and learn from and with each other, even when the work is both personally and professionally challenging.
Key Evidence	New ILT members are supported to learn about norms.	Norms have been adopted.	The team responds to norms violations	Explicit norms have been revised to be more advanced, challenging.
Skills and Tools: *This section is about the ILT's work to help build the knowledge and skills of teachers.*	Beginning schools have begun a systematic effort to collect data and information about what teachers know and what they need to meet school and district goals for both students and adults.	Emerging schools have identified a focus for CCSS and their improvement work and have a plan to build teachers' knowledge and skills in this area. They use a Cycle of Inquiry to understand their impact.	Proficient schools have a focus, SMART goals, and a school workplan that outlines their strategy to meet their goals. Teachers value and use the support they receive. The impact is evident in classrooms.	Advanced schools use various processes – inquiry, data study, Rounds, peer coaching, etc.-- to build teachers' knowledge and skills. Teachers at this school get better as a regular part of their work.
Key Evidence	Some ILT members are visiting classrooms and collecting data from teachers about what they need. The school has adopted goals for school performance that are aligned with LCAP.	There is a clear focus for the school's improvement work. PD is mostly aligned and teachers are looking at data that reflects the focus and the school's SMART goals. Classroom visits use a tool that reflects standards for teacher practice.	SMART goals and school workplan have been adopted. Resources are allocated to support the plan. Classroom walkthroughs include use of a common rubric (like the CCWG tool). Teachers use this data to reflect on and improve practice.	SMART goals have been adopted in multiple areas; aligned workplans and budgets support achievement of goals. Data includes both student data and data on teacher practice that are part of ongoing inquiry processes that accelerate improvement.

[1] . (Note that there is a column to the left of "beginning" that corresponds to the ("1") on the Self-Assessment and that might be called "Not Started")

ILT Summary Rubric

	Beginning (2)[2]	Emerging (3)	Proficient (4)	Advanced (5)
Supports: *This is about putting in place the structures, processes, roles, tools and agreements needed to support the improvement of teaching and learning across the entire school*	Beginning schools understand that effective collaboration requires dedicated structures and well-defined roles, tools and agreements, including goals. They have begun to put some of these in place, including job descriptions and clear charges or deliverables for committees. The ILT has adopted a process goal for ILT functioning and has begun to clarify processes and expectations for how data will be used.	Emerging schools have the basic structures in place for collaboration to occur as well as tools like defined roles, norms and agendas for meetings. ILT members and other teacher leaders have clear roles that include helping other teachers improve. Collaboration time is focused on improving teaching and learning, rather than just on the regular work of the school, and key processes like the Cycle of Inquiry and data study process are in place.	Proficient schools have gone beyond agreements about how meetings are conducted and are working on defining agreements about expectations for teachers and classrooms, about teacher PLCs and how teachers will help each other, and about how specific roles including ILTs will support teachers to improve. SMART goals have been tied to milestones about changes in teacher practice that teachers understand and embrace.	Advanced schools have explicit agreements in place about structures at all levels of the school (ILTs, grade level teams, departments); roles (for teacher leaders, ILTs and administrators); and processes that include Cycles of Inquiry, classroom walk-throughs and data study and perhaps others, as well as about how all these will work together to help the school meet ambitious goals for improving teaching and learning.
Key Evidence	There is a monthly meeting for the ILT. Teams participate in the summer ILT Institute and mid-year and end-of-year check ins. The school has SMART goals.	ILTs meet at least monthly. Team members take assigned roles in ILT meetings. Agendas often focus on teaching and learning.	ILTs find ways to meet at least twice a month. Collaborative work by grade level teams and departments also happens on a regular schedule. Agendas focus on teaching and learning.	ILTs meet at least twice a month. Team members lead collaborative work by grade level teams and departments. Agendas at all levels focus on teaching and learning.
Activities: *This is about the work the ILT is taking on, both in and between meetings.*	Beginning schools have started to use the ILT to do real work. Often the focus is on operational issues that seem pressing or on events. This work by ILTs helps build collaborative skills and culture. Teams do review data three times a year and are beginning to function well, but they are not yet highly focused or able to have a high impact on teaching and learning.	Emerging schools understand that the work of the ILT is supporting teachers to improve, whether through PD, peer coaching, work on best practices, supporting teacher PLCs to review data and conduct Cycles of Inquiry, or some other strategy. The team aspires to be a high impact team that improves teaching and learning.	Proficient schools have identified a focus and a strategy for how the ILT will support teachers to improve. The ILT is well on the way to becoming a high impact team: their improvement strategy is understood and embraced by teachers, who value the support they are receiving from the ILT. Evidence of the impact of these strategies is clear in classrooms.	Advanced schools are able to manage and coordinate more than one improvement strategy. The ILT leads some of these, while individual ILT members and other teachers lead others. Improvement work is ongoing and impacts all students and all adults in the school. This school is an exciting and desirable place to learn and to work.
Evidence	A data-driven instructional calendar has been established.	The ILT has its own a workplan that outlines clear strategies and activities, and that supports the school's workplan.	The ILT has its own SMART goal and a workplan that reflects the ILT's focus and that supports the school's workplan.	The ILT has both SMART goals and a workplan that reflects the ILT's focus and that supports the school's workplan.

2015-16 EOY ILT Summary Rubric Data Feedback

-Foundations

-Skills/Tools

-Supports

-Activities

-93% moved up from Beginning to Emerging & Proficient+

-81% moved up from Beginning to Emerging & Proficient+

-83% moved up from Beginning to Emerging & Proficient+

-83% moved up from Beginning to Emerging & Proficient+

Overall 2015-16 MOY Day Feedback: *What Worked?*

When **Getting Ready** for Jan. 30, 2016, 96% said it was useful to review goals, plans, DDI calendar, and evidence of progress before the actual meeting.

On **Jan. 30 MOY** Meeting day, 80% said the Growth Mindset keynote was useful for improving practice at school.

100% said it was useful to describe your work to a partner school.

96% said the feedback you received from your partner school was useful.

Overall 2015-16 MOY Day Feedback: *What Worked?*

For Next Steps/Reflections, 92% of you said you would be making mid-course corrections in your goals, DDI calendar, and action plan to incorporate lessons learned or action steps emerging from your data analysis

100% of you said last year's MOY process was useful in helping you to build or strengthen a culture of peer-to-peer accountability and collaboration in school/district

90% of you gave a good/excellent rating for the overall day.

Overall 2015-16 MOY Day Feedback: *Where Can We Improve?*

- We need more individual team time for reflection and establishing next steps/action

- Acoustics in the gym made it hard to hear for morning session

- The afternoon data protocol was not as helpful as the morning sharing protocol.

- Continue to work on not talking so much "from the front"...we want to dive into the work (*we are getting better at this...*)

- Make sure there are cookies...Please!

Theory of Action, Collaboration, and ILTs
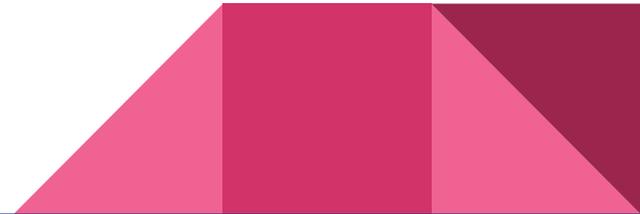
Watch & Then Break Time To Move
to Assigned Space for Protocol Sharing

https://www.youtube.com/watch?v=ZnjJpa1LBOY

Elementary Partners Move to assigned

Small or Large Gym (see map)

Secondary Partners Move

to the Media Center

Getting Ready for Protocol #1

If you have not already done so, please determine…

-Which member(s) is presenting for the protocol?

