

From: [Tiffany Parker](#)
To: [Oakley, Whitney W](#)
Subject: Re: checking in and Washington Elementary
Date: Saturday, October 12, 2019 8:36:42 PM
Attachments: [PastedGraphic-5.png](#)

Hi there,

Any of these times (EST) will work:

Monday between 11:00 and 6:00
Tuesday anytime after 3:00
Wednesday between after 11:00 and 5:00
Thursday between 11:00 and 4:00
Friday anytime after 11:00

The 3 hour difference makes it a little hard. I know that you're well into the swing of things with meetings and emergencies at 11:00, so feel free to call me tomorrow afternoon if it's easier for you. I'll also be in town next week if you'd rather meet face-to-face.

We're actually on a roll this year because the weather has been more cooperative. Half of the schools have already had 2 onsite coaching visits, and we've also started virtual coaching. So we're a little more ahead of the game this year than we were at this point last year.

Celebrations:



██████████ is making great gains in their implementation this year. ██████ did a great job of cleaning house. Capacity still ranges, but the teachers want to improve, and we're seeing improvement with each visit. They've actually had 4 onsite coaching visits so far because ██████ added days, plus a virtual coaching session. It's going to be a solid lab school. I know that they'd really appreciate new furniture because what they currently have isn't working well for the decodable readers and teacher-directed instruction. The 2 MCLs ██████████ are probably another reason why the school is where they are because they're both very visible in the classrooms.

██████████ teachers are on a roll. I'm actually sending some teachers over to watch them. There's a huge difference in the overall environment of the school from when I first started in terms of student behavior, teacher interactions, and the quality of student responses. We had our second onsite visit a little over a week ago, and letter sounds and word reading instruction was solid. They have 2 newer teachers (Ayers and Fearnow) who are coming along fine. Their weakness right now pertains to special ed services - most of their IEPs are not written appropriately and services aren't closely tied to what the students need. So we're working through this, but there's a lot of room to grow. ██████████ (CF) has been freed up more this year to get into the classrooms to develop consistency in procedures and routines, which has been a huge help.

██████████ 2nd visit was last week. Although they're new to the implementation this year, they've quickly committed to the changes. I'm really impressed with the collaboration

between their CF [REDACTED] and the K-2 team. The first grade teachers are solidly implementing letter sounds and word reading procedures. 2nd grade is not at the same stage because [REDACTED] is going on a medical leave, and she hasn't been there for any of the coaching visits. They're planning on departmentalizing during her leave. The teacher who will be taking over the Skills portion of the lesson is lateral entry but specifically requested to teach Skills, so the desire to improve is there. [REDACTED] will be doing small group interventions, which is not an ideal situation because she's not teaching Skills, but that's what the school wants to do. I've shared my thoughts with [REDACTED] about the plan, but they're committed to making it work. [REDACTED] has shadowed every classroom visit and meeting, which has been great.

Concerns:

[REDACTED]
(more of an FYI in terms of support systems)

[REDACTED] departmentalization in grades K-2 isn't working well. [REDACTED] moved her one strong teacher, [REDACTED], down to Kindergarten from 1st grade last year. The plan is to have her loop with her students to 1st grade next year. But the current 1st grade students had an extremely weak K teacher last year (who was non-renewed), and then [REDACTED] hired a lateral entry teacher this year for 1st grade, so there are major issues with student progress. The 1st grade teacher is really struggling with procedures and management. She did attend training last week as a refresher, and we're going to send her over to [REDACTED] to observe certain teachers who are extremely strong with routines and management. [REDACTED] will also model for her during this Tuesday's coaching visit. The 2nd grade teacher (who is new) called in sick during the first onsite coaching visit. It sounds like there are similar issues there. Someone might need to step in at some point and just discontinue departmentalization in grades K-2 because it's appearing to do more harm than good. Their CF, [REDACTED], is not the strongest and appears to do more "telling" than modeling.

