

# Process Improvement Meeting Agenda – 8/26

- MEVA Mission and Vision.
- Progress Monitoring and Evidence-Based Practices to support MEVA Strategic Goals – Reading Growth and Math Proficiency.
- Attendance Outreach Effort/Method.
- Win over the student initiative.
- Annual Compliance Training – Stephanie Emery.
- Fall State Testing Preview – Stephanie Emery.
- Literacy Grant Presentation – Lauren Sroka, Jen Guyton, Janifer White, and Kim Pasternack.
- Evidence-Based Practice: Learning Intentions and Success Criteria– Christina O’Grady.
- NWEA Reminders – Christina O’Grady.
- MEVA SY-2024/2025 Assessment Calendar – Christina O’Grady.
- Professional Development Survey Results – Don Fournier.
- Special Education Update – Lena Vitagliano.
- Guidance Update – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, September 9<sup>th</sup>, 3:00 pm.

# MEVA Mission and Vision

## School Mission:

Maine Virtual Academy's (MEVA) mission is to develop **each** student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of **alternative educational options**. MEVA will develop an **Individualized Learning Plan (ILP)** with specific learning goals to meet each student's needs. MEVA's rigorous curriculum is **aligned** to the eight Maine content areas, the **Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards**.

## School Vision:

MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through **individualized instruction**, as evidenced by **student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction**. MEVA will empower students to acquire the academic and life skills needed to succeed in **post-secondary education and career opportunities**. Our graduates will be **prepared** for college or other postsecondary career training opportunities

# MEVA Strategic Goals – Reading Growth

## Reading Growth.

Indicator	Description	2023-24 Performance <b>BASELINE</b>	Short term Goal for SY 2024-25 <b>NEXT YEAR</b>	Long Term Goal SY 2028-2029 <b>FIVE YEARS</b>
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	MEVA reported the following subgroup performance: Students on IEPS: 36% Students on 504s: 44% F+R Lunch: 43% Sex/Gender: Male: 32%; Female: 46%	Partially Meet (Approaching) subgroup performance measure in reading, with three out of five (3/5) subgroups achieving the 45% threshold, by next year.	Meet subgroup performance measure in reading, with five out of five (5/5) subgroups achieving the 45% threshold, for SY-2028/2029.

# MEVA Strategic Goals Revisited – Math Proficiency

## Math Proficiency.

Indicator	Description	2023-24 Performance <b>BASELINE</b>	Short term Goal for SY 2024-25 <b>NEXT YEAR</b>	Long Term Goal SY 2028-29 <b>FIVE YEARS</b>
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, <b>Math</b>	For all students assessed, MEVA reported the following grade level and overall performance (difference from applicable state averages): Grade 7 – 26% (-12%); Grade 8 – 21% (-18%); Grade 10 – 24% (-18%); and Overall – 24% (-16%).	Partially Meet (Approaching) performance measure in math proficiency, with three out of three (3/3) grade levels achieving within fifteen percent (-15%) of the applicable state averages, by next year, for all students assessed.	Meet performance measure in math, with three out of three (3/3) grade levels achieving within five percent (+/- 5%) of the applicable state averages by SY 2028-29, for all students assessed.

# Progress Monitoring on MEVA's Strategic Goals

- NWEA MAP Growth.
- iReady Algebra.
- Classroom formative data.
- Classroom observations and teacher instructional coaching.

# Evidence-Based Practices to Support MEVA's Strategic Goals

- Literacy Grant. Teacher Efficacy.
- Course placement.
- Class size.
- Instructional Coaching.
- Training.
- Data Analysis and Curriculum Maps.

# Attendance Outreach Effort/Method.

- Attendance outreach begins on Tuesday, September 3<sup>rd</sup>.
- You may email your live session no-shows to attendance within the first fifteen minutes (15 minutes) of class.
- Nicole Safford will reach out to parents/LCs via text message and email.
- Attendance efforts this week, August 26<sup>th</sup> – 30<sup>th</sup>, are focused on students who have not logged in and new enrollees.
- Teachers have the same access to the scheduler, which is the driving force behind them setting up their course groupings and schedules. New students are added every couple days as we process their placements.

From Cornell's TCI and CARE model.

# weCARE

	WILLING	NOT WILLING
ABLE	<b>ACKNOWLEDGE</b> Give positive attention Join in activity Ask child to teach others	<b>ENCOURAGE</b> As if Offer assistance Give Choices Predict the future Make a request  Natural or logical consequence
NOT ABLE	<b>TEACH</b> Give positive attention Join in activity Ask child to teach others	<b>CHANGE EXPECTATIONS</b> Change the expectation Redirect the activity Drop the expectation



# Win Over the Student!

*Thoughtful and consistent communication is the foundation on building successful rapport with our families and students.*

Immediate intervention has been recognized as the most effective method in student retention. Every role within the school plays an important part in this effort.

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Without our Students there would be no MEVA!

# Win Over & Rapport

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- **Win Over**: is a proactive approach/mindset. Win “back” is more reactive and is also needed in some cases, like in progress withdrawals as an example.
- **Rapport Definition**:
  - The Merriam-Webster Dictionary defines Rapport as; *a friendly, harmonious relationship especially: a relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy.*
- **Google Dictionary - Examples of Further Meaning**;
  - 1. Rapport is a good sense of understanding and trust.
  - 2. A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well. Example, *"she was able to establish a good rapport with the children"*

# Communication

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- In ALL Cases;
  - Communication should always exhibit compassion, empathy and kindness.
  - Be an effective communicator, timely and responsive.
  - Exhibit a willingness to help and serve our families well.
  - Never forget to share the vast opportunities we have at MEVA to support our students!