-What partner team is going first?

-Who is facilitating the protocol?

-What issue/question does your team need feedback on? Make sure you are ready to tell your partner team this at the beginning of protocol!

Sharing Protocol #1: What You're Presenting

- What were your goals?

- What did you hope to do or accomplish by now?

- What actually happened? What got done?

- What data or evidence have you reviewed and what have you learned so far?

- What do you plan to do next and how might

your DDI calendar and workplan need to change?

Steps in the Sharing Protocol

1. First team provides **background (2 min.)**

2. First team **presents its work (15 min.)**

3. Responding team asks **clarifying questions (3 min.)**

4. Responding team **reflects (5 min.)**

5. Responding team offers **feedback (5 min.)**

6. Presenting team **reflects** on what they heard **(5 min.)**

7. All **discuss** what was said and how it all went **(5 min)**
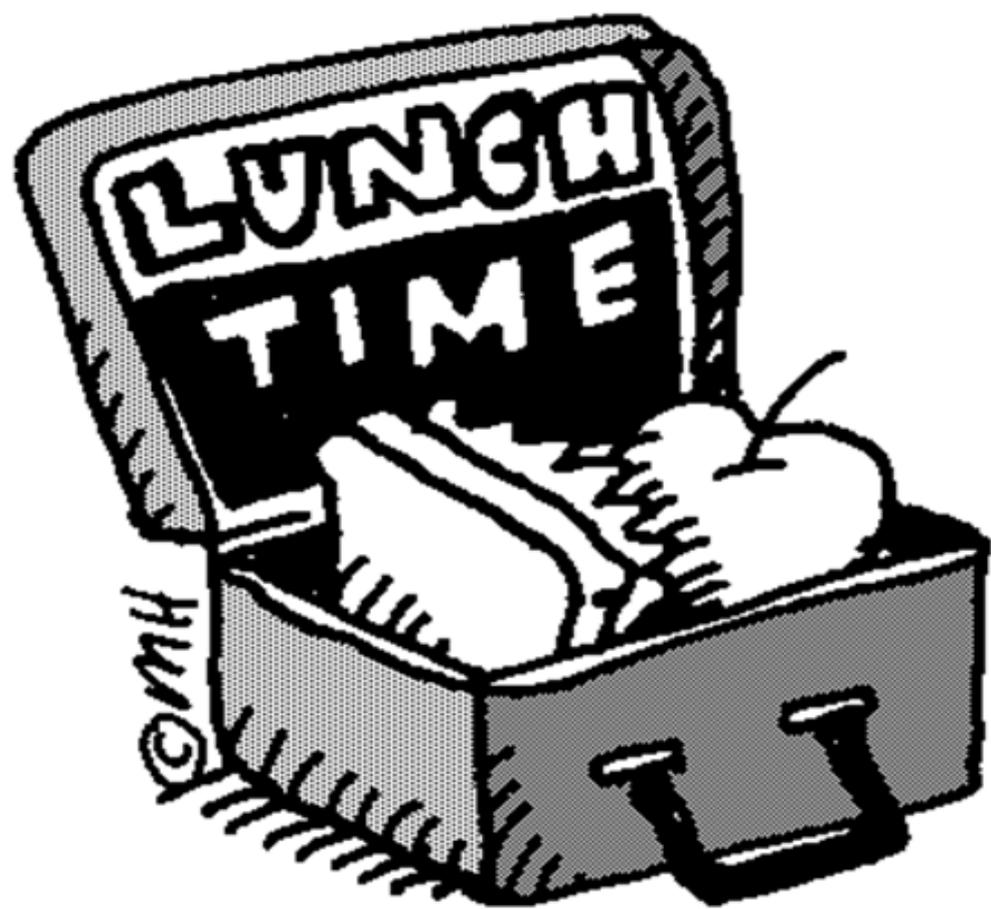
Steps for Afternoon ILT Reflection/Next Steps Protocol #2

Step 1: Introduce the Protocol (5 min.)

Step 2: Review the Feedback Heard (begin to fill out the on-line Check-in Exit Ticket; see page 1 of Afternoon Protocol for directions) (15 min.)

Step 3: Prioritize the Feedback (15 min.)

Step 4: Practical Agreements and Next Steps (30 min.)

Step 5: Who Do We Need to Be Now...Self-Assess on the High Functioning/High Impact Team (30 min.)

Step 6: Closure, Full Day Eval. bit.ly/ILTMOYEVALFeb4, and Appreciation Time (Protocol #3) (10 min.)

Team Appreciation Protocol #3

Step 1: Share one appreciation about the *WORK* today & what was accomplished.

Step 2: Share one appreciation for a team member on *HOW* you all worked together.

Step 3: After 2:50, give round of applause and team cheer.

CONGRATULATIONS…YOU ARE GOOD TO GO!

No Need to Sign-Out!

THANK YOU FOR YOUR HARD WORK!

About Protocols

Many people think of "protocol" as the formal set of rules that govern how diplomats interact. But in science, a "protocol" is a description of a process used, for example, to collect data or conduct an experiment. The field of education has adopted the word protocol as well, and in education when we talk about a protocol we mean a step-by-step process for doing something. For example, teachers sometimes use protocols to get feedback on lesson plans or student work, and teams use protocols to review data.

There are three reasons to use protocols:

- ***Protocols save time.*** *When everyone knows what the protocol is, there is no need to waste time talking about how to proceed: you can get right to work.*
- ***Protocols build good habits.*** *Protocols can help ensure that teams listen to all perspectives, consider all the data, and avoid skipping important steps.*
- ***Protocols help change cultures.*** *Research tells us that cultures change when people actually experience working in new ways. Protocols help this process by allowing people to experience a new way of working together.*

So why doesn't everybody use protocols? At the beginning, a protocol will almost always feel new and awkward, and many teams give up without giving themselves the opportunity to get good at the protocol. But experience tells us that sticking with a good protocol can be VERY worthwhile. So give it a try.

The pages that follow include:
- *A protocol for sharing work*

Protocol #1 for Sharing Work

When to use it: This protocol is intended to be a structured way for colleagues to report on their work, share lessons learned, and provide each other with useful feedback.

Roles: The protocol requires one team to present their work and at least one team to listen and respond. Teams then switch roles. The facilitator may come from one of the teams or be someone from outside. He/she is responsible for keeping time and ensuring that the teams follow the protocol.

Materials: In the course of preparing for this protocol, the presenting team will need to review its goals, DDI calendar, SPSA or other relevant work plans, and data on progress. In this protocol, it may be useful for the team to have access to notes from these discussions.

Time required: The protocol requires 45 minutes for each team that will present.

Step One: Introduction (2 minutes) The facilitator briefly introduces the protocol including goals, guidelines, and schedule. Participants briefly introduce themselves if necessary.

