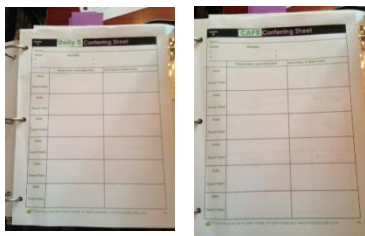


I created The Principal's Pensieve to use with my teachers in grades K-5 to help me coach them in how to be successful using the Daily 5 structure and CAFE assessment system.

At the front of my Pensieve, I have the "Keeping Track" form. I copied the "Keeping Track" form from the CD included in the CAFE book. A list of the teachers' names is written down the left side of the page. This form will be used to keep track of the appointments I've had with the teachers. It will help me to see how often I've met with each teacher and which teacher is falling through the cracks. Instead of tracking the meeting dates for reading and writing as a classroom teacher would do with her students, I will track the implementation of the Daily 5 and CAFE with my teachers. Next to this form in the Pensieve are blank monthly calendars beginning with August 2013. We start school August 20, 2013 and I plan to begin scheduling appointments during the last week in August.



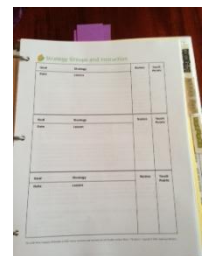
During the first appointment I have with the teachers I will ask them, "How do you see yourself as a teacher of the Daily 5 and CAFE?" What do you feel you are really good at? What would you like to work on this year? What goal would you like to have for this school year? We will discuss their answers and then this information will be written on each teacher's "Daily 5



Conferring Sheet" or "CAFE Conferring Sheet" that are kept behind each teacher's tab in the Pensieve. Together we will discuss the next steps needed to meet the goal and I will write them down on the sheet. I will ask the teacher how long she thinks she will need to complete the next step and then make the next appointment on the calendar. I will write the next steps and

next appointment on a sticky note and give it to the teacher to keep in her Daily 5 or CAFE book or in her reflection journal. I will use the scaffolding approach with them because each teacher has a unique need, pace, and learning style. Scaffolding is difficult for me to use because I have to work at being patient when teachers move slowly to implement what I know is best practice for students! I expect teachers to scaffold and differentiate with their students, so I know I need to do the same with my teachers.

After I find out what each teacher's goal is for the year and the next steps toward reaching her goal, I will complete the "Strategy Groups and Instruction Sheet" to find out if there are teachers with the same or similar goals. If so, these teachers will be placed in a strategy group so I will be able to coach them



together. These groups will also meet together during after school collaboration meetings to discuss their progress with each other. The strategy groups will be flexible as teachers reach the next steps to their goals at different times.

At the end of the year, during our check-out appointment, I will share with each teacher the forms that have been completed to show the progress she has been made toward reaching her goal(s). I will ask each teacher, "Do you see yourself as a novice, apprentice, practitioner, or expert in the use of the Daily 5 and CAFE?" Finally, we'll discuss their goal for the summer.

This past school year, I tried so hard to coach my teachers in the implementation of the Daily 5 and CAFE, but I didn't understand how to do it effectively. I would ask them how I could better support them, but I found that most teachers could not articulate their needs. I would sit across the table with a teacher and we would both look at each other. We both knew the Daily 5 and CAFE was the best way for our school to create engaged learners in reading, writing, and assessment, but they didn't know what to ask and I didn't know what to do. Now, with my Principal's Pensieve, I have a systematic way to question teachers, document their strengths and goals, and help them move forward toward successful implementation.

I know school just ended last Friday, but I'm already looking forward to beginning school again because now I have the tools to help my teachers.