[REDACTED] second visit was yesterday. I'm listing the school as a concern only because they may need a little more support from the district's special ed office with getting the ball rolling on more appropriate placement for a few K students and then from HR on replacing one of their 2nd grade teachers. I spoke with [REDACTED] about possible misplacements of some students with substantial needs - their current placement in the whole class Skills block does not appear to be beneficial - they're going to need a higher intensity program (i.e. Reading Mastery). They may need to fast track two of the cases. One student currently has an IEP from preschool but only has services for 30 min. per day. I believe he's been diagnosed with moderate to severe autism. The teacher has to consistently hold him because he throws chairs at the students and is aggressive with them. The other student doesn't have an IEP yet but is in the process of being evaluated. There were 4 students total that we had questions about the appropriateness of placement/services. There was one additional student with severe behavioral issues, but it's more of a manipulation issue than a potential disability issue. I think it would help, though, to have more district support there to develop plans for the 5 students because of the school's current status as low-performing. They can't afford the distractions in the classroom. The other issue is [REDACTED] in 2nd grade. She was out on leave several times last year and only came back when the district informed her that she'd be moved from her position if her leave continued. She's been present for only 2 of the coaching visits over the past 2 years. During our first visit last month she was present in the morning but then went home about an hour before her coaching visit. I understand that she's now out for 1 month on leave. [REDACTED] and I spoke about this yesterday. He was going to talk with HR to

see if she could be removed from the position (maybe surplussed). I suggested getting 2 strong retired teachers to fill in for the remainder of the school year so the students don't lose the momentum they gained last year. They currently have a sub who is strong with behavior management but not instruction. We need to get a plan in place there, and [REDACTED] will likely need support. She's a decent teacher, but she's never there. He can't keep pulling the interventionist and CF to teach the class because then they can't perform their duties well.

Other schools:

[REDACTED] 3rd onsite visit will be next week. During our last visit we discussed raising expectations for student engagement. They have quite a few newer teachers, and some are entering with very low skills. They're not resistant - they just have a long ways to go. Our focus has been on basic setup and management. I've shared my concerns with [REDACTED] about two of the new hires, and the MCL was going to target their classrooms to get procedures in place between the onsite visits, but I suspect that an evaluation plan will need to be commenced with them soon, if this hasn't already occurred. With the exception of one teacher, teacher expectations have been pretty low as a pattern, but we'll change this. [REDACTED] shadowed each classroom visit and teacher meeting during both coaching visits, and she's very open to suggestions.

Implementation at [REDACTED] has improved this year. I think that the the change in leadership has contributed to this. Teachers aren't being pulled in so many directions, nor is the CF. They have a new K teacher, [REDACTED], who is very experienced, but I think this is her first time focusing on explicit phonics instruction, so she'll need a lot of support. But she attended several summer training sessions and has the desire. We just had a virtual coaching session a few days ago, so we'll follow up with her goals during next week's onsite visit. Some of the teachers there are just a little slower in picking things up, but I think that relates back to the CFs not being in the classrooms last year frequently enough to provide follow up support in between coaching visits. I think that [REDACTED] will have more flexibility to do so this year.

[REDACTED] is coming along nicely. I think the new CF, [REDACTED] will be a strong addition. She's been working with the K teachers to build capacity, and two of the K teachers make consistent progress in between coaching visits. [REDACTED] knows about my concerns about one of the K teachers, [REDACTED]. She was hired midyear last year and really struggled but was trying. She attended every summer training session offered and has been coached extensively, but she's just not able to do what needs to be done. She struggles with pronouncing letter sounds correctly and can't isolate phonemes herself. The desire is there, but the capacity isn't. We're just not making progress with coaching. There seem to be larger issues at play. So a decision will need to be made soon about her, and the class is going to need [REDACTED] instructional support so the students make progress.

[REDACTED] has a lot of lateral entry teachers, so progress is slow, but we're seeing it in K and 1. 2nd grade is an issue (and they're not lateral entry - they just do their own thing), but I think we'll see some progress there during our next visit on the 23rd because I was very blunt with the MCL assigned to that grade [REDACTED]. I think [REDACTED] had been stretched a bit too thin last year, but her reassignment to K and 1 seems to be working out well as they're more consistent with their signals and procedures. [REDACTED] added some onsite coaching dates, so that will be a huge help because the school is so large and the teacher skill level is low. Now that they're not feeling the pressure of the TRC, they're focusing more on systematic phonics instruction.

