

From Management to Learning:



**Committed
to a Better Conversation**

Student Demographics

Enrollment

October 2013 Student Count	3,440
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May 2014 Student Count	3,347
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Gender (October 2013)

Male	1,749	50.8%
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Female	1,691	49.2%
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Race/Ethnicity (October 2013)

American Indian/Alaskan Native	741	21.5%
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Asian	47	1.4%
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Native Hawaiian / Other Pacific Islander	3	0.1%
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Asian/Pacific Islander	50	1.5%
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Black / African American	3	0.1%
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Hispanic / Latino of any race(s)	2,424	70.5%
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White	117	3.4%
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Two or More Races	105	3.1%
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Special Programs

Free or Reduced-Price Meals (May 2014)	3,314	99.0%
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Special Education (May 2014)	388	11.6%
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Transitional Bilingual (May 2014)	981	29.3%
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Migrant (May 2014)	855	25.5%
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DATE	TIME	ACTIVITY/SUBJECT
11/22/2013	10:25-11:15am	Articulation Therapy
2/24/2014	2:00-2:35pm	Language Therapy



**Not Much of a
Conversation...**

It's Really All About the Students



Wapato School District Observation Form

Teacher: <u>K. McGraw</u>	Date: <u>4/9/13</u>	# of Students: <u>13</u>
Grade: <u>PK</u>	Observer: <u>S. Torres</u>	Start Time: <u>1:20</u>
Class:	School: <u>WELCOME@adams</u>	End Time: <u>1:50</u> Total: <u>30 min</u>
Lesson Objective: <u>We are learning how to read. Letter Ww. PK.RF.1a</u>		

Danielson's FFI	Observation Notes: Actions / Statements / Questions by Teacher & Students
Domain 2: Classroom Environment Components: 2a. Creating an environment of respect and support <ul style="list-style-type: none"> Teacher interaction w/ students Student interactions w/ one another 2b. Establishing a culture of learning <ul style="list-style-type: none"> Importance of the content Expectations for learning and achievement Student pride in work 2c. Managing classroom procedures <ul style="list-style-type: none"> Management of Instructional Groups Management of Transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals 2d. Managing student behavior <ul style="list-style-type: none"> Expectations Monitoring student behavior Responsiveness to the student behavior 2e. Organizing physical space <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and use of physical resources 	2b7 Reread objective = we are learning how to read: letter 'Ww' like whole. 2c1 set center groups prompt questions: "Before we write our story, we write our _____" 3c1 Today you can just draw people you have to draw them doing something. (differentiation) 3c2 choices for library books/reading center provided. 3c3 teacher manages all groups simultaneously 3c4 questions to help him explain what he was trying to write about 2c7 timer set for centers time (4 about "5 min", etc) 2d2a "I'll be how you write your name on there." 3c1 responds to 3c2 needs for affirmation
Domain 3: Instruction Components: 3a. Communicating with students <ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language 3b. Using questioning and discussion techniques <ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation 3c. Engaging students in learning <ul style="list-style-type: none"> Activities and assignments Grouping of students Instructional materials and resources Structure and pacing 3d. Using assessment in learning <ul style="list-style-type: none"> Assessment Criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress 3e. Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence 	Vocabulary new words: PK.RF.1a 3a1 drawing story as told to 3c1 "Remember Mrs. West... explain." I have letters to students' name 3b1 students volunteer real life math-us (aples) 3c1 creates fun for writing (we are writing stories about what happened during Spring Break) 3c1 provides writing assignment on white board 3c1 walks through centers & gives directions 3c1 helped to generate ideas for writing 3c2 example/non-example (non-example) to help clarify directions 2c Center Work 2c2 Centers spaced out around room/reading center in quieter area 3c2 non-instructional help at writing center 2b7 objective posted on board w/ pictures 2d1 reinforced 3c2 conversation interaction w/ 3c2 to subdue tattling

Additional Comments / Anecdotal Observations / Questions /

Students clearly know the routines necessary for success. They follow & listen with ease. Students also demonstrate comfort to take risks and ask questions of you for all sorts of things. I saw a lot of cooperative learning among students. Great energy in your room... it feels like students are excited to learn.

Principal Signature: Shannon Jones

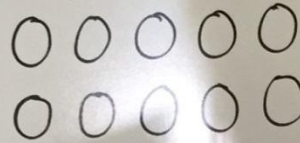
Teacher Signature: K. McGraw

TPEP (self-directed) Pilot: Observation Trial with Criteria

Psst!
Look at her cool
objectives for
preschool students!
(Criterion 4, 1C)

How many?

