Staff Meeting

12.10.20

Material Pick-up

Building Hours
- Mon. - Fri.
- 9:00am - 3:30pm

No Advance Warning Needed (simply let grade level admin. know)
- Item pick-up
- Food bag pick-up

Schedule (Nursing staff will conduct Covid screener)
- Evaluation testing
- 1:1 technology support issues

Small Group Breakout #1

What have been some bloopers that you have had or experienced during your distance learning lessons so far?

Small Group Breakout #2

What is one thing you are proud about so far during our time with distance learning?

Nationality, Ancestry

Race, Ethnicity

Ability

Gender, Orientation

Faith Group

Equity Team

Building Leads:

Steph Lamb
Taylor Dassow
Stacie Alison

District Goal - Equity

As part of our district's strategic plan to "*increase all students' access to effective, culturally responsive educators*", and to increase student achievement outcomes, we want to build our internal capacity to grow and support our teachers as they deepen their critical consciousness and grow in their cultural competency.

Survey

Only three questions!

[Link to Survey](#)

Franklin - Initial Equity Survey

* Required

**1. In what areas do you wish for the Equity Team to SUPPORT you in your equity journey? ***

- [ ] Curriculum resources, texts, CLRT activities
- [ ] Classroom "conversation starters"
- [ ] Trainings/PD (ex. Supporting Muslim & Somali Students; CLRT)
- [ ] Coaching/observation (Peer or Admin)
- [ ] Other: _____

2. Through what lens does Franklin need to PRIORTIZE its equity resources? (Focusing on students of color, students with learning differences, LGBTQ+ students, EL students, etc.) *

