Learning about Teaching

The value of Tuesday afternoon inservice.

Shared Common Responsive Classroom Language and Practiced to use Throughout the Building
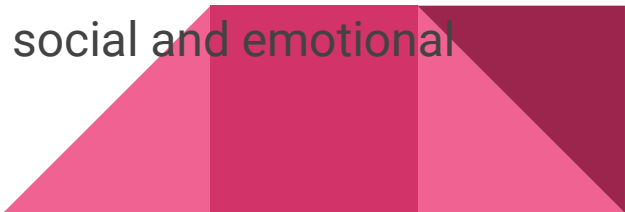
- Teachers and administrator who attended Level 1 and Level 2 of Responsive Classroom trainings shared their learning with paraprofessionals and teachers who were not able to attend.
- Teachers, Staff and Administrator--used readings to build common understanding and what it means for our students.
- Created a document with responsive classroom language to use with students in all settings.

District Wide Initiatives

- Think 3D: Training for the new program--involved all teachers and paraprofessionals. Field Test Site for 2 years
- Tarrant Institute
- Personalized Learning Plans
- Student-Led Conferences
- Teacher created PEP plan work- creation and reflection
- ELA Program Review, Selection, Implementation training

Benefits for Students

- Families can schedule appts for the early release day which then allows for students to not miss any learning time.
- Students have an academic break.
- Students can have time to participate in a wellness activity such as skiing or snowboarding, investigate animal habitats at home or with a local center, or visit a local museum.
- Improved social emotional well being
- Opportunities for play dates with other students during the day time hours which support social and emotional development
- Opportunities for extended family time that supports social and emotional development.

Ranking

Cavendish Town Elementary School Rankings

Niche ranks nearly 100,000 schools and districts based on statistics and millions of opinions from students and parents.

Best Public Elementary School Teachers in Vermont
#6 of 194

Niche Standout Elementary Schools in Vermont
#7 of 15

Best Public Elementary Schools in Vermont
#35 of 194

https://www.niche.com/k12/cavendish-town-elementary-school-proctorsville-vt/#similar-schools

Developed Criteria for Academic and Work Habits/Social Skills Sections of the Report Card

- Common language developed K-6 for sections of the report card.
- Defining language between the 4 different levels provides greater consistency between the grade levels...creating a continuum.
- This allowed for all of the teachers to be thinking the same way as we completed our report cards for families.
- Having these teacher-created rubrics for each section of the report card was incredibly helpful.

Completed Fountas and Pinnell Assessment & iReady Reading Training

- K-6 Teachers watched 4 separate 75-minute webinars followed up by discussions each time. These webinars went through the process of administering the Fountas and Pinnell assessment.
- Teachers in grades 3-6 completed 2 trainings with iReady
- Building consistency of administration.
- Common Language all teachers agreed to use for consistency.
- Goal setting with students for personalized learning plans.

Analyzed Student Work Across grade Levels

- Using a protocol, we looked at student writing K-6
  - Identified patterns
  - Considered the gaps of students' writing in our writing programs
  - Considered possible next steps.
- Reviewed writing within the Everyday math program.
  - Identified patterns
  - Considered the gaps of students' writing samples in the area of math. What could we do differently? What should be done consistently?
  - Considered possible next steps.
- Used a protocol, we looked at the Independent Response to Text writing in the Ready Common Core Reading Program K-6.
  - Identified patterns
  - Looked for next steps within the continuum of reading responses.

Team Level/Special Education Meetings

- To provide consistency in language for classes that have levels of needs that include multiple adults (including special service providers) teaching in the same room, time is provided for the adults to meet and provide consistency in delivery of programming.
- Collaborate with paraprofessionals working in the classrooms to update on student plans/needs.
- Special Educators meets with paraeducators to provide consistent information individually and in groups.

Collaboration to Create and Revise Modules

- Teachers meet in small teams to create modules
- Teachers spend time sharing modules and receiving feedback to improve the module and/or performance tasks

Research

Research indicates that schools with high levels of poverty, need more time to plan for students' needs.

Poverty has a very negative impact on education, so it is important to understand if this is a factor at CTES. The poverty indicator is how many children are receiving reduced or free lunch. In the case of CTES, 41.40% of CTES meet this criteria.

The Tuesday inservice afternoon is one difference between other schools around the state. It may be that having that regular inservice once a week significantly helps the teachers to regroup and learn new ways to approach issues that continually arise. This could be connected to higher scores on the SBAC and NWEA tests.