Step Two: The Presentation (15 minutes) The presenting team provides any essential **background** on their school context (1-2 sentences); tells the partner school the focusing **question or issue** on which they want feedback, and then answers these five questions:

1. Their goals. If they have a lot of goals, which one(s) they are focusing on and why;
2. What they hoped to do or accomplish by this point in time; (data source: DDI calendar, plans)
3. What actually happened;
4. What they have learned so far, including any data they have reviewed and what they learned from that.
5. What they plan to do next.

Step Three: Clarifying Questions (3 minutes) The responding team has a chance to ask questions of fact that will help them understand the work.

Step Four: Reflect on the feedback (5 minutes) Responding team takes some time to reflect as a team on what they heard and decide on the key elements of the feedback they want to deliver, keeping in mind the focusing question the presenting team posed at the beginning. Presenting team is silent.

Step Five: Warm and Cool Feedback (10 minutes). Responding team delivers their feedback. Warm feedback is appreciative statements; cool feedback raises questions or issues that the team might consider as they try to take their work to the next level. Presenting team listens and takes notes. Their job is NOT to defend or explain, but rather to find the nugget(s) of useful feedback embedded in the feedback from their colleagues.

Step Six: Reflection (5 minutes) Presenting team talks with each other about what they heard and how they might incorporate the feedback they received into their plans to move forward.

Step Seven: Debrief (5 minutes) Facilitator leads a discussion of how the protocol went and what the two teams should keep in mind to make it go better next time.

Note-Taking Guide for WCCUSD Sharing Protocol

Note: the "things to listen for" are NOT required elements, but rather issues that MIGHT be important. What IS required is that the team address all seven key questions. The challenge is to use these to tell a coherent story that helps you give them useful feedback on an issue that they are working on or struggling with.

Question one: What background on this school is important to keep in mind?

Things to listen for: What achievement gap(s) are they most concerned about? What is the school's history of reform or improvement?

Question two: What is the question or issue on which they want feedback?

Question three: What goal or goals are they focusing on? Why?

Things to listen for: Is (or are) their goal(s) SMART?

Question four: What did they hope or expect to have accomplished by now?

Question five: What actually happened?

Question six: What did they learn in the process?

Things to listen for: What data or evidence did they review?   Are the lessons actionable?

Question seven: What are they planning to do next?

Things to listen for: Do the next steps they propose address any lessons learned or adjustments they need to make in their plan?

Your reflections: What did you most appreciate about this team's story? What next steps do you believe might help them take their work to the next level?   What questions do you want to be sure to ask them?

Afternoon Protocol: WCCUSD ILT Reflection/Next Steps

February 4, 2017 Mid-Year Check-in

When to use it: This protocol is intended to be a structured way for ILT members to reflect together on feedback or input they have received from colleagues, a coach, or others; on how the team is doing at becoming both a "high functioning" and also a "high impact" team; and on next steps and adjustments in their work together.

Product or Deliverable for Afternoon Session:

1) a list of *actionable* insights, ideas or lessons learned;

2) a clear set of agreements about what to do next about these;

3) a team self-assessment on the high functioning/high impact rubric,

4) the online full day evaluation (one per school) link in step six

These will be your exit tickets today.   The exit ticket for #1-3 above is located in your school's ILT Google folder for the MOY check in. Example: Bayview ILT Feb 4th MOY Docs

Roles: This protocol requires a facilitator, a recorder, and a timekeeper. The facilitator ensures that the team follows the protocol. The recorder records critical feedback points/ideas, a priority list, key agreements and next steps. He/she is responsible for completing the exit ticket. The time keeper helps the team to be on time.

Materials: In the course of preparing for this protocol, the team may need to review their notes on the feedback or input the team received.

Time required: 105 minutes

Step One: Introduction and Review of the Work (5 minutes)   The facilitator briefly introduces the protocol including the deliverables for this afternoon. *If needed,* review the preparation for the morning protocol including:

- The team and school's goals;
- What you had hoped to do or accomplish by this point in time;
- What actually happened;
- What you learned from the data you reviewed.

If you need to, please also review the *Effective Questioning Step One: Clarifying Questions* document.

Step Two: Reviewing the feedback (or, "What We Heard")
(15 minutes) First, team members quickly summarize the feedback or input they received from partner school/colleagues, with each team member adding something they heard or learned ***without editorial comment*** until no one has anything more to add.   The goal of this step is simply to get this new data/information on the table. THEN, team members quickly go around again, identifying which are the most important ideas they heard or insights this input sparked about their work. As before, each team member adds something they heard or learned. Others listen ***without editorial comment*** until no one has anything more to add.

ACTION: The recorder must capture the actionable insights, ideas or lessons learned in the Google doc*.*

Step Three: Prioritizing (15 minutes) Facilitator leads the team to prioritize the insights identified in Step Two, asking: Which of these are actionable? Which are most important to address if our team is truly to be high impact? Which should the team probably do something about if they can? Which seem to have an authentic chance at improving student outcomes? Which ones are interesting, but not actionable? Team members can ask each other clarifying questions if needed. (Remember: The *Effective Questioning Step One: Clarifying Questions* document is at the beginning of your packet.)

ACTION: The recorder must capture the priorities in the Google doc.

(Use an asterisk to show priority areas).

Step Four: Coming to some practical agreements (or Now What?)
(30 minutes) Facilitator leads a discussion of what the team will do next to address the insights and issues they have identified. (Remember: Your team has the Pyramid Tool to use to support the "next step" work.)

ACTION: Recorder captures next steps in Google doc.

Step Five: Who Do We Need to Be Now to Get This Done
(30 minutes) Team members reflect on how the team is doing on becoming both high functioning (that is, good at collaborating) and high impact (that is, good at using their collaboration skills to really work on improving teaching and learning and impacting student outcomes.)

ACTION: *Teams must review the **High Functioning/High Impact Team Rubric** and self-assess where they currently are as a team. (Remember: ILT is self-assessing based on 3 areas - How you have been working together for the first 6 months of the school year, how you did on the tasks today, and how members of the ILT have functioned as leaders in their grade levels or departments.)*

ACTION: *Recorder fills out the self-assessment based on team input and enters information on strengths and areas of work for #3 on the google doc. exit ticket.*

Step Six: Closure and Appreciations (10 minutes) Recorder, with team, quickly reviews the three deliverables for the afternoon and ensures these are complete in the Google docs. Facilitator leads a discussion of who needs to know about the next steps and agreements the team has made, and when to do this.

The team MUST also fill out the on-line evaluation (one per school) for the day. bit.ly/ILTMOYEVALFeb4

Appreciation Time!

Team members celebrate their work for today. ***Note that this is required!***   Before you leave, you must do the following three step mini-appreciation protocol:

Step One: Go around the circle. Each team member shares one thing that he/she appreciated about the WORK you did together today and what you accomplished.

Step Two: Go around again. Each team member appreciates one of his/her team members for their particular contribution to HOW the team worked together.

Step three: **IF it is after 2:50**…..then all the team members give themselves a round of applause and a team cheer by shouting *"GO TEAM (and their school name)"* as the final step today.

Teams may leave when all this has been accomplished, but note that other teams are still working. Thank you for your participation today.

GOOD WORK!