Your answer

3. Where do you perceive you are at in your cultural competency journey? *

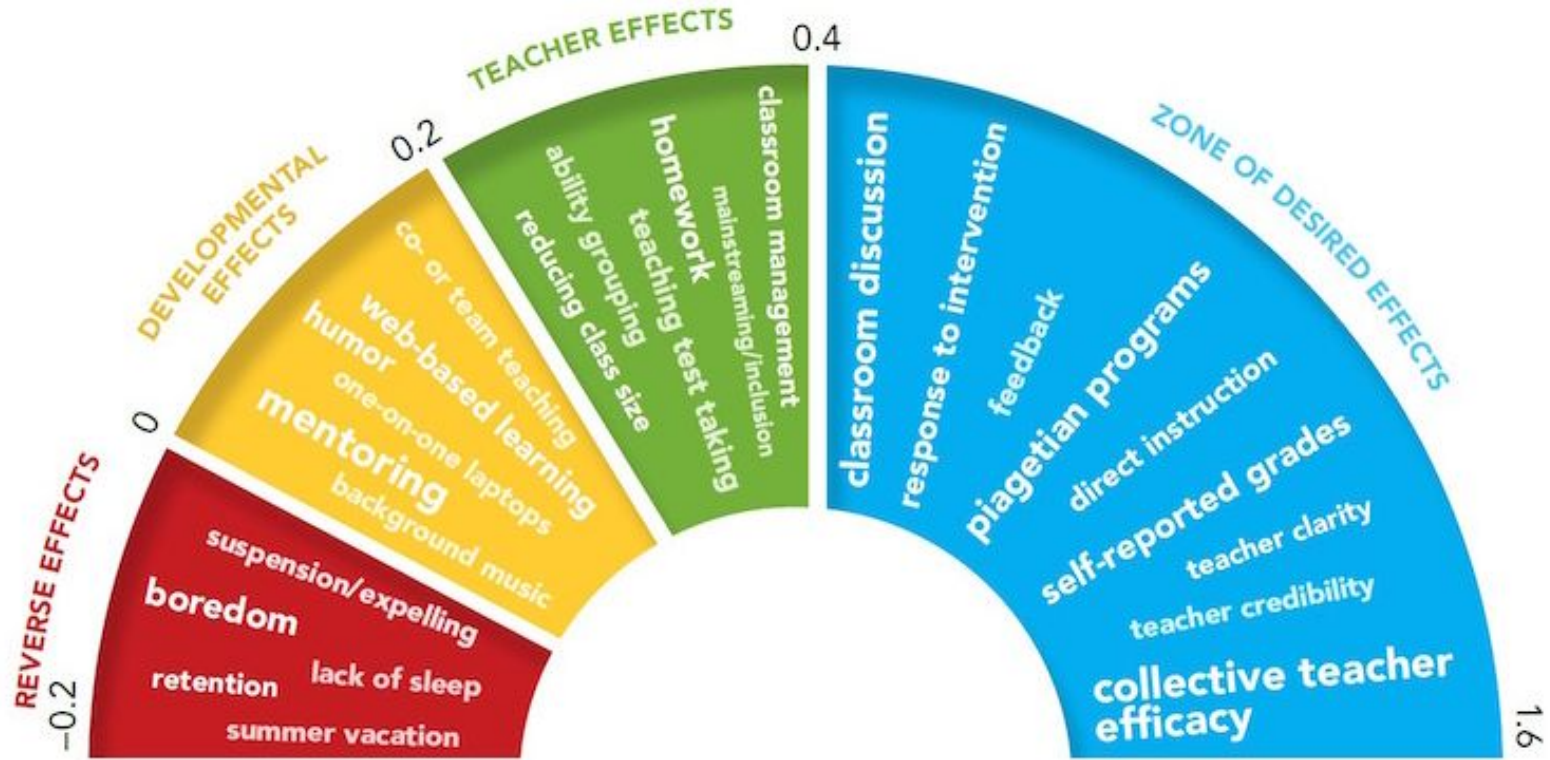|	1	2	3	4	5	
I have no knowledge about other cultures at Franklin or how to respond to them.	○	○	○	○	○	I am extremely knowledgeable about other cultures at Franklin and how to respond to them!
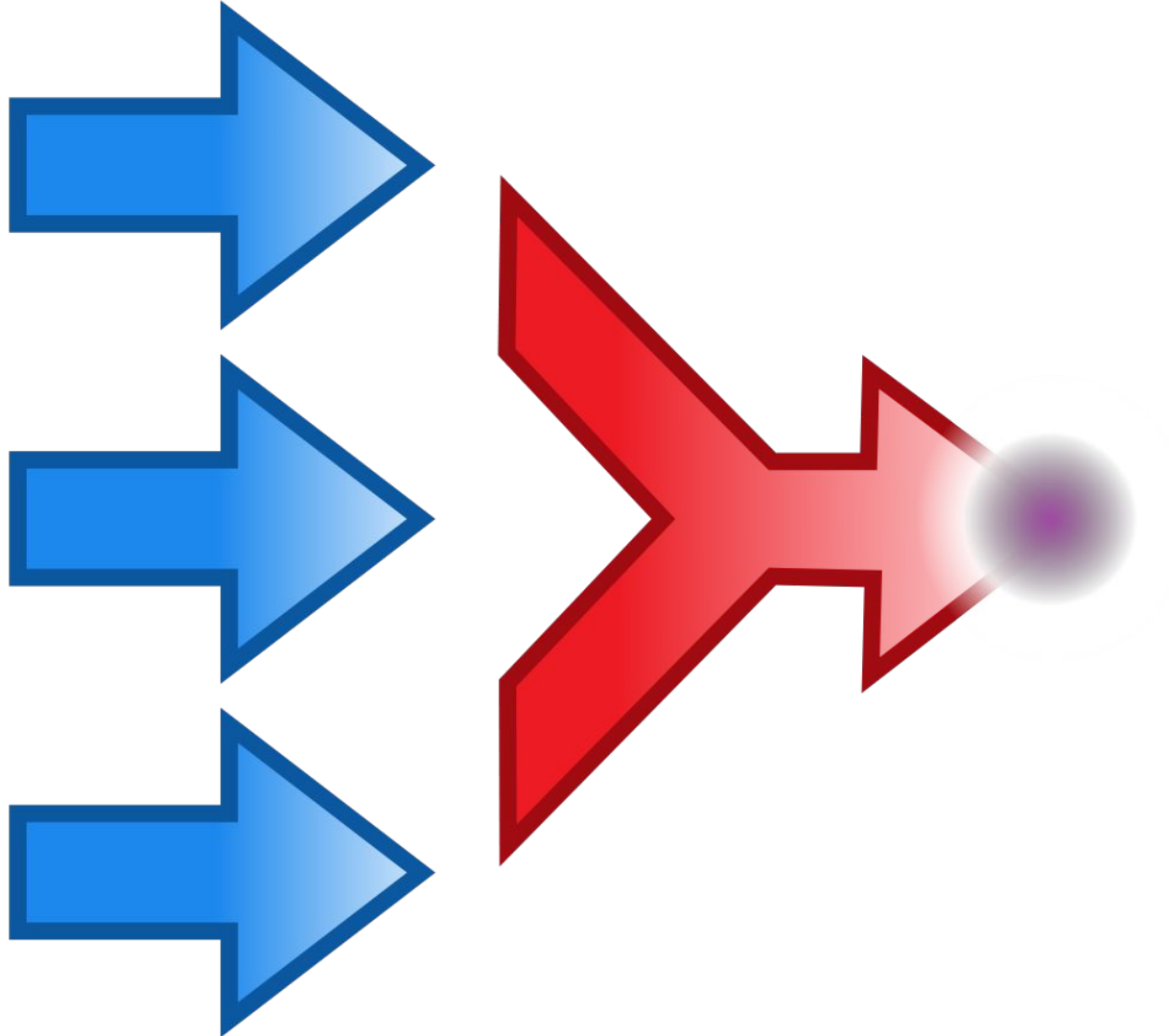
+20 Hours

Collective Teacher Efficacy

- "Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students."
- Effect Size of 1.57

Collective Teacher Efficacy

Image from: https://aplusala.org/best-practices-center/2019/02/14/five-insights-on-the-10th-anniversary-of-john-hatties-visible-learning-research/

Professional Learning Community (PLC)

- What is the purpose of a PLC? (Dufour)
  - What do we want all students to know and be able to do?
  - How will we know if they learn it?
  - How will we respond when some students do not learn?
  - How will we extend the **learning** for students who are already proficient?
- How could PLCs adapt this year to accommodate the different spots students/classrooms are in?