# Withdrawal Mitigation Process

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- **Ask why?** - Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- **Listen for keywords;** lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** - Understand their position and their feelings. Many times, families or students have been thinking about withdrawal for a while.
- **Advocate for MEVA’s programs** - Share information on our clubs, self-paced options, and student support opportunities. See if they are willing to have a team meeting to talk over work credit options, early college opportunities, and so much more. Some students may qualify for early graduation.
- **Document, document, document** - your mitigation efforts in contact logs within Infinite Campus, then *submit a “Rapid Response” form below*. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- **Link to the form:** [24-25 Rapid Response \(Intervention\) Form](#)



# Training Reminder

Vector Training Link:

<https://meva-me.safeschools.com/>



- Prioritize mandatory trainings when working in Vector.
- MEVA swag drawings to come in October. Individuals who complete trainings within the due dates will have their names drawn.
- Thanks to the individuals who completed 100% of their Vector trainings already!! **YOU ARE CHAMPS!**
  - We are up to 41 completers! **YOU ARE AMAZING!!!**
  - For those who are not done, you still have plenty of time to get all your trainings in before the due dates.



# State Assessment Updates:

- ▶ Proctor Testing Assignments to be released in the coming week via DocuSign.
- ▶ Travel Team – Sign up form due Wednesday, 28th. Link: [Travel Proctor Task Force Survey](#)
- ▶ Testing Kits - will be ready for pick up on Oct 4<sup>th</sup> at the MEVA Suite.
- ▶ Site Rosters/Attendance Workbook – will be available very soon, keep your eyes out for a shared google doc email.
- ▶ Remember to be an “Active” and observant Proctor. We need to ensure students are doing their best and not racing through and potentially rapid guessing. Moving around the room does help make them aware that they are being observed.
- ▶ Testing Site Observations – This year testing sites will be observed at various locations as part of a recommended best practice.
- ▶ State Assessment Trainings – Are mandatory and will be released in Vector Training very soon.

# Literacy Grant Work

## MS English

Kim Pasternak, Jenn Guyton, Jan White, Lauren Sroka

# Workbooks: unpack the standards

	A	B	C	E	F	G	
1	Standard:CCSS.ELA-Literacy.RI.7.1Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	al pieces of textual evidence to support analysis of what the text says explicitly	MLR equivalent:	<b>Standard 4 READING:KEY IDEAS AND DETAILS</b>	<b>Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.</b>	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.	
2	What am I learning this? to understand criticism, to prove a case, to support new learning						
3	Learning Intention(s) What am I learning? I am learning to search through a larger text, I am learning to locate key details,	Success Criteria (level 3 and 4) How will I know that I have learned it? I can integrate my text evidence in a writing project, I can link text evidence to the central idea					
4							

## Two perspectives:

1. Teacher (what?)
2. Student  
(how will I know?)



# Action Verbs for Learning Online:

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

What am I learning?

Purple  
And  
Blue

How will I know I'm successful?

Green  
Yellow  
Orange  
Red



# CCSS: English Language Art Grade 7

## English Language Arts Standards » Reading: Literature » Grade 7

 [PRINT THIS PAGE](#)

### Standards in this strand:

CCSS.ELA-LITERACY.RL.7.1	CCSS.ELA-LITERACY.RL.7.2	CCSS.ELA-LITERACY.RL.7.3
CCSS.ELA-LITERACY.RL.7.4	CCSS.ELA-LITERACY.RL.7.5	CCSS.ELA-LITERACY.RL.7.6
CCSS.ELA-LITERACY.RL.7.7	CCSS.ELA-LITERACY.RL.7.8	CCSS.ELA-LITERACY.RL.7.9
CCSS.ELA-LITERACY.RL.7.10		



## English Language Arts Standards » Reading: Informational Text » Grade 7

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### Standards in this strand:

CCSS.ELA-LITERACY.RI.7.1	CCSS.ELA-LITERACY.RI.7.2	CCSS.ELA-LITERACY.RI.7.3
CCSS.ELA-LITERACY.RI.7.4	CCSS.ELA-LITERACY.RI.7.5	CCSS.ELA-LITERACY.RI.7.6
CCSS.ELA-LITERACY.RI.7.7	CCSS.ELA-LITERACY.RI.7.8	CCSS.ELA-LITERACY.RI.7.9
CCSS.ELA-LITERACY.RI.7.10		

## English Language Arts Standards » Language » Grade 7

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### Standards in this strand:

CCSS.ELA-LITERACY.L.7.1	CCSS.ELA-LITERACY.L.7.2	CCSS.ELA-LITERACY.L.7.3
CCSS.ELA-LITERACY.L.7.4	CCSS.ELA-LITERACY.L.7.5	CCSS.ELA-LITERACY.L.7.6

## English Language Arts Standards » Writing » Grade 7

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### Standards in this strand:

CCSS.ELA-LITERACY.W.7.1	CCSS.ELA-LITERACY.W.7.2	CCSS.ELA-LITERACY.W.7.3
CCSS.ELA-LITERACY.W.7.4	CCSS.ELA-LITERACY.W.7.5	CCSS.ELA-LITERACY.W.7.6
CCSS.ELA-LITERACY.W.7.7	CCSS.ELA-LITERACY.W.7.8	CCSS.ELA-LITERACY.W.7.9
CCSS.ELA-LITERACY.W.7.10		

## English Language Arts Standards » Writing » Grade 7

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### Standards in this strand:

CCSS.ELA-LITERACY.W.7.1	CCSS.ELA-LITERACY.W.7.2	CCSS.ELA-LITERACY.W.7.3
CCSS.ELA-LITERACY.W.7.4	CCSS.ELA-LITERACY.W.7.5	CCSS.ELA-LITERACY.W.7.6
CCSS.ELA-LITERACY.W.7.7	CCSS.ELA-LITERACY.W.7.8	CCSS.ELA-LITERACY.W.7.9
CCSS.ELA-LITERACY.W.7.10		

# CCSS: English Language Art Grade 8

## English Language Arts Standards » Reading: Informational Text » Grade 8

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### Standards in this strand:

CCSS.ELA-LITERACY.RI.8.1	CCSS.ELA-LITERACY.RI.8.2	CCSS.ELA-LITERACY.RI.8.3
CCSS.ELA-LITERACY.RI.8.4	CCSS.ELA-LITERACY.RI.8.5	CCSS.ELA-LITERACY.RI.8.6
CCSS.ELA-LITERACY.RI.8.7	CCSS.ELA-LITERACY.RI.8.8	CCSS.ELA-LITERACY.RI.8.9
CCSS.ELA-LITERACY.RI.8.10		



## English Language Arts Standards » Reading: Literature » Grade 8

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### Standards in this strand:

CCSS.ELA-LITERACY.RL.8.1	CCSS.ELA-LITERACY.RL.8.2	CCSS.ELA-LITERACY.RL.8.3
CCSS.ELA-LITERACY.RL.8.4	CCSS.ELA-LITERACY.RL.8.5	CCSS.ELA-LITERACY.RL.8.6
CCSS.ELA-LITERACY.RL.8.7	CCSS.ELA-LITERACY.RL.8.8	CCSS.ELA-LITERACY.RL.8.9
CCSS.ELA-LITERACY.RL.8.10		

## English Language Arts Standards » Speaking & Listening » Grade 8

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### Standards in this strand:

CCSS.ELA-LITERACY.SL.8.1	CCSS.ELA-LITERACY.SL.8.2	CCSS.ELA-LITERACY.SL.8.3
CCSS.ELA-LITERACY.SL.8.4	CCSS.ELA-LITERACY.SL.8.5	CCSS.ELA-LITERACY.SL.8.6

## English Language Arts Standards » Writing » Grade 8

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### Standards in this strand:

CCSS.ELA-LITERACY.W.8.1	CCSS.ELA-LITERACY.W.8.2	CCSS.ELA-LITERACY.W.8.3
CCSS.ELA-LITERACY.W.8.4	CCSS.ELA-LITERACY.W.8.5	CCSS.ELA-LITERACY.W.8.6
CCSS.ELA-LITERACY.W.8.7	CCSS.ELA-LITERACY.W.8.8	CCSS.ELA-LITERACY.W.8.9
CCSS.ELA-LITERACY.W.8.10		

## English Language Arts Standards » Language » Grade 8

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### Standards in this strand:

CCSS.ELA-LITERACY.L.8.1	CCSS.ELA-LITERACY.L.8.2	CCSS.ELA-LITERACY.L.8.3
CCSS.ELA-LITERACY.L.8.4	CCSS.ELA-LITERACY.L.8.5	CCSS.ELA-LITERACY.L.8.6

# Good Use of AI Tech:

## Gen Z Translator

Enter your text

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from it.

Can u cite some quotes to back up ur analysis of what the text straight up says and also any conclusions u make from reading it?

English to Gen Z

TRANSLATE

hi



## Next Steps:

1. Finish the last two workbooks.
2. Use the workbooks as a reference for planning



A decorative border surrounds the central text. It consists of a thin black line forming a rounded rectangle. Various geometric shapes are placed along this border: a red circle on the top-left, a black circle on the top-right, a red diamond, a pink circle, and a black diamond on the left side, and a pink diamond, a red circle, and a black diamond on the bottom-right. Curved arrows are also present, pointing inwards from the top-left, top-right, and bottom-center.

# Learning Intentions and Success Criteria

# Learning Intention

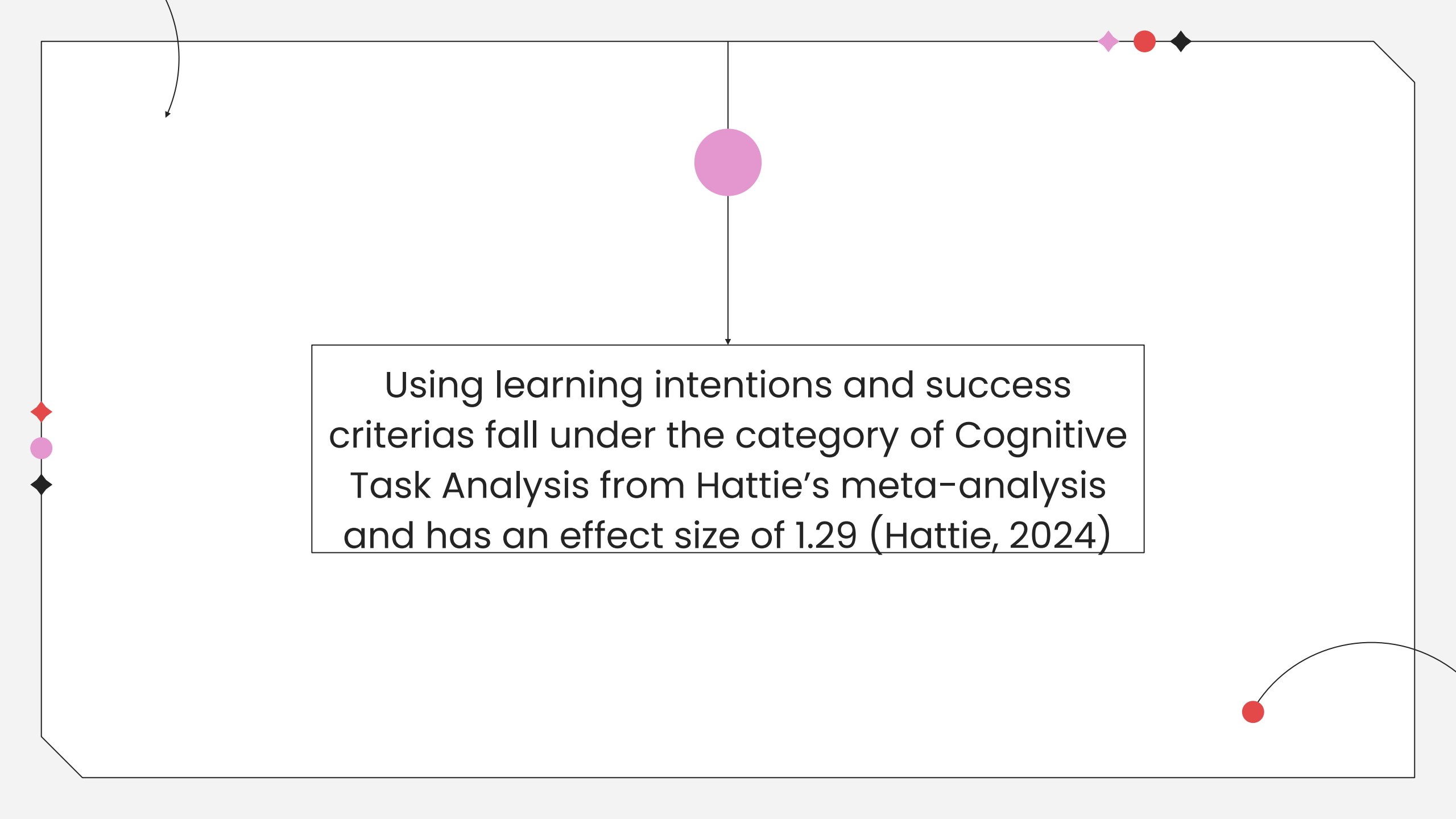
To understand the purpose of learning intentions and success criteria, and develop skills in creating and implementing them effectively in lessons.