_____ teachers seem excited for the change. During our first visit I modeled for each grade level with their students and the teachers commented that they like the presentational changes. They were great participants during last week's training session. I think that their CF, _____ is having some health issues, but she hasn't let that affect her support of the teachers. Because the school was just trained this week, their second visit won't be until November 4th so they have time to implement the formats, signals, and corrections on their own.

_____ hasn't had to deal with teacher mobility in K-2 like the other schools, which has been an advantage. But we're still working on developing their capacity to provide explicit and focused instruction. The teachers are receptive. They've just spent the past 2+ years using leveled readers as their intervention instead of targeted instruction during the small group block, so, now that the TRC is out, they're more open to shifting over to skills-based instruction but have a lot of questions. _____ consistently shadows the classroom visits and teacher meetings and has been very supportive. I'd like to see one first grade teacher, _____ moved to a higher grade level because she struggles in teaching systematic phonics and has some difficulty herself with the manipulation and identification of sounds. But they have another 1st grade teacher, _____ who does a phenomenal job with CKLA.

_____ CF, _____ will be a great addition because she's so focused on explicit instruction. She shadowed my first coaching visit at _____ so she could learn more about CKLA and the additional scaffolds we've put in place. The school experienced quite a bit of staff turnover in K-2 this year, which is a good thing. We're focusing on expectations and procedures there. I don't think there are very high expectations for the teachers to have strong fidelity in the implementation, and their planning and preparation leaves a lot to be desired.

_____ teachers are trying. Two of the second grade teachers just attended last week's training because they couldn't attend the summer sessions. We just had our second visit on Thursday, and there were already improvements in terms of student engagement and accuracy since our first visit. _____ has been very active in the implementation, and _____ was able to join us during Thursday's visit for a grade level meeting. Now that their CF has finally transferred into position, I think we're going to see excellent progress. _____ and I have had conversations about two of the teachers (a K and a 2nd grade teacher). The 2nd grade teacher, _____ appears to have some cognitive issues that impact her understanding. The K teacher just needs to step it up a notch in terms of her commitment and fidelity.

_____ as I'm sure you know, has a lot of room to grow this year. We've had one visit so far. _____ was able to shadow some of the classroom visits, and she is already working with _____ to develop some action plans for the teachers. The two MCLs will need a lot of monitoring and support (_____ is taking the lead on this) because they don't have a lot of staff buy-in themselves. I modeled in most classes, which was an eye-opener for the teachers. They appear to have very low expectations and a lot of excuses, so that's the first area we're tackling. Their next visit will be on 10/25. We need to watch their 2nd grade because I have concerns about 2 out of the 3 teachers.

In terms of emergency classrooms that would benefit from more support:

Sorry for practically writing a novel, but I figured that it might help since it's a lot to remember. I look forward to talking to you!

Have a good evening,

Tiffany Parker

Educational Services Director

Crosswalk Education
815.566.9997 m



On Oct 12, 2019, at 6:10 AM, Oakley, Whitney W <oakleyw@gcsnc.com> wrote:

Hey,

Hope you are doing well! We are going to implement lab classrooms with additional PD, flex seating, etc. at Washington Elementary. I probably need your thoughts and suggestions on this. Let me know some options for a time to touch base. Would also like to hear any areas of celebration/concern now that we have at least the first visit completed (are there any emergency classrooms that need more support?)

Thanks,
Whitney

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From: [Tiffany Parker](#)
To: [Oakley, Whitney W](#)
Subject: Re: checking in and Washington Elementary
Date: Saturday, October 12, 2019 10:50:06 PM

Sure. I'll be back in town Monday, October 21st through Friday, the 25th. Any evening except Friday will work. Let me know what works best on your end at your convenience. No hurry.

On Oct 12, 2019, at 7:22 PM, Oakley, Whitney W <oakleyw@gcsnc.com> wrote:

I need like 5 versions of you. This is perfect and I'm on it. Maybe an evening visit before the end of the month?

Sent from my iPhone

On Oct 12, 2019, at 8:36 PM, Tiffany Parker
<tparker@crosswalkeducationonline.com> wrote:

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