

S5

Teachers Council

Wednesday, April 29, 2015 – PDC
3:30-5:30 pm



Systems Supporting
Student and Staff Success

Norms for Meetings and Professional Development

- ✓ Begin and end on time and keep to agenda timelines
- ✓ Seek first to understand, then to be understood, so that we can learn from one another
- ✓ Welcome differing viewpoints
- ✓ Minimize sidebar conversations
- ✓ Monitor your own "air time" so that all voices can be heard
- ✓ Share concerns in the room (not in the parking lot)
- ✓ Cell phones will be set to "Quiet Mode", only used on breaks, except in cases of family emergency.
- ✓ Exercise the courage to hold each other accountable for these norms

Topic	Notes
Introductions and Welcome	<ul style="list-style-type: none"> Purpose of TC and Norms Purpose of TC is to provide a voice for classroom teachers with the assistant superintendent and Ed Services staff, to learn about the big picture and 'behind the scenes'/how the district functions, to address systemic improvement, and to collaborate with colleagues from all schools, grade levels and content areas.
Review Agenda w/ notes Questions from Prior Meeting	<p>Question/Issue: Would like to have gen ed teachers present in RtI meetings. Classroom teachers need notice to come to the meetings prepared.</p> <p>Response: Betsy has passed this information along and we will work to make this happen in the coming year. This becomes a challenge for us as it requires subs, and we have a very serious state-wide sub shortage.</p> <p>Question/Issue: Identify what RtI resources teachers would like to assist with classroom instruction/intervention</p> <p>Response: Emilie Leigh and Courtney Gillette (RtI and ELA Common Core TOSAs) and working with Language Arts Specialists to develop a comprehensive resource binder for teachers. This will include information about assessments and instruction/intervention for students. This should be completed by June and will be made available to all teachers.</p> <p>Question/Issue: Would like math intervention – will embed tiered interventions in the classroom.</p> <p>Response: The new math adoptions will have some support in this area. We do not have site math support as we do with Language Arts Specialists (one at each site), but we do have our Common Core Math TOSAs and we can work on building the capacity of teachers to address Tier I interventions within their classrooms. If we receive more Common Core funding and can provide more support, we could develop math intervention programs.</p> <p>Question/Issue: How could we lessen the scope of the LAS? Could we have a person at the site to coordinate all the assessments?</p> <p>Response: We don't currently have a district or school site assessment coordinator, or the funding to support that. As far as lessening the scope of the LAS, we should be able to get some relief with ELIRTs' support for CELDT testing. Kevin Koga (LAS at Anderson) sees 12% of the entire school population, working four days a week, all day, just providing direct intervention for students. We need to also provide support for classroom instruction, so that we have more students performing at grade level.</p> <p>Question/Issue: How do we address the holes in instruction that occurs when a student leaves the classroom for services (e.g. speech)? This is very challenging and is a function of the fact that pull-out occurs during the school day. We do have some 'push-in' of Learning Center and other support teachers.</p>
Tech Shoot Out – Yvette	<ul style="list-style-type: none"> "Kahoots" This is an app that allows a teacher to develop and deploy a test with students, and they enter their answers with a device (phone, iPad, etc) You get instant results and can see what your students understand from your instruction.

Teacher Presentations	<p>Molly Skirha (Addams science teacher) shared about "Explain Everything" app (\$2.99). Students can load language and images into a 'movie' that they narrate. Text boxes are used to enter text. Much more interactive and engaging, gets them to utilize the language of the discipline. For most apps, once you reach 20, you can get half price for additional licenses. This was after Molly taught the lesson, and it took about a week for students to develop this project. Molly used "clock partners" to ensure that students work with a variety of other students, not always the same person.</p>
Math Adoption Process	<p>What the process looks like in general – review materials, utilize rubric to evaluate, guidance from experts (Center X from UCLA), narrow down curricula, pilot, make recommendation to Board of Trustees, purchase and distribution, professional development</p> <ul style="list-style-type: none"> • Chelsea Schneider, the elementary Common Core Math Teacher on Special Assignment, shared a power point explaining the process our district has been involved in to adopt new curricula. • Utilized the Equip Rubric (a national rubric utilized to evaluate instructional materials) to evaluate instructional materials. • Shared document comparing the two curricula that teachers are piloting • There were few curricula that have a K-8 program. The elementary teachers felt that the K-8 curricula focused too much in the elementary grades on standard algorithms and not enough on building conceptual understanding.
Maintaining Initiatives For 2015-16	<ul style="list-style-type: none"> • ALAS K-2 – Repeated Interactive Read Aloud – adding non-fiction • AVT 3-6 • ALAS 6-8

Professional Development Planning Process	<ul style="list-style-type: none"> • Calendar Meetings with LTA – Thursdays • Ed Services proposals • Directors Alignment meetings • Challenge: substitute shortage <p>Feedback</p> <ul style="list-style-type: none"> • Smith - Collaboration time is essential – grade level team is working better than ever • Anderson - Only had one data day due to short subs – • Rogers – collaboration time for social studies teachers really good – not just for grade level collaboration – they are communicating across grade levels about content and articulation. Developed writing system. • Would like time on Thursdays with the intricacies of how the EL and intervention parts of the lessons – PD shouldn't be all 'big picture'. • When we meet at the site, there needs to be a purpose – or it's time wasted • Structure, but give some choice • What about teams that are not collaborative? • Clear intentionality in the PDs and have been very high quality. However there is a disconnect between the PD and what I am doing in the classroom – we are in the triage mode – it's a little bit out of our reach • Just because we say 'go collaborate', it isn't the case that everyone knows how to collaborate. Nobody's in charge and it can become a gripe session. • If we had department chairs or facilitators to steer the conversation it would help – it would empower the person and help make the time • Feel different - we don't have time to discuss other things that we need – too structured, too much on the agenda • Collaboration days were different at every site. Some sites were able to develop their own agendas and what they wanted to meet about. Could be a simple sheet – what are you going to work on, what outcomes do you want. • Brought in Chelsea or Courtney – this was very productive for our grade level.
LAS and ELIRTS	<ul style="list-style-type: none"> • Understanding the roles and responsibilities of ELIRTS and LASs • Looking at evidence of need, for both students and teachers • What does "teacher support" look like?
LCAP Process Update	<ul style="list-style-type: none"> • Site Meetings, Parent Meetings • Gathering input and developing priorities • Taking to Board of Trustees • LA County Office of Education for final approval • Potential for additional support