**Success Criteria**

- Define learning intentions and success criteria
- Explain the benefits of using learning intentions and success criteria in teaching



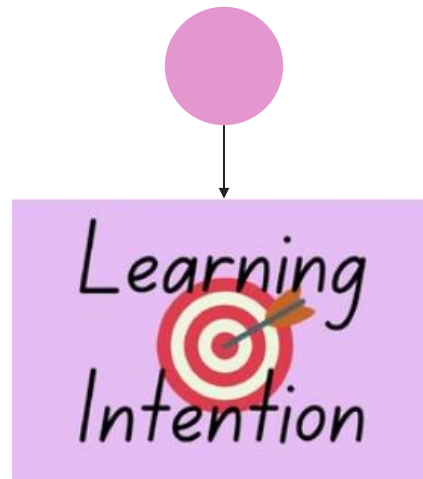


Using learning intentions and success criterias fall under the category of Cognitive Task Analysis from Hattie's meta-analysis and has an effect size of 1.29 (Hattie, 2024)



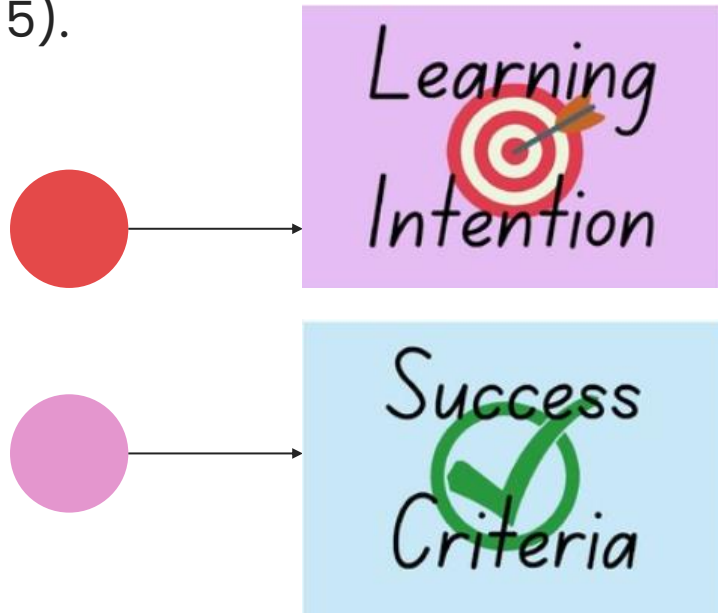
# *Learning Intentions*

“A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities. Clear learning intentions should help students focus not just on the task or activity taking place but on what they are learning. Learning intentions are always linked to one or more learning outcomes in the specifications” (NCCA, 2015, p. 5).



# Success Criteria

“Success criteria are linked to learning intentions. They are developed by the teacher and/or student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning” (NCCA, 2015, p. 5).



# Research

Research shows that students who regularly receive this information in classrooms are:

- More focused for longer periods of time
- More motivated and active in their learning
- Better able to take responsibility for their own learning



## **Example:**

### **Learning activity**

**To plan an investigation to determine the relative effectiveness of baking soda as an antacid treatment.**

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**Give a speech for or against capital punishment**

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**Work in a group to design a leaflet to promote healthy eating**

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### **Learning intentions**

**To be able to:**

- Write a testable hypothesis
  - Decide on the most appropriate methods for conducting an investigation
  - Explain how reliability, fairness and safety have been considered
- 

**To be able to:**

- Present a point of view in a persuasive way
- 

**To be able to:**

- Work effectively in a group
  - Agree the key messages that should be included
  - Consider most effective ways to visually communicate the messages
-

## **Example:**

### **Standard:**

**CCSS.ELA-Literacy.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

### **Why am I learning this?**

So I can analyze my sources with solid quotes from the material  
So I can accurately note where those sources came from and when  
So I can accurately identify and analyze both primary and secondary sources

### **Learning Intention(s)**

What am I learning?

To detect solid textual evidence when analyzing an argument's sources  
To cite dates, times, and locations of said sources  
The differences between primary and secondary sources

### **Success Criteria**

How will I know that I have learned it?

I can expertly analyze solid sources with solid text straight from said source  
I can point out a source's information (date, origin, etc) without hesitation  
I can analyze primary and secondary sources differently and appropriately

# Learning Intention

To understand the purpose of learning intentions and success criteria, and develop skills in creating and implementing them effectively in lessons.



