

## 4-22-2021 Discussion Notes

### Job embedded PD - What do we do in other schools?

- High School
  - Three areas of focus
    - Student engagement
    - Feedback
    - Targets
  - Department meetings
  - Faculty meetings
  - Modeling
  - Summer PD
- John Kennedy
  - Instructional coach
  - Survey
  - PD
  - Student needs
  - Reading teacher
  - Flexible short term model
- Jackson
  - Department meetings
  - Questions
  - Discussion
  - Videos
  - Practice with student video
  - Surveys
  - Coach support/PLC student needs
  - Learning walks
  - Visit classrooms

### Reflection and Professional Growth Plan

- Is it global or individualized
- How do administrators collaborate
- HS has three goals: they look for these three areas
- Administrators look in eDoctrina between observations

### BMS PD at faculty meeting: SEL, trauma

- How are the topics for PD decided on
  - District goals
  - Survey staff

- Administrators
  - Coaches
  - SEL (team)
- Faculty meeting PD

Effective Teaching =

- Do students meet goal of lesson
- Are students growing
- Are we meeting the needs
- Feedback to students
- Shared understanding
- Need common definition
- Every is important

Is the definition the same across buildings?

How is it communicated?

Def: Students gaining confidence and taking ownership

BHS instructed and encouraged to engage/try (SEL lessons and targets)

Focus at a building

- Are things aligned vertically
- Transition years --> need to better understand.

Diverse needs of learners bring the need to keep learning.

We haven't been told what an effective teacher means.

Do we have an instructional model?

- Just try risk taking things "freedom to try"
- Meeting each student where they are so that they max potential
- How can we push teachers to get out of their comfort zone?
- Some classes all kids do same thing

Goal setting - how does this process occur and how does it raise student learning.

Smart goal (in past before APPR)

- Individualized

- Dept. discussions
- Teachers and admin came together for APPR-HEDI. Change focus of goals and not driver of student results

#### Professional Growth

- Get to know students first
- Teacher writes personalized SMART goal
- Individualized goal
- Categories of SMART goals
- Collaborative Goal (grade level)

#### Core concepts to consider

- For special ed: discrepancy in range of ability (18 mo -->5 years)
- Need classrooms that are appropriate and staff to support needs
- More specialized attention (smaller setting)
- Equip staff with spectrum in classroom
- Push top students to the productive struggle
- More understanding for efforts and needs

#### From Email

Under the "transform education" link in the attached e-mail is a great article which reinforces what Jo Boaler has also shown with her research about the malleability of the brain. In the conclusion, this sentence stood out to me: "We should not expect children to adapt their learning to our flawed system; we must re-design our systems to understand and adapt to each learner, with the goal of helping them to discover and realize their potential."

In relation to our focus group meeting last week I have been thinking about the use of the word engagement. I think we need to further define the differences between engagement and compliance in the classroom. Many students 'comply' with what is asked of them. We need to move from compliance to engagement. I believe this will also move our non-compliant students towards engagement as well.

[https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a\\_24f761d8a4ec4d7db13084eb2290c588.pdf](https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a_24f761d8a4ec4d7db13084eb2290c588.pdf)

<https://mailchi.mp/d3ab95208473/a-plan-to-help-students-advance-in-2021-2022?e=514a2f2af1>