3, 4,
7, 8, 9,
10!



Letters make words!

c a t cat!

[illegible][illegible]

Yes, that's correct. Soon your evaluation will be judged using a rubric, and you will obtain a final score.





We Have Been Learning about TPEP Together!

Pump Up the Staff with Professional Development



Criterion 1/Danielson 3c: Engaging Students In Learning

Students
Leading
Instruction



20+ Hours to Calibrate



WSD & WEA Agreement



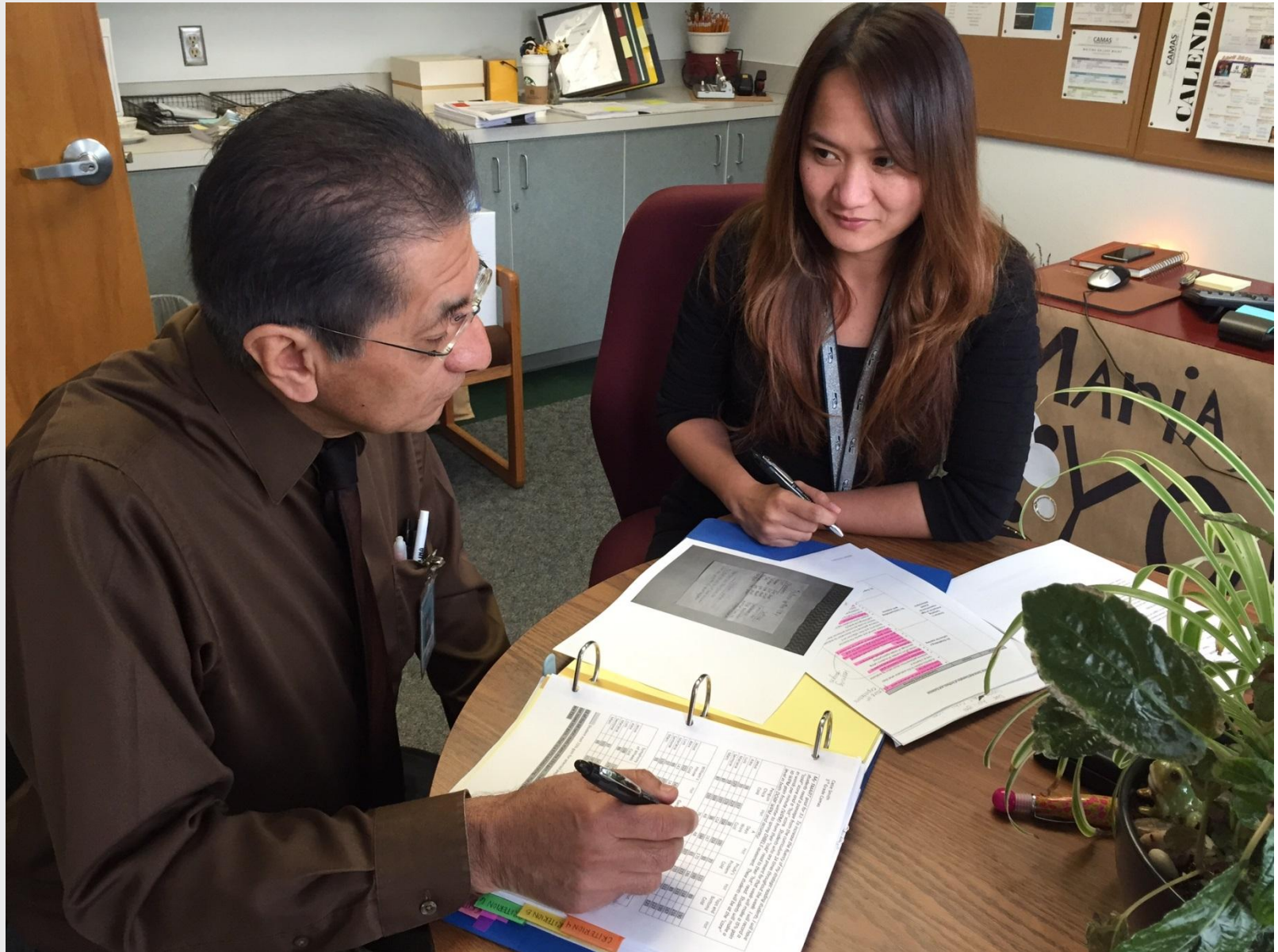
Mrs. Jennings Leading PD



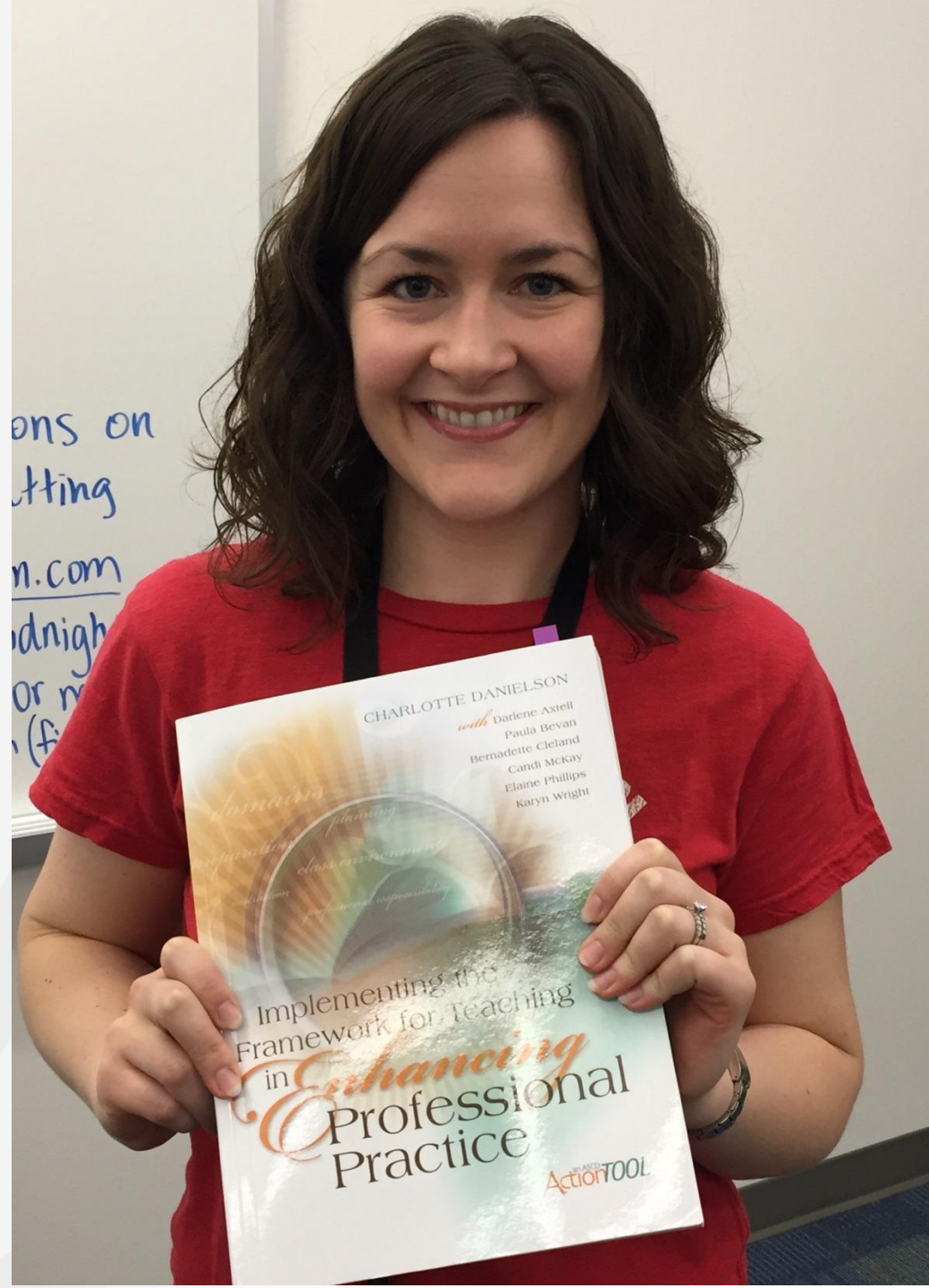


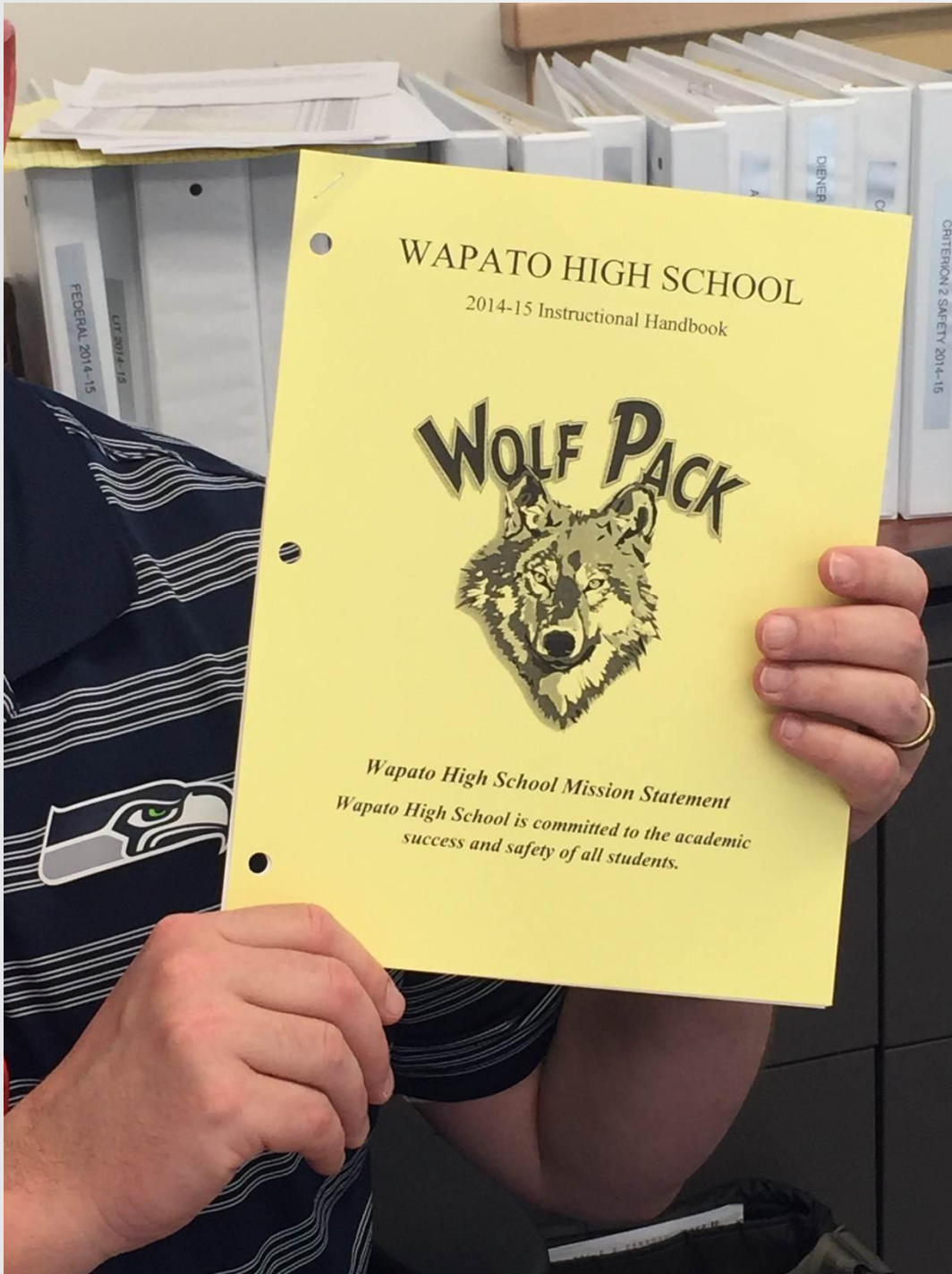
25.5 Hours of Teacher Professional Development

It's a DIA-logue, Not a MONO-logue



**Teachers
Consistently
Report How
Useful This
Book Is!**





**This Principal
Made a
TPEP/Danielson
Handbook as a
Quick Guide for
His Staff**

Wapato High School 2014-15

Staff E-Mail

February 17, 2015

Staff Meeting—Tuesday at 7:20am in Media Center

1. Conference Week. February 18-20. Please have your schedules turned into me (electronically is perfect). We need to keep track of our attendance; remember, our goal is 100%!
2. College Fair is both Wednesday and Thursday evenings. Please encourage families to attend the fair. It will be in the commons.
3. Reminder to get your artifacts to your administrators.
4. I will be gone Wednesday all day. I will be back at 5pm for conferences.
5. Lesson plans are due Tuesday by 8AM.
6. No school on Monday—Enjoy.
7. TPEP Tip of the Week: Providing specific feedback to your students is an essential part of assessing your students' learning. Make time in each of your lessons to provide feedback (Criterion 6; Component 3D).
8. Remember: we will have a staff meeting on Tuesday at 7:20 in the library.

Have a great week.

Eric

**Mr. Diener's
“TPEP
Tip of the
Week”**

The End Result? Increased Student Achievement!