## Success Criteria

- Define learning intentions and success criteria
- Explain the benefits of using learning intentions and success criteria in teaching



Evaluate yourself on our Success Criteria:

1. Kinda get it
2. I'm ready to tackle this
3. I'm a pro at this

# References

Hattie. (2024). *Hattie Effect Size List - 256 influences related to achievement* . VISIBLE LEARNING. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

NCCA. (2015). *Learning Intentions & Success Criteria*. Focus on Learning. [https://ncca.ie/media/1927/assessment-workshop-1\\_en.pdf](https://ncca.ie/media/1927/assessment-workshop-1_en.pdf)

# Resource

NCCA. (2015). *Learning Intentions & Success Criteria*. Focus on Learning. [https://ncca.ie/media/1927/assessment-workshop-1\\_en.pdf](https://ncca.ie/media/1927/assessment-workshop-1_en.pdf)



# Thanks!

**Do you have any questions?**  
cogrady@mainevirtualacademy.org

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# NWEA Reminders

- The trackers will be sent out by the end of week.
- Be sure to coordinate with the other proctors you are working with (include Don and Christina).
- Be sure to reach out to families and students by September 4<sup>th</sup>
- Remember, your list will still change a little bit between now and testing – also there have been some changes to the proctoring assignments, be sure to check out the slides in Teacher Resources as they have been updated.

# Assessment Calendar 2024-2025

Assessment Type	Fall Dates	Winter Dates	Spring Dates
NWEA	September 10, 11, & 12, 2024 (Makeup Day - September 13, 2024)	January 14, 15, & 16, 2025 (Makeup Day - January 17, 2025)	April 29, 30, May 1, 2025 (Makeup Day - May 2, 2025)
MEA (ELA & Math)	October 7-25, 2024	NA	May 12-23, 2025
MEA (Science)	NA	NA	April 7-17, 2025 (HS) May 12-23, 2025 (8 <sup>th</sup> Grade)
ACCUPLACER	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
IReady	<p><b>7<sup>th</sup> &amp; 8<sup>th</sup> Graders</b> - Standards Mastery assessment, August 26-30, 2024 (during FOX Time and 3 pm with Christina)</p> <p><b>9<sup>th</sup> Graders</b> for Fall 2024 - August 26-30, 2024 (3 pm with Christina)</p> <p><b>10<sup>th</sup> Grader</b> - August 26-30, 2024, diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills (3 pm with Christina)</p>	January 16-24, 2025 (For mid-year enrollees only)	April 29, 30, and May 1, 2025, after NWEA testing



# 2024 August PD Survey Results

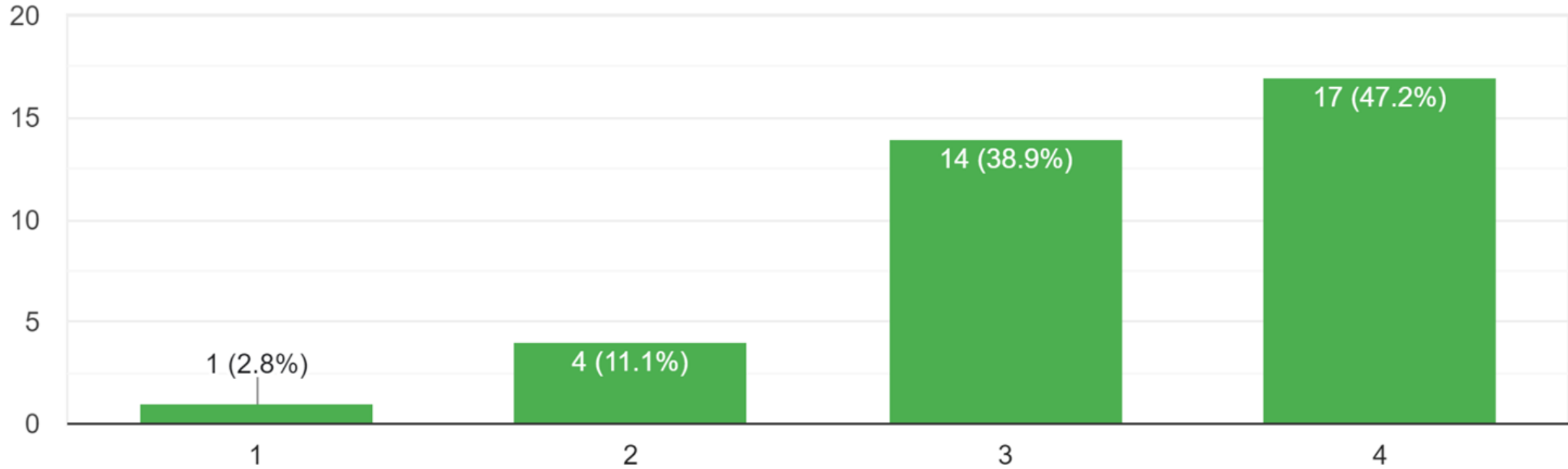
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Thank you to the 36 who responded!