ILT MOY Feb. 4 Check-in Exit Ticket

Notes and agreements from February 4 mid-year check-in event

School name: _____

Recorder name: _____

1) A list of all *actionable* insights, ideas or lessons learned. (Note that the goal here is to capture what your team heard and learned from the morning protocol, *even if you are not sure right now what to do about it.*) Then, use an asterisk to mark the issues that you determined to be high priority. (Step 2 and 3 in Afternoon Protocol)

2) A clear set of agreements about next steps. Make these agreements as specific as you can, including who, by when, etc. Include next steps about who else needs to know here as well. (Step 4 in Afternoon Protocol)

3) Team self-assessment on high functioning/high impact rubric. Please note here both two or three strengths of your team as it is functioning right now, and then two or three areas which you've agreed are worth working on.

Strengths of our team:

Areas of work for our team:

What is the difference between a High Functioning Team and a High Impact Team?
Let's Self-Assess and See Where We Currently Are and Where We Can Continue to Grow!

High functioning teams have learned important skills and tools, and most WCCUSD ILTs are probably High Functioning most of the time.   The next level of work is becoming High Impact.   High impact teams are putting their skills and tools to use to improve student learning.   High functioning teams do real work together, but high impact teams take on the "tough stuff" in order to make the most difference for kids, especially kids who find themselves on the wrong side of the achievement gap. Where is your team?

Questions to consider	High Functioning	High Impact
Can we articulate a Theory of Action (TOA) that connects the work of our ILT with improvements in teaching and learning? Are there gaps in this TOA? Do we all agree?	We try hard to collaborate and we do real work together. We know and are invested in what we set out to accomplish.	**Theory of Action**: Our collaboration is **focused on students** and the work that has been shown to have the most potential to improve student learning.
	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.
Are our goals specific, measurable, ambitious but also attainable, relevant and time-bound? If we achieve these goals will we be really proud of ourselves? Will our students and teachers notice?	The team collectively agrees upon long-term goals.	**Goals:** Goals are both **SMART and high leverage:** each is the right goal at the right time for the right students or teachers. (E.g., we use data to set incremental learning targets for groups of students or milestones for initiatives.)
	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.
Have we defined not only long term SMART goals, but short and mid-range milestones and targets that we use to help keep us focused and on track? Do we really use these to manage our work together?	We collectively choose and utilize meeting tools such as agendas and protocols so that our team is productive, efficient, and on task.	**Meetings and other activities**: Our meetings and the tasks we choose to **focus** on bring our team closer to our **student-learning targets, milestones and long-term goals**.
	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.

Questions to consider	High Functioning	High Impact
Do we share responsibility not just for specific tasks, but for our important goals? Can we point to specific ways we do this?	We assign roles and share responsibility for tasks in the team that keep us productive and cohesive.	**Roles:** We raise difficult issues and take on roles including **sharing responsibility for abiding by norms and for team learning**.
	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.
When was the last time we took on a really difficult issue in our school? What was it? What happened? Were we able to find a way to move forward?	We have an agreed-upon process for making decisions. We ensure all opinions are heard when making collective decisions. We have a way of moving forward even when we may not all agree.	**Decisionmaking**: We have an agreed-upon process for making decisions and use it to **take on challenging issues about instruction and student learning.**
	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.
Do we look at multiple kinds of data at multiple times of the year? Do we use this data to identify gaps and opportunities to improve or adjust, or just to check to see whether we've met our goals yet?	Team raises important questions and moves through an inquiry cycle within the decided timeline. They do not get stuck at any one stage.	**Data and Inquiry:** The team uses an inquiry cycle to raise questions, take action, collect data and make adjustments that ensure the work is **directly connected to important goals for student learning**.
	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.
Do we have a good track record of agreeing to do specific things related to our TOA and then following through on these?	Our group agreements promote productive collaboration. We keep ourselves and others accountable to them. (E.g., we start and end meetings on time.)	**Accountability and follow-through:** Our group agreements keep us **accountable to implement** specific actions that we believe will yield gains for student learning.
	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.	Never……..Sometimes………Almost always 1………….2…………3………..4………….5.

RESOURCES/ TOOLS TO USE

WCCUSD Classroom Reflection Tool

Element	Emerging	Developing	Strong	Exemplary
Academic conversation/ discourse	• **Little or no** opportunity provided for student conversation/discourse	• **Some** opportunity provided for student conversation/ discourse at the recall level (DOK 1)	• **Frequent** opportunity provided for student conversation/discourse that supports deeper comprehension of skills and concepts (DOK 2)	• **Consistent** opportunity provided for student conversation/discourse that supports strategic and critical thinking (DOK 3, 4)
Collaborative engagement	• **Little or no** opportunity provided for *productive* group work	• Occasional or **some** opportunity provided for *productive* group work	• **Frequent** opportunity provided for most students to participate in structured and *productive* group work	• **Consistent** opportunity provided for all students to participate in structured and *productive* group work
Speaking, reading, and writing grounded in evidence across content areas	• Student responses or explanations are **rarely** grounded in evidence from the text or other sources (including images, graphs/ charts, equations…)	• Student responses or explanations are **occasionally** grounded in evidence from the text or other sources (including images, graphs/ charts, equations…)	• Student responses or explanations are **frequently** grounded in evidence from the text or other sources (including images, graphs/ charts, equations…)	• Student responses or explanations are **consistently** grounded in evidence from the text or other sources (including images, graphs/ charts, equations…)
Formative assessment cycle	• Students **rarely** revise their work based on peer or teacher feedback • Teachers **rarely** provide actionable feedback and/or opportunity for peer review	• Students **occasionally** revise their work based on peer or teacher feedback • Teachers **occasionally** provide feedback and/or opportunity for peer review, but it may not be actionable	• Students **frequently** revise their work based on peer or teacher feedback • Teachers **frequently** provide actionable feedback and/or opportunity for peer review	• Students **consistently** revise their work using a structured peer review model and/or based on teacher feedback • Teachers **consistently** provide specific actionable feedback and/or opportunity for peer review

ILT Summary Rubric 2016/2017

This rubric can help ILTs do three things: 1) go deeper on the issues raised by the Collaboration Self-Assessment tool; 2) help them decide where the "next level of work" might be for their school as it works to improve teaching and learning; and 3) help them agree on how the ILT might best support that work. The rubric is intended to help guide school leaders. It is <u>not</u> intended as an evaluation tool. The row called "Key Evidence" is not comprehensive, but rather describes a few **concrete and observable** aspects of work at that level. As you use the tool, you will think of others!