Analyzed Program Effectiveness ie: [Ready Common Core](); [Spelling Mastery](); [Everyday Math]()

- What is working? How do we know?
- Check-ins---are we on track with the pacing guide?
- Adjustments for student needs.
- When implementing a new program, much time is needed to make adjustments, and to learn from each other with what is working and what is not.

Homework Discussion

- Three Tuesday Afternoons were spent reviewing various research articles using protocols around homework and elementary schools.
- Reviewed what other area schools were doing.
- Created a K-2 survey and a 3-6 survey for students to gather their input on homework
- Analyzed the data

Technology Presentation About Ways to Integrate in Education

- Opportunity for teachers to share learning from technology conferences that enhance and engage student learning and offer alternative ways to communicate via technology apps with parents.
- Learn how to use Seesaw and Google Classroom, apps that inform parents of their student's learning
- Learn how to use apps such as Explain Everything, Chatterpix, Chrome Science, Remind, Tiggly, math apps, Stick and Split, Smithsonian Education, TED Education, Augmented Reality, etc.
- Training on updates with Smartboards and Notebook software to engage students.

Behavior Plans

- Students who need greater support are looked at through a team lens
- Plans are shared and asked for feedback by all who work with the student, including:
  - Teaching the child replacement behaviors
  - Teaching the child to avoid the behavior "triggers"
  - Teaching the child to identify emotions
  - Changing the responses of the adults
  - Changing negative stimuli in the environment
  - Identify a caring adult to give positive time at school
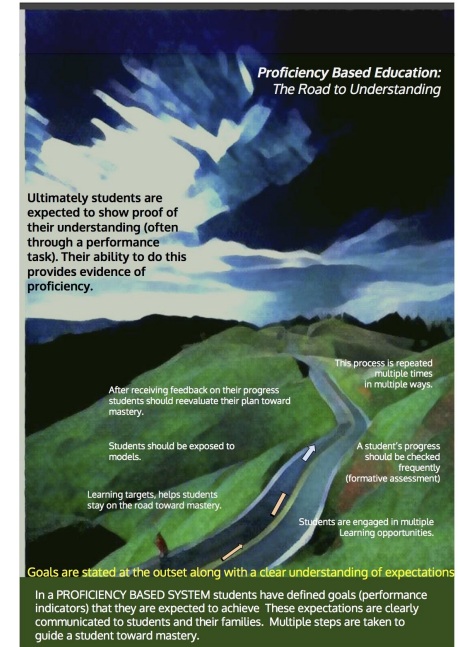 - Supporting the child at problematic times

Aligned Science Standards Across the Building

- We created a spreadsheet -- one for each grade level -- that tracks the standards that are taught, and which standards we have assessments for.

- Each year teachers will be able to see which standards have been covered.

Collaboration with GMUHS Middle School

- 6th Grade Teacher has had the opportunity to collaborate with middle school, as standards are middle school standards dilemmas and resolved them to better serve the student's needs.
- 6th Grade Teacher--Performance based graduation requirements and personalized learning plans.

Proficiency Based Education: The Road to Understanding

Ultimately students are expected to show proof of their understanding (often through a performance task). Their ability to do this provides evidence of proficiency.

This process is repeated multiple times in multiple ways.

After receiving feedback on their progress students should reevaluate their plan toward mastery.

Students should be exposed to models.

A student's progress should be checked frequently (formative assessment)

Learning targets, helps students stay on the road toward mastery.

Students are engaged in multiple Learning opportunities.

Goals are stated at the outset along with a clear understanding of expectations

In a PROFICIENCY BASED SYSTEM students have defined goals (performance indicators) that they are expected to achieve. These expectations are clearly communicated to students and their families. Multiple steps are taken to guide a student toward mastery.

Protocols for Making Decisions
Mindful Collaborative Practice

- Many teachers are trained facilitators
- Protocols provide an opportunity for all voices to be heard
- Protocols provide and maintain a focus for the task at hand

Collaborated Across Grade Levels About Curriculum, Continuums, Assessments/Rubrics
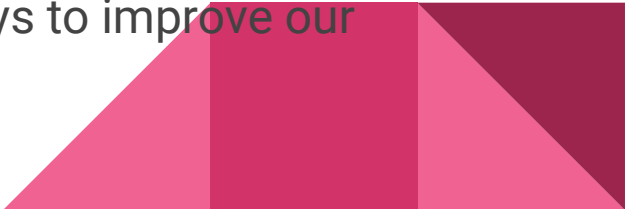
- Provides consistency in language
- Builds strategies to be used from one grade level to the next grade level.
- Created Verification Criteria for assessments that are shared and implemented for consistency.