## Educator Effectiveness Model Part 1 - Intro/Overview

36 responses

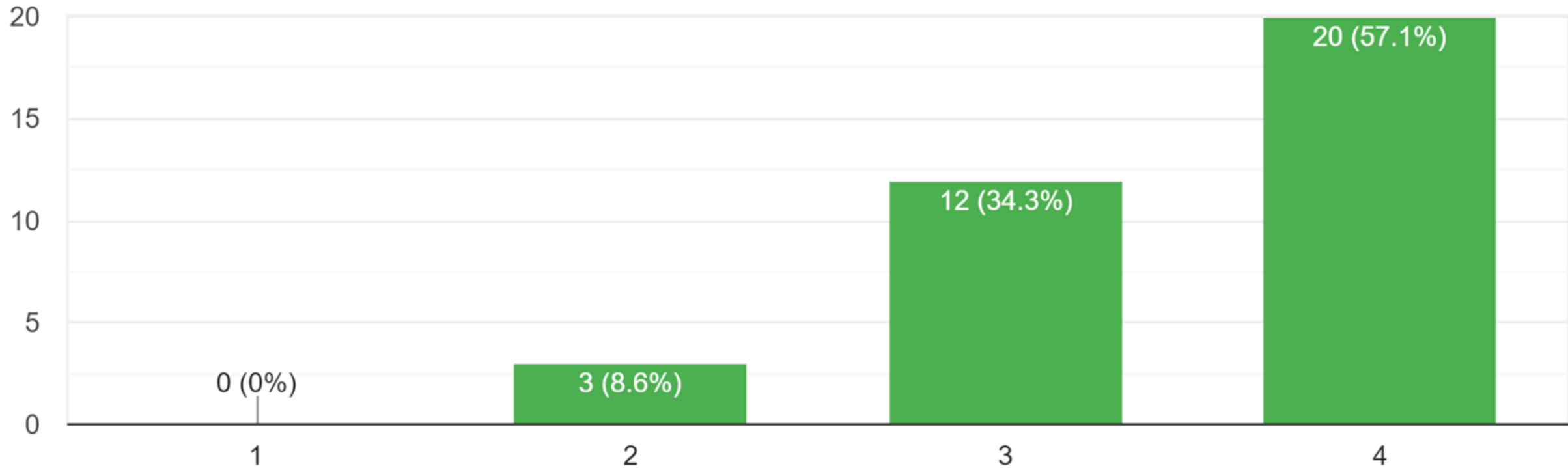


3.3

## Educator Effectiveness Model Part 2 - Teacher Evaluation Cycles and

Timeline [https://docs.google.com/presentation/d...7st2KJvk/edit#slide=id.SLIDES\\_API668836872\\_0](https://docs.google.com/presentation/d...7st2KJvk/edit#slide=id.SLIDES_API668836872_0)

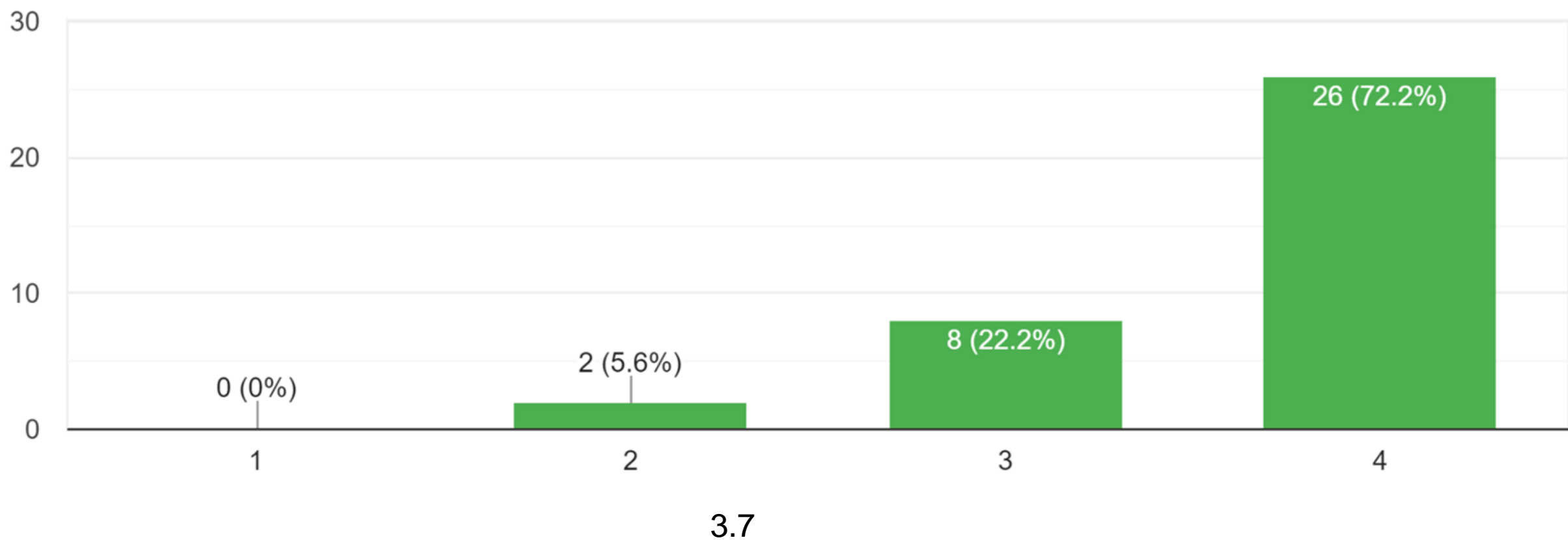
35 responses



3.4

# Educator Effectiveness Model Part 3 - Effective Digital Course Design: A Guide for Virtual Educators [https://docs.google.com/presentation/...xxThj7W-oDRUa4/edit#slide=id.gd1bf8d60a4\\_0\\_0](https://docs.google.com/presentation/...xxThj7W-oDRUa4/edit#slide=id.gd1bf8d60a4_0_0)