	Beginning (2)[1]	Emerging (3)	Proficient (4)	Advanced (5)
Foundations: *This section is about creating shared norms and values and building a culture that supports collaborative learning*	People at beginning schools value a collaborative approach to improving teaching and learning that requires shared norms, values and a culture of trust. People are trying to share ideas and take steps to build a culture of collaboration.	Emerging schools have developed explicit norms, goals and values. Many people across the school are engaged in learning together and leaders are using that work to build a culture of reflection and collaboration. The focus is on students.	Proficient schools use norms in both formal and informal settings. The focus on a culture of learning is evident in classrooms as well as in adult work. Shared values make difficult conversations more possible. Everybody is involved in this work.	Advanced schools have shared norms and values that allow them to take risks, try new things and learn from and with each other, even when the work is both personally and professionally challenging.
Key Evidence	New ILT members are supported to learn about norms.	Norms have been adopted.	The team responds to norms violations	Explicit norms have been revised to be more advanced, challenging.
Skills and Tools: *This section is about the ILT's work to help build the knowledge and skills of teachers.*	Beginning schools have begun a systematic effort to collect data and information about what teachers know and what they need to meet school and district goals for both students and adults.	Emerging schools have identified a focus for CCSS and their improvement work and have a plan to build teachers' knowledge and skills in this area. They use a Cycle of Inquiry to understand their impact.	Proficient schools have a focus, SMART goals, and a school workplan that outlines their strategy to meet their goals. Teachers value and use the support they receive. The impact is evident in classrooms.	Advanced schools use various processes – inquiry, data study, Rounds, peer coaching, etc.-- to build teachers' knowledge and skills. Teachers at this school get better as a regular part of their work.
Key Evidence	Some ILT members are visiting classrooms and collecting data from teachers about what they need. The school has adopted goals for school performance that are aligned with LCAP.	There is a clear focus for the school's improvement work. PD is mostly aligned and teachers are looking at data that reflects the focus and the school's SMART goals. Classroom visits use a tool that reflects standards for teacher practice.	SMART goals and school workplan have been adopted. Resources are allocated to support the plan. Classroom walkthroughs include use of a common rubric (like the CCWG tool). Teachers use this data to reflect on and improve practice.	SMART goals have been adopted in multiple areas; aligned workplans and budgets support achievement of goals. Data includes both student data and data on teacher practice that are part of ongoing inquiry processes that accelerate improvement.

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[1] . (Note that there is a column to the left of "beginning" that corresponds to the ("1") on the Self-Assessment and that might be called "Not Started")

	Beginning (2)[2]	Emerging (3)	Proficient (4)	Advanced (5)
Supports: *This is about putting in place the structures, processes, roles, tools and agreements needed to support the improvement of teaching and learning across the entire school*	Beginning schools understand that effective collaboration requires dedicated structures and well-defined roles, tools and agreements, including goals. They have begun to put some of these in place, including job descriptions and clear charges or deliverables for committees. The ILT has adopted a process goal for ILT functioning and has begun to clarify processes and expectations for how data will be used.	Emerging schools have the basic structures in place for collaboration to occur as well as tools like defined roles, norms and agendas for meetings. ILT members and other teacher leaders have clear roles that include helping other teachers improve. Collaboration time is focused on improving teaching and learning, rather than just on the regular work of the school, and key processes like the Cycle of Inquiry and data study process are in place.	Proficient schools have gone beyond agreements about how meetings are conducted and are working on defining agreements about expectations for teachers and classrooms, about teacher PLCs and how teachers will help each other, and about how specific roles including ILTs will support teachers to improve. SMART goals have been tied to milestones about changes in teacher practice that teachers understand and embrace.	Advanced schools have explicit agreements in place about structures at all levels of the school (ILTs, grade level teams, departments); roles (for teacher leaders, ILTs and administrators); and processes that include Cycles of Inquiry, classroom walk-throughs and data study and perhaps others, as well as about how all these will work together to help the school meet ambitious goals for improving teaching and learning.
Key Evidence	There is a monthly meeting for the ILT. Teams participate in the summer ILT Institute and mid-year and end-of-year check ins. The school has SMART goals.	ILTs meet at least monthly. Team members take assigned roles in ILT meetings. Agendas often focus on teaching and learning.	ILTs find ways to meet at least twice a month. Collaborative work by grade level teams and departments also happens on a regular schedule. Agendas focus on teaching and learning.	ILTs meet at least twice a month. Team members lead collaborative work by grade level teams and departments. Agendas at all levels focus on teaching and learning.
Activities: *This is about the work the ILT is taking on, both in and between meetings.*	Beginning schools have started to use the ILT to do real work. Often the focus is on operational issues that seem pressing or on events. This work by ILTs helps build collaborative skills and culture. Teams do review data three times a year and are beginning to function well, but they are not yet highly focused or able to have a high impact on teaching and learning.	Emerging schools understand that the work of the ILT is supporting teachers to improve, whether through PD, peer coaching, work on best practices, supporting teacher PLCs to review data and conduct Cycles of Inquiry, or some other strategy. The team aspires to be a high impact team that improves teaching and learning.	Proficient schools have identified a focus and a strategy for how the ILT will support teachers to improve. The ILT is well on the way to becoming a high impact team: their improvement strategy is understood and embraced by teachers, who value the support they are receiving from the ILT. Evidence of the impact of these strategies is clear in classrooms.	Advanced schools are able to manage and coordinate more than one improvement strategy. The ILT leads some of these, while individual ILT members and other teachers lead others. Improvement work is ongoing and impacts all students and all adults in the school. This school is an exciting and desirable place to learn and to work.
Evidence	A data-driven instructional calendar has been established.	The ILT has its own a workplan that outlines clear strategies and activities, and that supports the school's workplan.	The ILT has its own SMART goal and a workplan that reflects the ILT's focus and that supports the school's workplan.	The ILT has both SMART goals and a workplan that reflects the ILT's focus and that supports the school's workplan.

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[2] . (Note that there is a column to the left of "beginning" that corresponds to the ("1") on the Self-Assessment and that might be called "Not Started")

Effective Questioning Step One: Clarifying Questions

Questions help people learn. There are multiple types of questions, but the first, and probably the most important, level of questions is **clarifying questions.** Busy professionals often skip these, but the advice to "seek first to understand" is based on the idea that unless we understand somebody else's idea, we can't really go deeper.

Clarifying questions communicate that the listener has heard what the speaker said, *but does not yet fully understand what was said.* Ask clarifying questions to:

  • Gather more information

  • Discover the meaning of language used

  • Get clarity about the speaker's assumptions and thinking steps

  • Seek connections between ideas

  • Understand desired outcomes or goals

Some possible clarifying stems include the following:

  • I'm not sure what you meant by…..When, exactly, did you…..? Would you tell me a little more about how you decided to...? How often did you….? Who was involved in…? What data led you to that action? Tell me how that idea is like (different from)...What was your goal when you decided to …….?

An important skill involved in clarifying is *paraphrasing.*   If you can say the idea back in words the speaker recognizes, then you both know you've understood. Stems might be:

  • Let me see if I understand.... I think I understood you to say that…..