Math Coaches have Presented Information About the Services They Can Provide for Our Students and Supports for teachers

- Coaches are available to provide feedback to teachers on their goals
- Coaches co-teach lessons
- Coaches met with teachers to review performance tasks and consider next steps for students.
- Coaches are looking to provide consistency in math instruction between all 4 elementary schools.

Training in SBAC/MAP Testing

- Teachers participate in mandatory/recommended training in administering state and local tests including computer-based SBAC and NWEA MAP tests. Teachers review testing protocol, administration of acceptable accommodations to maintain uniformity in different test sessions, and troubleshooting technology problems. Testing schedules are set, including para coverage, to maximize potential of all students to perform to the best of their ability in all test sessions.
- Consistency of administration is reviewed.
- Analyzed released performance tasks to look for ways to improve our curriculum.

CPI (Crisis Prevention Institute) and CARES Trainings

- Teachers, Paraeducators, and Administrator practice CPI de-escalation techniques to ensure that all students are safe
- De-escalation techniques are practiced and refined

Reviewed Changes to the Everyday Math Program to Better Serve Our Students

- How to use the new online platform.
- Reviewed opportunities for families to access online games, links, and lessons at home.
- How to locate standards using the spiral tracker to determine whether the concept is being introduced, practiced or assessed.
- Discussion around using online assessment portal.

Poverty and Social Justice Education

- Several staff members participated in a webinar that focused on the effect of poverty and access to education.
- Social Justice training ~ What is it? How do we implement it within our K-6 building? What changes do we need to make to our words with students and each other?

Opportunities to Share Learning from workshops

- Teachers share learning from independent professional activities with other staff. Other teachers then implement learning in the classroom with their own students.
- Benefits the entire school.
- Provides consistency between classrooms.

Community Activities Integrated into Classrooms

- Resources shared and planning takes place to integrate a rich variety of community resources/speakers and artists-in-residence into classrooms. Past connections have included:
    - Arts-in-Education whole school events- dance, music, drama, puppet-making;
    - Cavendish Historical Society events;
    - authors;
    - Phineas Gage/100th anniversary of Cavendish event;
    - Farm-to-school garden and integration into classroom taste testing and meals.
    - Weston Playhouse 3rd Grade Early Stages program

C3 Standards

- Reviewed standards for instruction in Social Sciences
- Program Effectiveness--Michael Eppolito--presented
  - How the new standards are organized in comparison to the VT Framework
  - Resources to consider when constructing units that are C3 aligned
  - Shared Templates
  - All schools are using these standards
  - Identified the components of Social Sciences and necessary student performance skills in this area (e.g. developing questions and planning inquiries, applying disciplinary tools and concepts, evaluating sources and using evidence, communicating conclusions and taking informed action.)

Health Education and Wellness

- Health professionals provided trainings in CPR
- All staff trainings/review of use of Epi-pens
- Act 51 Trainings with outside agencies
- All staff trainings on response to allergies and diabetic situations
- Review of health curriculum and input on future decisions in instruction
- CoVid Updates on procedures and protocols
- Wellness Coordinator shares opportunities and information with the full staff.

Summer Professional Development

- Together teams of teachers wrote grants so that teachers, administrators and paraprofessionals were able to attend summer trainings around literacy instruction and Responsive Classroom Training.

Created a Guide for Successful Learning for Home and School

- Created a spreadsheet of the various activities, projects and resources that teachers could share with parents for At Home Learning Opportunities. This was used during virtual learning in the first year of the pandemic.

Recess & Lunch

- Review of recess rules and lunch expectations for all grade levels.
- Create plans for transitions that are not working smoothly for some grade levels.
- Consistency provides for smoother recess and lunch times...less issues.

Afterschool Programming

- Brainstormed ways that ASP can support the content and expectations of the Regular Classroom
- Homework Club and other content-based activities

The Bridging Project

- This is a 3-year commitment by our teachers, paraprofessionals and administrator.
- The Bridging Project is an "embedded professional development model that builds teacher knowledge, expertise and instruction as well as supports sustainable school growth in literacy over time."
- Heavily based on collecting and analyzing data of current literacy approaches and interventions.
- We become an active Action Research building.
- Weekly visits by the Bridging Project coaches.
- Frequent and regular professional development sessions on research-based practices in literacy
- In-classroom coaching
- Assessment planning for instructional purposes
- Facilitating shared literacy leadership
- Support in addressing the Common Core State Standards