

FAMILIES

adolescents cannot... communicate with families... conveys the teacher's essential caring... valued by families of students of all ages.

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Invariably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

Highlight of the Week
Dear Mr. [Name], [Text]

Title: Link Elementary Professional Study Group: Engaging Readers and Writers with Inquiry (Wilson)

Description: The study group will enable professionals to build their knowledge base around inquiry in reading and writing. The participants will, first, become familiar with study groups—why they are so important and what procedures make them successful. Then the participants will be able to discuss what portions of the text to read when. During the first two sessions, the group will be facilitated by the instructor, and then each member will have an opportunity to lead or co-lead the team. The group may decide to explore other resources or even extend their work to include inquiry-based lesson studies and collaborative writing, for which they would receive training. The professional study group is connected to both the building and district's vision and strategic plan.

Instructor: Elementary Learning Facilitator
Date: March 27, April 10, April 24, May 8, May 22 (five sessions)
Time: 2:45-4:15 p.m. (75 minutes)
Place: Link Elementary room 104A
Compensation: 7.5 hours, equivalent to 1.5 semester credit
Participants: LinkElement and benefit teachers
Requirements: Participants are expected to arrive on time, have readings completed, and fully participate in the discussions.
Limit: 10

4e GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

Weekly Plan
[Text]

4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

Peer Mentor Program Referral Form

Student: <u>Estelita Alcala</u>	Date of Referral: <u>12/12/2019</u>
Grade: <u>7</u>	School: <u>Shelby Middle School</u>
Teacher: <u>Ms. Rose</u>	
Peer Mentor: <u>Jordan Alcala (mom)</u>	
Address: <u>1871 Kismet Lane, Ed.</u>	
Phone: <u>304-918-1928</u>	
Signature: <u>[Signature]</u>	

This student is being referred because he/she is struggling in the following areas: please list the area(s)

School Performance Classroom Behavior

Social Competencies Other _____

If you specify who you wish to be a mentor for (the student), student has expressed feelings of loneliness and repeated with recent family work & mother who has also the difference between school may be an opportunity to meet with the student on a regular basis.

Wednesday morning 10:00am - 11:30am
Thursday at lunchtime or after school

Address Comments:
Room has been contacted and said that a peer mentor would be worth trying.

Joe Rose 12/12/19
Referring Teacher Signature

4a

REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

4b

MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records



COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

4d

PARTICIPATING IN THE PROFESSIONAL COMMUNITY

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GROWING AND DEVELOPING PROFESSIONALLY

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Augusto wrote our 8th newsletter!



COMMUNITY NEWS

Published by Ms. Chalfin's 3rd Grade Class

Week of: 10/8/07

Featured Writer: Augusto

Monday

We did not have school because it was Columbus Day.



Tuesday

Students had vacation and the teachers had school.



Wednesday

In science, we measured ourselves and our teddy bears using a measuring tape.



Thursday

During Writer's Workshop, we published our stories.



Friday

We had computers with Mrs. Bassett.



Upcoming Events

- Happy Halloween
- Oct. 31st
- Trick or Treat



Highlight of the Week

Bring Your Bear To School Day.

Peer Mentor Program Referral Form

Student: Kaloha Aloha Date of Referral: 10/12/2014

Grade: 7 School: Hawaii Middle School

Teacher: Joe Pero

Parent/Guardian: Susan Aloha (Mom)

Address: 1371 Kamehameha Rd.

Phone: 808-818-1808

Siblings: Junior

This student is being referred because he/she is struggling in the following areas: (check all that apply)

School Performance

Classroom Behavior

Self-Esteem/Confidence

Other: _____

In what specific ways do you think a mentor can help this student?

Student has expressed feelings of loneliness and struggled with recent family move. A mentor who has also transitioned between schools may be an empathetic source of support.

When is this student available to meet with a mentor?

Wednesday morning homeroom 8:00am - 8:30am.

Thursday at lunchtime or afterschool.

Additional Comments:

Mom has been contacted and feels that a peer mentor would be worth trying.

Joe Pero

Referring Teacher Signature

10/12/14

Date

Did you meet your Student Learning Objective? If so, how? Did some students exceed the objective? If so, what attributed to their growth? Are some students still approaching or well below your set objective? How might you have better supported their needs?

Yes, the Student Learning Objective was met. It was met by the use of Thinking Maps and the very concrete use of the Step Up To Writing's Accordion Paragraph. More background practice (3 different topics were given) and teacher and peer conferences (feedback) were held. Yes, some students exceeded the objective. Their growth was attributed not only to more practice, but to the strict use of Accordion paragraphs and teacher conferencing when regular assignments were given. Yes there were some students still approaching. I might have better supported their needs, by working with them individually more than the others. They needed support with creating a more concrete conclusion that includes summarizing.