Professional Learning Community (PLC)

Long term goal (over the course of the school year)

- Ongoing conversations about **high leverage** report card skills

Short term goal (during the upcoming weeks)

- These are small steps to help you achieve your long term goal (monthly/quarterly)

Professional Learning Community (PLC)

<u>Varied roles of a support staff member</u>

- Participant of grade level PLCs
- Facilitator of job related PLCs

Professional Learning Community (PLC)

Basic Structure Components

- Norms to stay on target
- All voices share ideas
  - What are you trying to accomplish
  - What worked/did not work
- Record keeping of ideas
- Define end goal after discuss topic
- Next steps- after the conversation
  - Share what you are going to try
- How will you know this worked?
- Time limits

PLC Stages

Stage 1: Let's Do This Meeting Thing	Stage 2: Let's Show and Share	Stage 3: Let's Teach Together	Stage 4: Let's Define Mastery	Stage 5: Let's Ensure Student Learning	Stage 6: Use Whatever It Takes Approach	Stage 7: Be Innovative (Action Research)
"How can we make our PLC meetings more meaningful?"	*"What is everyone teaching in their classrooms?"*	*"What lessons can we agree to teach the same way, and how can we lighten the load?"*	*"What does mastery look like and how do we get all kids there?"*	*"Are students learning what they are supposed to be learning? What's our plan when they aren't?"*	*"How can we adjust instruction to help those struggling & those exceeding? Who can help us?"*	*"Are there better ways to do what we're trying to do?"*
Sounds Like: • Who will teach what group? • What should be on our next agenda?	**Sounds Like:** • Who will plan for the top group? Middle? Etc. • I'll make the copies. Me & My Students	**Sounds Like:** • We will all teach _____ this week and give the post test on Friday. • How did your kids do on that?	**Sounds Like:** • Which students are learning what we wanted them to? How do we know? • Why did so many miss #2? Us & Our Students	**Sounds Like:** • We still have 5 students missing this part of the concept. What are we going to do?	**Sounds Like:** • Are students applying this knowledge in novel situations? • What would happen if we tried...? Everyone & ALL students	**Sounds Like:** • Let's try this in a new way to help more kids. • We should coordinate with the grade before/after us for this skill.
Looks Like: • Nuts and bolts agenda items can take priority at the meeting • Coordination of timelines, student groups, & events taking up time at PLC • Discover the strengths of each team member and which role suits her best • Talk about ways for PLC to become more efficient & meaningful • Choose a decision-making strategy when the team doesn't agree	**Looks Like:** • Agenda/Meeting feels meaningful to team • Time is spent sharing & showing resources • Starting to reflect on the effectiveness of the ideas & activities • Create a common place to store useful, shared resources • Starting to divide and conquer the work for activities as a team • Sharing about individual students routinely	**Looks Like:** • Teachers begin teaching the same content at the same time in a similar way • Team delegates responsibilities for lessons & work regularly • Planning & sharing continue to be refined and improved • Starting to bring common data for shared lessons to the table • Data managing system is being created and used	**Looks Like:** • Productively wrestle with a common definition of mastery • Operate with the belief that WE can get ALL kids to mastery • Shift the focus from teaching to learning • Data managing system is refined to improve analyzing mastery numbers • Regularly go through the DDD process • Start developing exemplars • Not using labels as	**Looks Like:** • Information-rich environment (data, strategies, solutions, ideas, knowledge of each student, resources, etc) • Clear focus on student learning • Data drives decisions about which practices to adopt or change and for whom • Look at data objectively and not take it personally to benefit kids • Create an efficient way to sort data • Look at misconceptions	**Looks Like:** • Discussion focused on critical parts of concepts learned & misconceptions opposed to specific questions on assessments • Locate/Invent resources/help/PD to best instruct • Take collective responsibility for all students • Identify ways to support differentiation • Willingness to rethink roles and change current methods to meet student needs • Priority is ALL attaining	**Looks Like:** • Engaged in deep reflection on best ways to ensure ALL get there • Revisions on level of rigor & current practices to raise the bar for all • Tackling innovative projects like action research, grant writing... • Observe each other teaching • Cross-team conversations about learning and perspectives • Taking an interest beyond your grade level and improving the "system"

Grade Level Breakout Rooms

Link to Breakout Rooms

Bright Spots