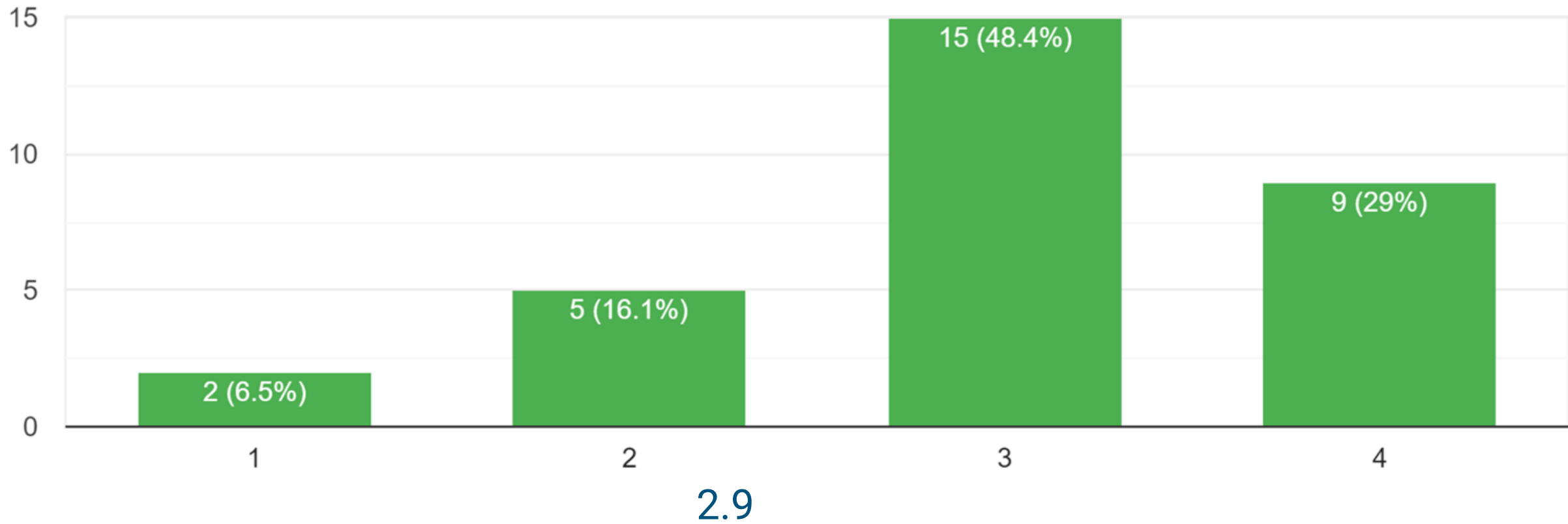
36 responses



## Advisory

Update <https://docs.google.com/presentation/d...z62HE-MskseiC1fBhQ2MMwkcaokQ/edit#slide=id.p>

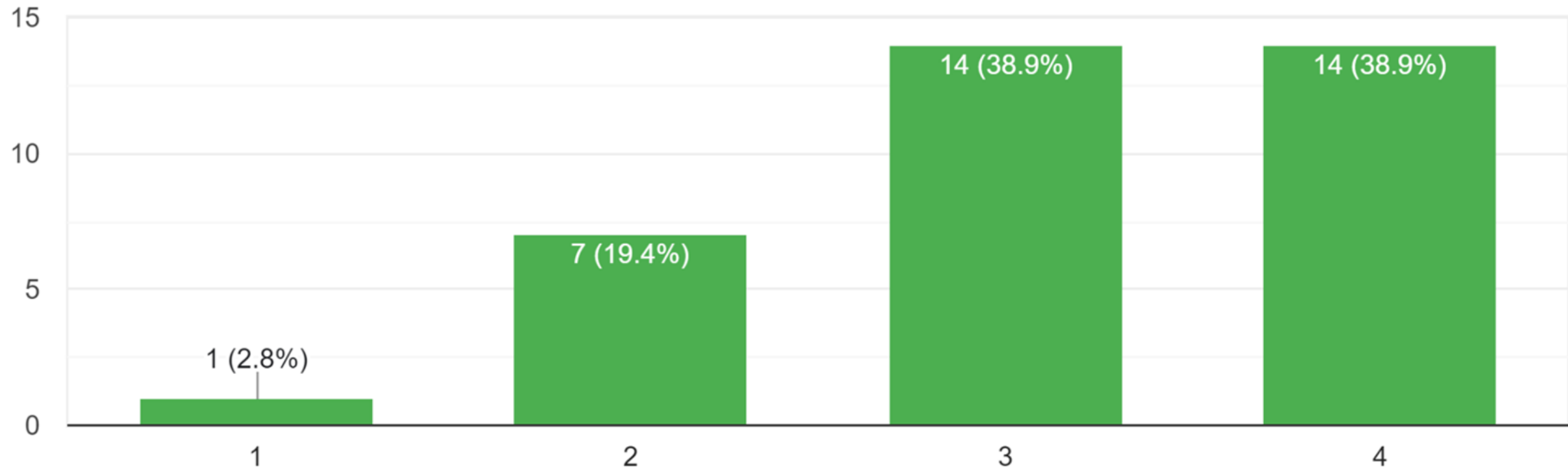
31 responses



## Google Forms and

Sheets <https://sites.google.com/view/edtrekkers/client-resources/meva?authuser=1>