Reflect on your instructional approaches/strategies: What worked well? What changes did you make to your instruction (if any)? What did not work? What are your next steps to improve your teaching practice?

I think the Accordion Paragraph worked very well. It was very concrete and forced the student to think about the background. It also made it easier for the students to keep to the main idea of each paragraph and add details. Sharing samples found on the internet also worked well. It gave the teacher and students some idea of what the students' pieces should be.

I first used the bubble maps. Then decided that it was not concrete enough. I should of chosen another. I will need to improve the rubric and clearly ask for paragraphs and 4 details to accompany the main idea.

Edline Fridays

Fill In the date of your last upload below

Quarter 1

8/22 8/23/2013

9/13 9/13/2013

10/3 10/4/2013

Quarter 2

11/1 11/1/2013

11/20 11/22/2013

12/19 12/20/2013

Quarter 3

1/30 1/31/2014

2/20 2/21/2014

3/14 3/14/2014

Quarter 4

4/10 4/11/2014

5/8 5/9/2014

5/30 5/30/2014

Peer Walkthroughs

9/9/2013 - 9/13/2013

Ms. Yoshida 9/12

11/18/2013 - 11/22/2013

Mr. Arai 11/22

2/18/2014 - 2/21/2014

Ms. Aloha 2/18

Department Deliverables

On Edline:

Syllabi

Course Description

Master Maps

Department Action Plan

Department Meeting Minutes

Other:

Department New Course Descriptions

Department Sections and Lines

PLC Deliverables

Yearly:

Master Map

Quad D Lesson

Meeting Minutes

Quarter 1:

SMART Goal

1 Common Assessment

1 CAAR

Quarter 2:

SMART Goal

1 Common Assessment

1 CAAR

Quarter 3:

SMART Goal

1 Common Assessment

1 CAAR

Quarter 4:

SMART Goal

1 Common Assessment

1 CAAR

PLC Reflection Video

Growth Plan

Set Teacher Learning Goal

(e.g. Learn new techniques to manage classroom behavior):

I will be participating in the 25th Annual Hawai'i National Great Teachers Seminar, scheduled for August 4-9, 2013, at Kilauea Military Camp in Volcano National Park. The primary goal of this seminar is to provide high school and community college teachers (from the mainland as well the Hawaiian Islands) the opportunity "to learn from each other and exchange innovations and solutions to teaching problems." Their philosophy is "that the collective wisdom, experience, and creativity of practicing educators surpasses that of any individual expert."

I hope to bring back for the West Hawaii District Career & Technical Education (CTE) teachers new resources, connections and opportunities that will enhance their quest to get students "college and career ready."

Impact on Student Growth & Learning

(e.g. Fewer student disruptions will result in more time on instructional tasks):

- Sharing seminar resources with CTE teachers can enhance their instructional planning and lesson delivery in the classrooms.
- CTE teachers can encourage their students to pursue postsecondary options, and can link students to appropriate college instructors for more advice.

Professional Learning Activity and application to practice

(e.g. Complete two online courses on classroom management and identify three techniques to immediately incorporate within my practice):

With my newly formed connections with UHCC teachers and staff, I will encourage more collaboration between DOE and UH CC system teachers to ensure smoother transitions for high school CTE graduates who desire to pursue postsecondary education in their career pathways. Helping those teachers to connect with and learn from each other will enrich the learning experience for students.

Title: Link Elementary Professional Study Group: *Engaging Readers and Writers with Inquiry* (Wilhem)

Description: This study group will enable professionals to build their knowledge base around inquiry in reading and writing. The participants will, first, become familiar with study groups—why they are so important and what procedures make them successful. Then the participants will be able to decide what portions of the text to read when. During the first few sessions, the group will be facilitated by the instructor, and then each member will have an opportunity to lead or co-lead the team. The group may decide to explore video resources or even extend their work to include inquiry-based lesson studies and walkthroughs, for which they would receive training. The professional study group is connected to both the building and district's vision and strategic plan.

Instructor: Elementary Learning Facilitator

Dates: March 27, April 10, April 24, May 8, May 22 (five sessions)

Time: 2:45–4:15 p.m. (1½ hours)

Place: Link Elementary (room TBA)

Compensation: 7½ hours, equivalent to ½ inservice credit

Participants: Untenured and tenured teachers

Requirements: Participants are expected to arrive on time, have readings completed, and fully participate in the discussions.

Limit: 10