Summary of CIP at Goodlettsville ES

February 8, 2017 Facilitator: Babs Freeman-Loftis

On January 31, 2017, a team from the SEL Department (Kyla, Doug, Babs & Jill) conducted a walkthrough at Goodlettsville Elementary.

Here are the strengths, areas for growth and possible next steps that were shared with Tracy Gibson and Alan Sipe on 1/3/17:

Strengths:

* Genuine, welcoming atmosphere within classrooms and throughout the building
* High level of student behavior and authentic engagement
* Warm, respectful teacher interactions with other adults and students (the morning welcoming routines were particularly respectful and welcoming)
* Developmentally appropriate room arrangement
* Teachers are highly effective in facilitating student learning, in particular acting as a guide and empowering students to take on leadership roles

Overall areas for growth:

* Student work displayed in the classroom
* Student reflection
* Use of more interactive pedagogies will contribute to more integration of SEL in the academics

Possible next steps:

* Engage in Collaborative Inquiry Process around SEL Walkthrough data on February 8 (Babs to lead)
* Send another cohort of teachers to Ron Clark Academy this summer (SEL Department to help pay for this)

# Collaborative Inquiry Process on February 8, 2017

Feedback from teachers, after exploring the data:

1. What stands out?

* Higher scores on environment than instruction
* Having evidence of these indicators is just as important as using them
* We seem to be headed in the right direction
* Student work displayed
* Wide range of scores in classrooms

1. What confirms what you know/believe?

* We have a kind and respectful culture
* Teacher interactions with students are overall positive and we KNOW our kids
* Student behavior is direct result of SEL push for relationships
* Student behavior and management go together
* Teacher as facilitator

1. What is surprising or unexpected?

* Low score on classroom student work displayed
* Student work displayed (Is it more about the kind of work or lack of work?)
* Student of student work displayed
* Classroom norms low score (we use G Bucks)
* We always have work displayed in the hall, but we forget about the classroom
* Surprised about student reflection – thought it would be higher

1. Patterns/Trends?

* Behavior management is higher… correlation to SEL successes!
* Several areas that we think go together – we scored very similar on Student Engagement and Teacher as a Facilitator
* Trend in student collaboration and teacher as facilitator
* All the 3’s show that we’ve begun to put these practices into place

1. Questions?

* Where do we find SEL I Can Statements?
* Student Voice? Specifically, what was SL group looking for and listening for?
* How do we encourage appropriate student voice and collaboration?
* How can we encourage more student collaboration?
* Student work – WHAT?
* How to improve some areas – like use of interactive pedagogies?
* Student reflection – What types of reflection was evident? Was it equal for academic and SEL?

**Theories of Causation explored**

Group #1:

Observation: Our low score in student collaboration was a confirmation.

Three possible theories of causation related to this:

* Teachers may not have knowledge and skills to teach/incorporate student collaboration skills/strategies.
* Students may not often have opportunities for collaboration in non-academic settings.
* Curriculum is jam-packed and so is our schedule.

Group #2:

Observation: We scored a 3 on classroom norms, and if that’s not a 4, a lot of other indicators will fall, because if students don’t know, they can’t do,

Three possible theories of causation related to this:

* Every classroom doesn’t have norms posted so students are reminded.
* We don’t necessarily spend appropriate time letting the kids discuss and role-play and give input to norms.
* Teachers need to learn how to give some of the control to the kids.

Group #2:

Observation: Lower score on student collaboration

Three possible theories of causation related to this:

* “If given an inch – students take the mile” is a fear of many teachers,
* Students have “take-over” tendencies – putting others at unease.
* Curriculum is fast paced, “rigored,” and time constraining – move on! Doesn’t allow for collaboration.

Group #3:

Observation: We scored low in student voice

Three possible theories of causation related to this:

* We have not had enough training.
* We think students cannot always handle it,
* We (teachers) want control

Group #4:

Observation: Lower score in student collaboration

Three possible theories of causation related to this:

* Better training for teachers.
* Modeling in a classroom.

Group #5:

Observation: Student collaboration is sort of low

Three possible theories of causation related to this:

* Lessons not always appropriate for collaboration (to be SEL successful, do we need to restructure lesson?)
* Due to extreme behavior problem of 1 or 2 students, collaboration is avoided.

**CLOSING REFLECTIONS:**

|  |  |
| --- | --- |
| **What worked today (a positive)** | **What would have made our time together even better?** |
| * Gathering to improve our stategies | * More time |
| * Protocols for discussing in groups * Group Work | * A little more time |
| * Getting to work in groups | * Long day after school * Better PD |
| * Working together |  |
| * We got to talk about our own data – which made it real | * Had to rush through – excellent presenter |
| * Discussing data in teams | * Can I see my own classroom data to see what I need to improve on? |
| * The data | * More examples of how to improve |
| * Loved seeing the data – totally my wheelhouse | * I would like to have had feedback just on my class |
| * Data | * Would like more specific individual data – I can improve my room but don’t always see others’ rooms |
| * Sitting with other grade levels | * More info on the SEL process, not just data – tell me how |
| * Seeing exactly what our schoolwide strengths and weaknesses are | * I want more? Please come do a PD! |
| * Sitting with different grade levels and discussing data | * Access to more resources |
| * Loved having some SEL talk (new to me) | * More time to hear ideas |
| * Sitting with other grade levels | * More examples of exact SEL actions |
| * Discussion with each other | * Could be longer! |
| * Discussion | * More question and response time |
| * Collaborative responses | * More examples |
| * Discuss with each other | * Could use more ideas about student voice and accountable talk |
| * Loved seeing the data – encouraged to continue to improve | * Need more training |
| * Got feedback from SEL group – it was explained (the walkthrough visit was not for naught) | * No negatives – Babs… awesome |
| * Felt good about the results of visit | * Feel overwhelmed with more to accomplish |

**Action Steps Identified by Teachers:**

* We need to visit each other’s rooms!
* Display more student work.
* Collaborate with other teachers and visit/observe classrooms.
* Seek videos that model using effective student voice and collaboration.
* Pull SEL I Can Statements off Blackboard.
* Need to discuss with other grade levels because lots of knowledge was gained sitting with others.
* Get SEL I Can Statements off Blackboard.
* Allow students to collaborate more often and get SEL I can statements.
* Make some norms for our class during Morning Meeting.
* Enroll in SEL Organization on Blackboard for resources and time to collaborate with faculty and share ideas, with guidance of expert.
* Go to Blackboard to see the I Can Statements.
* I will look at the SEL I Cans,
* I will send out Blackboard info to teachers and look at correlations between walkthroughs, SEL and literacy.