

Growth

November 6, 2017

Employment Opportunities (2017 - 2018)

25 Tenure Track Positions (4,684 applicants)

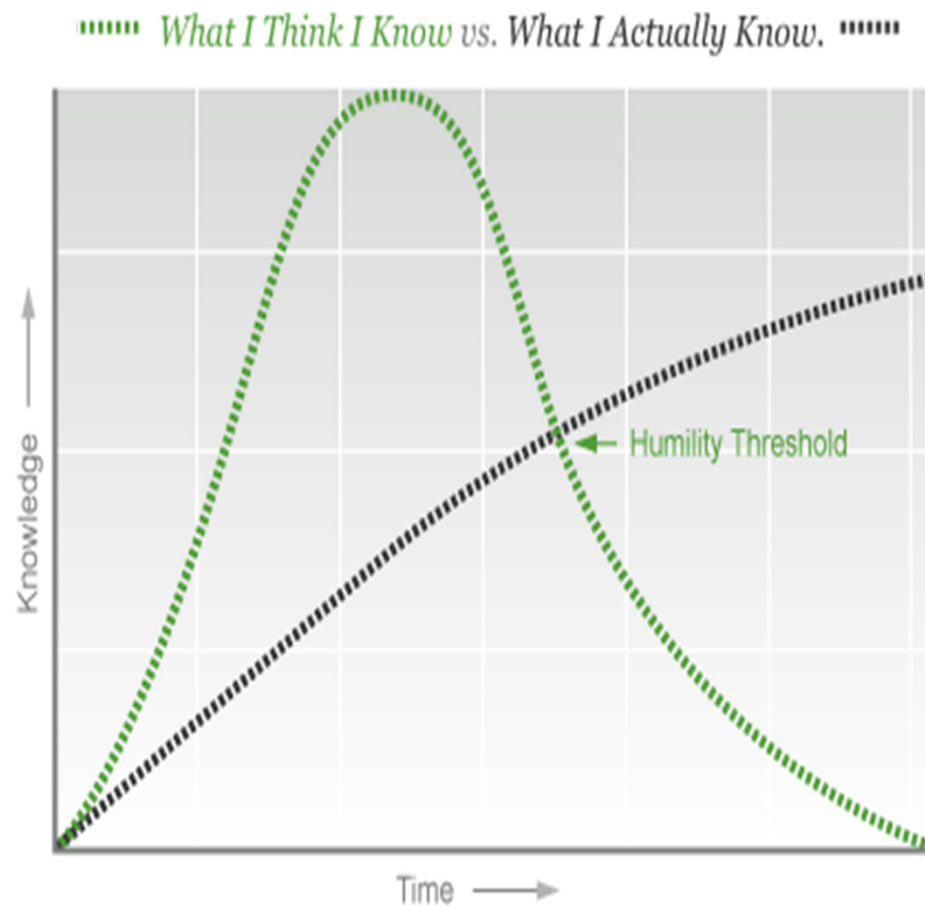
8 Leave Replacement Positions (1,086 applicants)

THE SCHOOL DISTRICT OF THE CHATHAMS, a Learning Organization COMMITTED TO PERSONAL, academic, and **PROFESSIONAL GROWTH**, STRIVES TO:

- *Instill within each student the capacity and awareness to support well-being, self-advocacy, and balance.*
 - *Equip each student with the competencies to succeed academically and professionally in a global environment.*
 - *Enable every child to feel supported and valued, and to extend support and respect to others.*
 - ***Promote growth through ongoing collaboration, feedback, self-reflection, and service to others.***
 - *Ensure that there is equity of opportunity for each student to access all curricular and extra-curricular programs.*
 - *Align our decisions with data and evidence that promote best practices in learning and child development.*
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Thoughts on Growth

**Expert teachers believe
that intelligence is
changeable rather than
fixed.
(Hattie, 2012)**



“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.”

Atul Gawande, *Better: A Surgeon's Notes on Performance*

“Advocates of professional development for teachers are not arguing that teaching is of poor quality and must be fixed.

Their advocacy for professional development for teachers reflects the recognition that teaching is so hard that it is never perfect; no matter how good a lesson is, it could always be improved.”

Danielson, Talk About Teaching (2009)



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How do we foster the:

- importance of growth
- desire to be better
- redefinition of expertise

Dials

Different Perspective

Observation and
Evaluation Process

New Staff Programs

New Staff Orientation
New Teacher Institute

Reflection Practices

Reflective Practice
Experience

Different Perspective

- IMPORTANCE OF GROWTH
- DESIRE TO BE BETTER
- REDEFINITION OF EXPERTISE

Different Perspective

Observation and
Evaluation Process

A quantitative method - measurement of classroom behaviors from direct observations

- Specifies the events or behaviors to be observed
- Focuses on the frequency with which specific behaviors or types of behavior occurred
- Measures the behaviors against an established criteria

There are several elements that are common to most observation systems.