Build A Pyramid of Goals
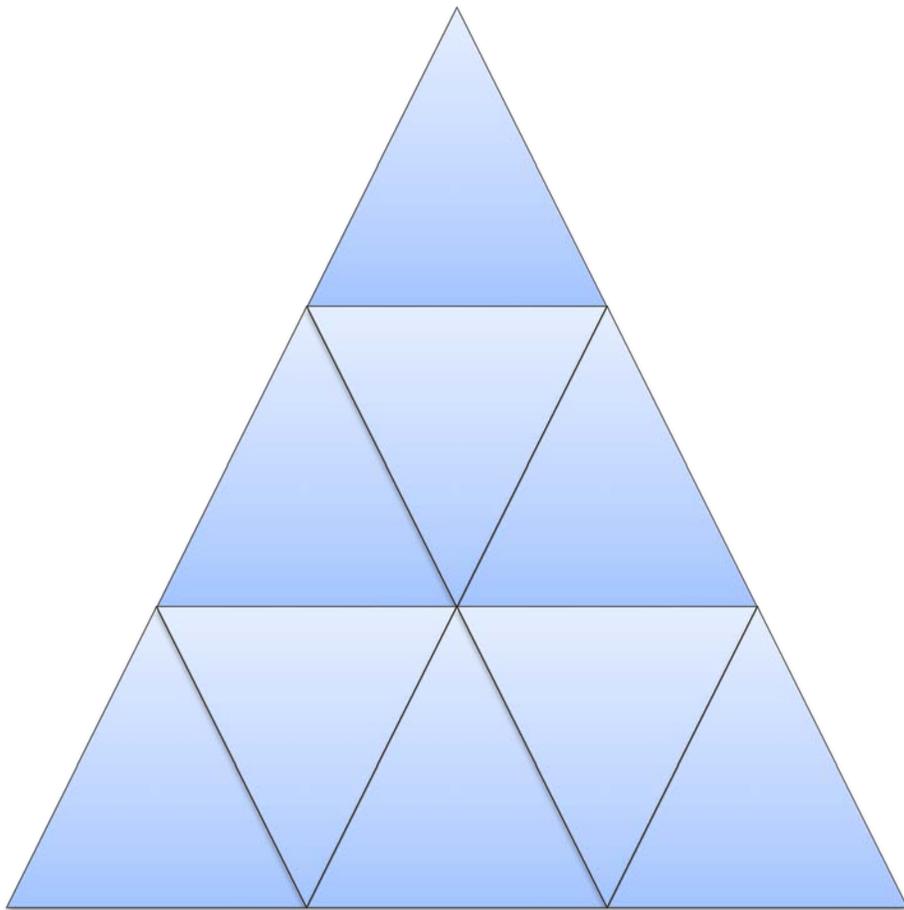
SMART
goal

Supporting
goals:
(department,
academy,
pathway or
grade level
student
learning goals
and teacher
practice goals)

Supporting
goals:
Professional
development,
ILT goals or
other supports
for teachers

Schools just beginning this work will make a simpler chart, while
more advanced schools may even want to add a level to their
Pyramid.   Once you create your Pyramid, you can begin to add
dates to key activities. This will help when you turn your
attention to your **Action Plan** and **Calendar.**

Goals Pyramid Worksheet
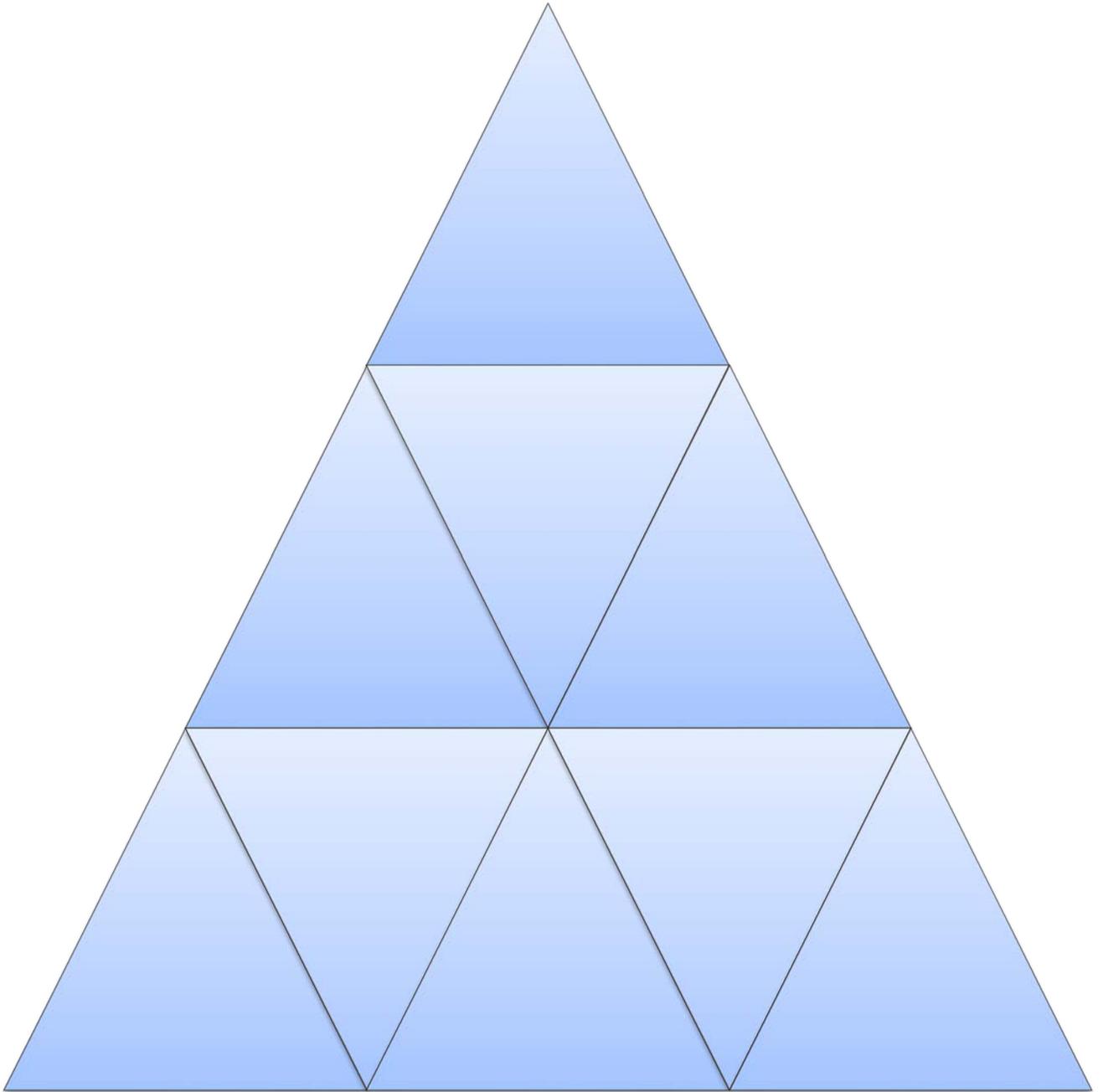
WCCUSD Instructional Leadership Team Responsibilities 2016 - 17

Must Do's

❖ Participate in 3 district wide ILT events (August BOY, Feb. 4, 2017 Mid-Year Check-in, and June EOY Check-in) for the 2016-17 school year.

  o During these events, ILTs will:

   ▪ Collaboratively complete the ILT Summary survey/rubric process to determine ILT progress and areas for support, identify an area of focus, set a SMART <u>process</u> goal (around ILT function/relationships) and create action plan (*finalized goal and action plan due Sept. 30, 2016).*

   ▪ Collaboratively analyze school wide academic data to determine academic progress, identify area of focus, set 3 SMART <u>content</u> goals (around CCSS Areas of Focus, social emotional learning, or parental engagement…must be tied to SPSA, WASC, etc.), and create action plan *(finalized goals and action plan due Sept. 30, 2016).*

   ▪ Complete mid-year and EOY analysis and reflection to celebrate small and large successes/progress and update action plans. (*in Feb. 2017 and in June 2017).*

❖ By August 31, 2016, establish a Data Driven Instruction (DDI) Calendar for September 2016 – June 2017.

❖ Use the CCSS Working Group tool or some other valid tool to reflect on schoolwide CCSS implementation and determine areas of progress, focus, and support *(twice a year by October 2016 and May 2017).*

❖ By February 2017, ILT hosts/organizes at least one family night on the CCSS, NGSS, and/or new EL standards.