1. Operational definitions of all the observed behaviors
 - a. Terminology
 - b. Performance criteria

 1. Training procedures
 - a. Specific observational focus
 - b. Setting and unit of time
 - c. Method to record, process, and analyze the data
 - d. observation process
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Observation Process

Pre-Observation

Observations may be preceded by a conference

Observation

Collection of evidence

Post-Observation

Discussion about evidence and components of effective teaching

New Staff Programs

- IMPORTANCE OF GROWTH
- DESIRE TO BE BETTER
- REDEFINITION OF EXPERTISE

New Teacher Orientation (4 days)

Topics include:

- District Technology
- Student Support Services
- Student Wellness
- Framework for Teaching
- Introduction to Growth Mindset

New Staff Programs

New Staff Orientation

New Teacher Institute

New Teacher Institute (2 years)

Year 1 Focus:

- How does mindset impact teaching and learning?
- Book study of book, *Mindset*.
- Monthly Meetings

Year 2 Focus:

- Reflective Practice
 - Determine study focus
 - Share process and findings

Reflective Practices

- IMPORTANCE OF GROWTH
- DESIRE TO BE BETTER
- REDEFINITION OF EXPERTISE

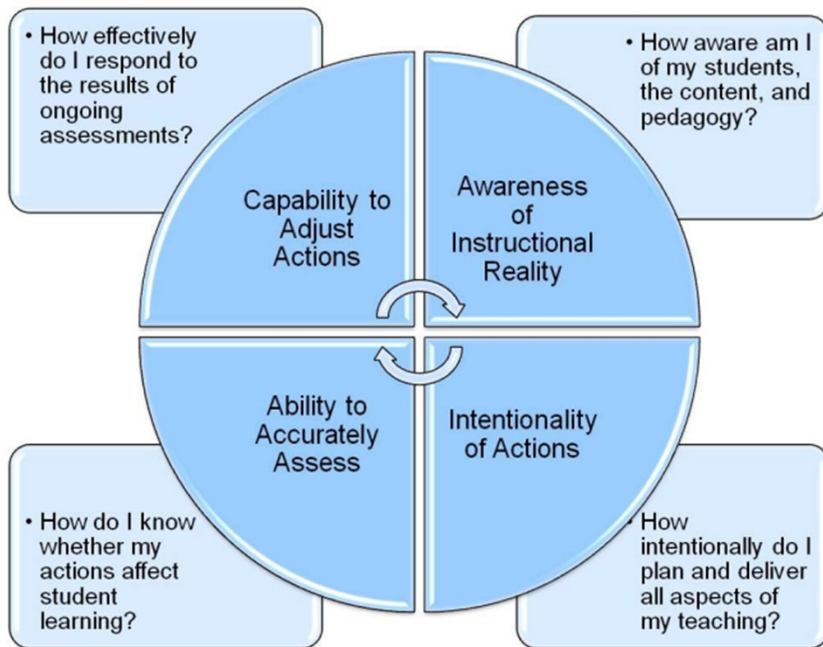
A Study (self-selected)

- Determine a focus area
- Gather sources of data (video, surveys, etc.)
- Review data, make observations and conclusions

Reflection Practices

Reflective Practice
Experience

The Reflective Cycle



- Gain awareness of educational surroundings
- Plan deliberately to take action with intentionality
- Assess the impact of decisions and actions
- Adjust course of action based on the feedback received from those assessments

Pete Hall & Alisa Simeral

The Effect

New Staff Feedback

“Everything was helpful and informative.”

“The discussions about both teacher evaluation and growth mindset were most helpful. I have never been observed under the Danielson model and the activities helped me to develop a deeper understanding of what I should be doing to be a successful teacher. Looking for the keywords across the continuum of ratings was super helpful to see both what a great teacher is and is not.”

New Staff Feedback

“I have used Growth Mindset with my classes this past year and enjoyed being able to collaborate with other new teachers to share resources and ideas to use with my class. I like participating in growth mindset activities because it helps me to understand my students' point of view.”

New Staff Feedback

“I loved that the topics presented made me reflect upon my teaching to each individual learner. This has helped me be mindful in preparing and establishing routines, and in teaching lessons.”

“I found the Charlotte Danielson’s Framework to be most valuable as that is an important tool to drive our

instruction.”

Reflective Practice Survey Results

- **Over 95% of those surveyed identified reflection as an important practice.**
- APPROXIMATELY 90% OF THOSE SURVEYED FELT THAT THE REFLECTIVE PRACTICE EXPERIENCE ENHANCED THEIR EFFECTIVENESS.
- Over 95% of those surveyed would choose to participate in the reflective experience again.

Testimonials

Matthew Weinshenker
Megan Militello
Keating

Shannon Falkner
Susan