❖ By March 2017, ILT members complete the on-line ILT Leadership Development Module in Edivate.

❖ ILTs meet at least once-a-month throughout the year September 2016 – June 2017. *(Evidence of minutes for 10 meetings)*

May Do's

❖ Use ILT Mini-modules in areas of need (based on self-assessment, new members, new staff)

❖ Use the CCSS working group tool or some other valid tool more than twice per year.

❖ Meet more than once-a-month to improve Teaching and Learning

❖ Read a book together

❖ Carry out monthly peer observation process

❖ Host additional family information events (socio-emotional, technology integration, etc.)

ILT Mid-Year Check-In: Partner List

February 4, 2017

High School Partners

DeAnza (Summer) and **Hercules** (Paul)

Pinole Valley (Kibby) and **Richmond** (Jose)

Kennedy (Phil) and **El Cerrito** (Edith)

Middle College (Finy) and **Greenwood Academy** (Vince)

Vista (Sylvia) and **Riverside Elementary** (Christine)

Transition (Ken) and **Central Office Team**

Middle School Partners

Crespi (Guthrie) and **Hercules Middle** (Renee)

DeJean (Will) and **Helms** (Jessica)

Pinole Middle (Denise) and **Korematsu** (Matt)

Elementary Partners

Collins (Denise P.) and **Wilson** (Claudia)

Ellerhorst (Jeff) and **Central Office Team**

Peres (Jawan) and **Grant** (Farnaz)

Verde (Eric) and **Harding** (Linda T.)

Coronado (Keilan) and **Nystrom** (Jamie)

Bayview (Armando) and **Olinda** (Aman)

Mira Vista K-8 (Gabe) and **Stewart K-8** (Peter)

Montalvin (Katherine) and **Ford** (Teresa)

Stege (Kim) and **Lake** (Wendy G.)

Tara Hills (Linda W./Rich A.) and **Lupine Hills** (Heather)

Highland (David) and **King** (Joey)

Hanna Ranch (Greg) and **Lincoln** (Linda Jackson)

Fairmont (Lynn) and **Chavez** (Alison)

Kensington (Judy/Megan) and **Dover** (Ruby)

Valley View (Anne Marie) and **Murphy** (Carlena)

Madera (Alison M.) and **Sheldon** (Melissa)

Downer (Marco) and **Shannon** (Dan)

Ohlone (Stephanie) and **Washington** (Lisa)

WCCUSD ILT Member Commitments
(To be signed by ILT members at End-of-Year Site Meeting in Prep for 2017-18 School Year)

As a district, WCCUSD believes that all schools should be highly principled communities, committed to the learning of both students and adults.   As a district, WCCUSD also believes that collaboration is a key strategy for improving teaching and learning across the district. Instructional Leadership Teams (ILTs) play an essential role in leading this improvement process. As Instructional Leaders in the district, ILT members make the following commitments to each other, their colleagues, and their students:

1. I will stay engaged both in the dialogue and in the ILT's work.

2. I will respect my colleagues and listen to them with curiosity and without judgment.

3. I will assume positive intentions from all my colleagues.

4. I will do my best to ensure the balanced contribution of all my team members.

5. I will hold myself to high standards of professional behavior and follow through on my commitments to the group.

6. I will support the decisions of the group even when I may not fully agree.

7. I will accept that sometimes the group will not come to closure.

8. I will maintain confidentiality whenever the team determines this is important.

9. I will do my best to help ensure that the ILT does work that improves teaching and learning for students at our school.

10. (school-specific commitment... if needed, please add):

Name: _____(Print)

Signed: _____(ILT member)

School: _____   Date: _____

DE ANZA MAPS

5000 Valley View Road

Parking Entrance

Parking

Drop-Off

Exit

Parking Entrance

Parking

Theater Entrance

Arts
3

Theater
2

Classrooms
4

Secondary
Administration & Library
1

Elementary

Science Labs & Classrooms
5

Gymnasium & Locker Facilities
8

Campus Green

Softball Field

Classrooms
6

Bridge

Elementary

Hardcourts

Classrooms
7

Courtyard

Cafeteria
9

Academies
10

Hardcourts

Entrance

Parking

Soccer Field

Field Houses

Baseball Field

Parking

Football Field

De Anza High School

West Contra Costa Unified School District

DeAnza Theater

2/4/17.

6 Wheelchair Accessible Seats

39 Seats + 6 = 394

UPSTAGE 53'-0" TRACK

STAGE RIGHT

STAGE LEFT

Stage

DOWNSTAGE

Rows

Bayview   Grant   Grant.
Bayview   Greenwood   Hanna Ranch   RHS   RHS   PHS
Chavez   Harding   Helms   Riverside   Shannon
Collins   Hercules High   Helms   Sheldon
Coronado   Hercules middle   Highland   Stege
Crespi   Kennedy   Stewart
DeAnza   Kensington   King
Koremastu   Lake
DeAnza   Lincoln

Lupine Hills

DeJean   Madera   middle College   Tara Hills   Transition
Dover   Mira Vista   College   Valley View   Verde
Ellerhorst   Dover   Montalvin   Murphy   View   Vista
El Cerrito   Nystrom   Ohlone   Vista   Washington
Fairmont   Olinda   Peres   Washington   Wilson
Ford   Pinole middle   Pinole Valley

DA

Rows

23 schools & 1 Central Office

Screen

Tarp, Screen, Projector, Sound, Mics
26 Round Tables
165 Chairs

Bleachers (left)

Bleachers (right)

Peres (7)　Grant (8)

Tara Hills (8)　Lupine Hills (5)

Montalvin (7)　Ford (6)

Verde (7)　Harding (6)

Fairmont (6)　Chavez (7)

Collins (7)　Wilson (7)

Madera (7)　Sheldon (7)

Valley View (7)　Murphy (7)

Mira Vista (7)　Stewart (5)

Ellerhorst (6)　Central (4)

Downer (7)　Shannon (7)

Stege (7)　Lake (7)

Extra Table/Chairs

Extra Table/Chairs
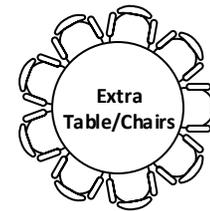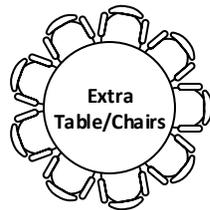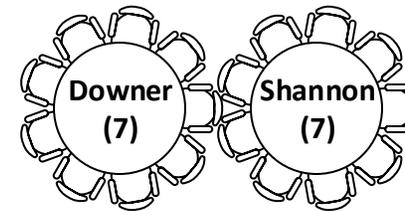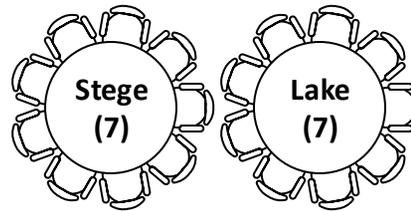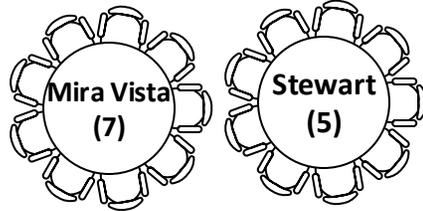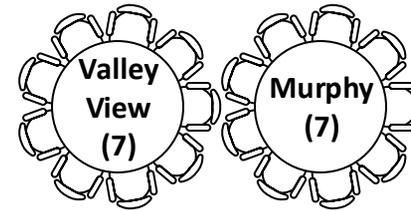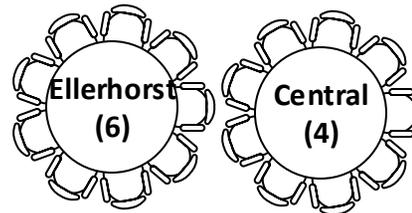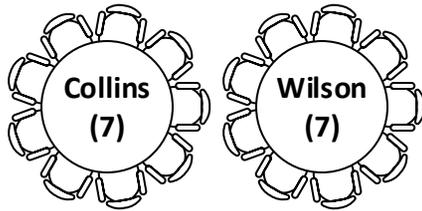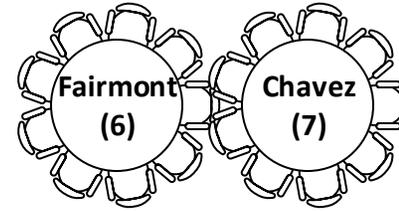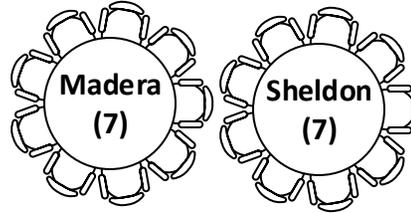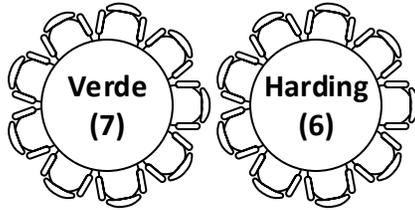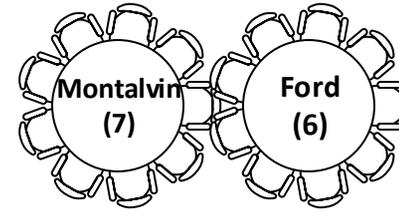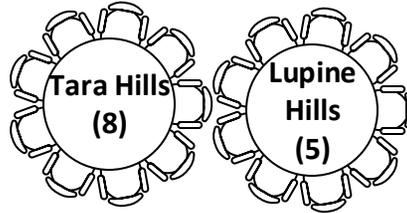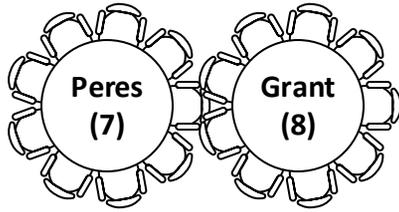
De Anza Large Gym
Seating Chart
February 4, 2017

Door to Courtyard

Door to Courtyard

Door to Small Gym

12 schools

Hanna Ranch (7)

Lincoln (9)

Kensington (7)

Dover (6)

Extra Table

Coronado (6)

Nystrom (7)

Bayview (7)

Olinda (6)

Extra Table

Highland (5)

King (7)

Ohlone (4)

Washington (5)

Tarp, Screen, Projector, Sound, Mics

14 Round Tables

85 Chairs

Door to Hall toward Large Gym

Screen

Door to Courtyard

Screen

13 Schools
1 Central Office in
Media Center

Note: Use library tables. Need to rearrange enough tables
to group schools together. Need 110 chairs.

To front of
school

PVHS (6)
RHS (10)

Greenwood (6)
MCHS (10)

Vista (6)
Riverside (5)

Bookshelves

KHS (10)
ECHS (7)

Crespi (8)
Hercules Middle (10)

Column

Transition (9)
Central Office (4)

Pinole Middle (9)
Korematsu (7)

Bookshelves
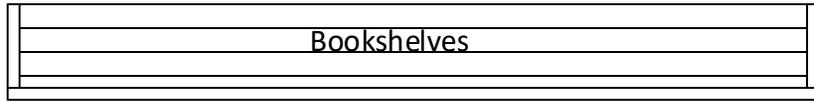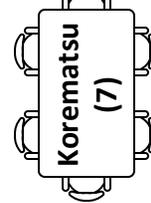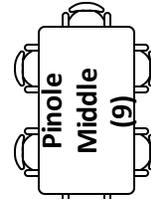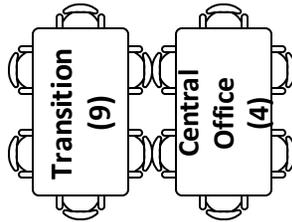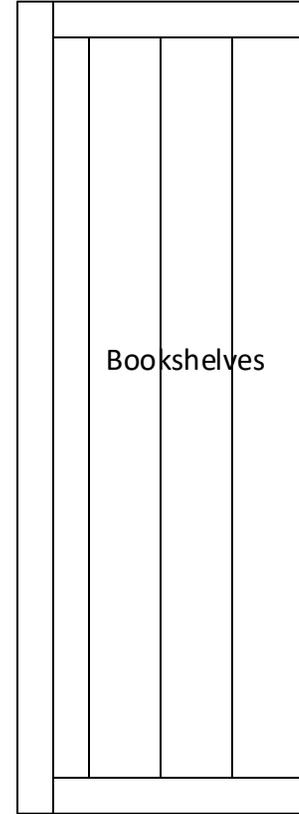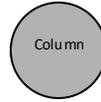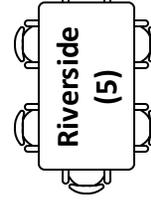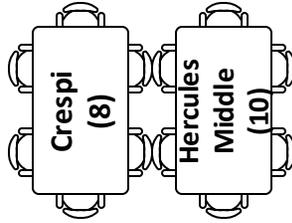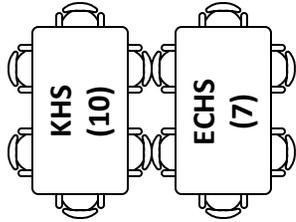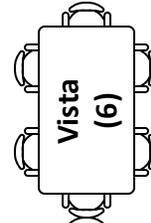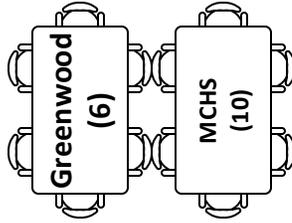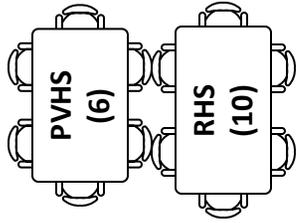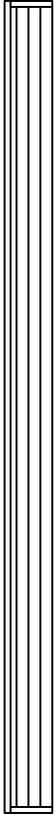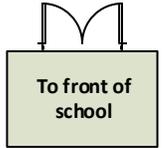
**Media Center Set up
February 4, 2017**

Ms. Sanders Classroom

DAHS (10)
HHS (9)
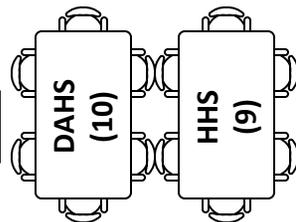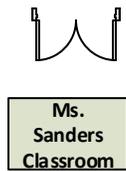
4 Schools
2 in Ms. Sanders room
2 in Career Center

DeJean (10)
Helms (10)

Career Center