36 responses



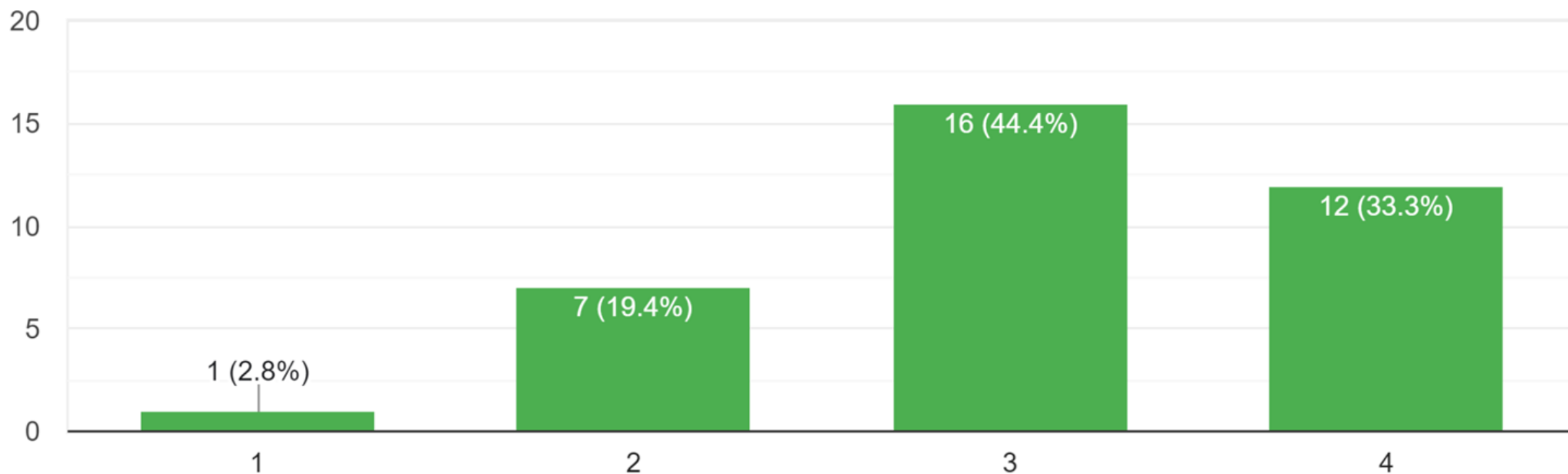
3.1



Google GMail and

Calendar <https://sites.google.com/view/edtrekkers/client-resources/meva?authuser=1>

36 responses

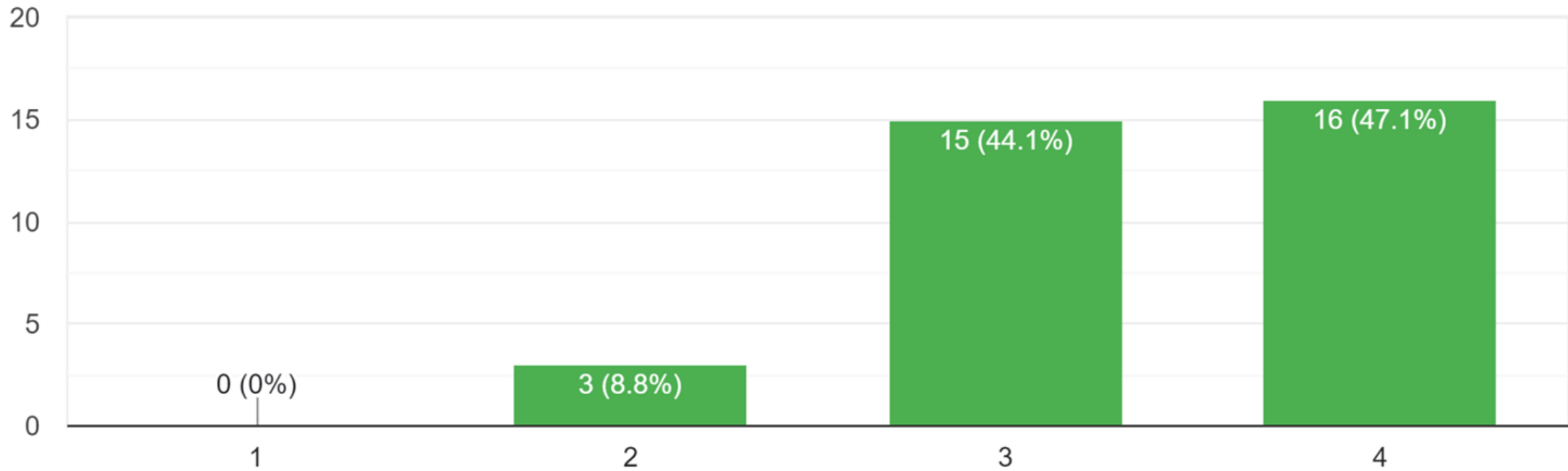


3.1

# MTSS

Process <https://docs.google.com/presentation/d...opCiWX7SZAo5siBi8PNAfgGQps/edit?usp=sharing>

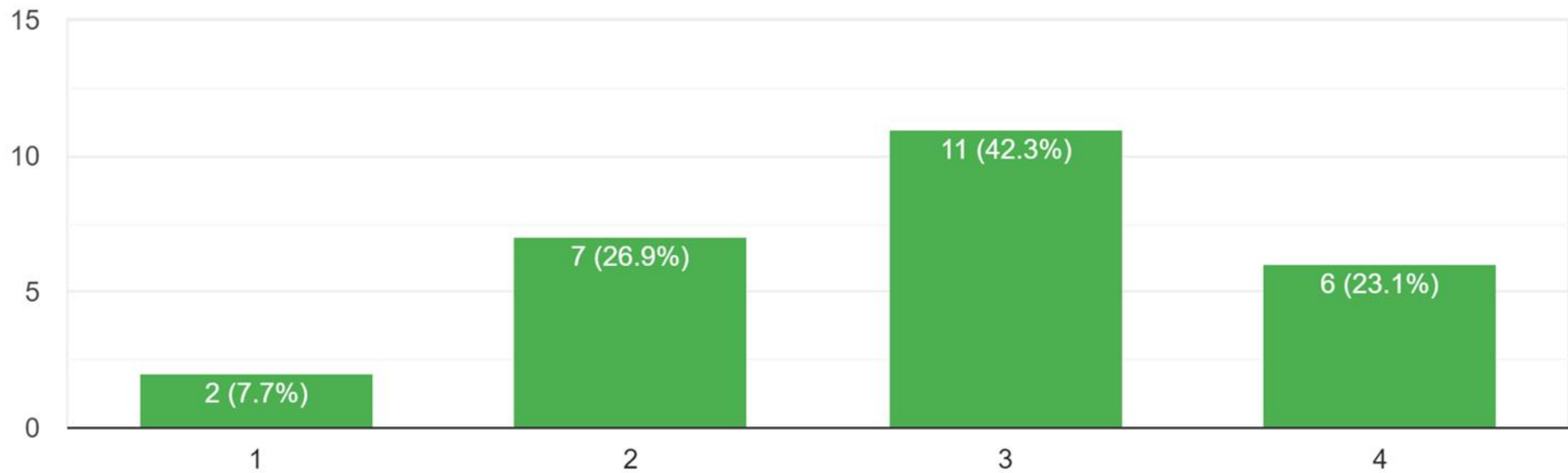
34 responses



3.3

## Edpuzzle Onboarding

26 responses

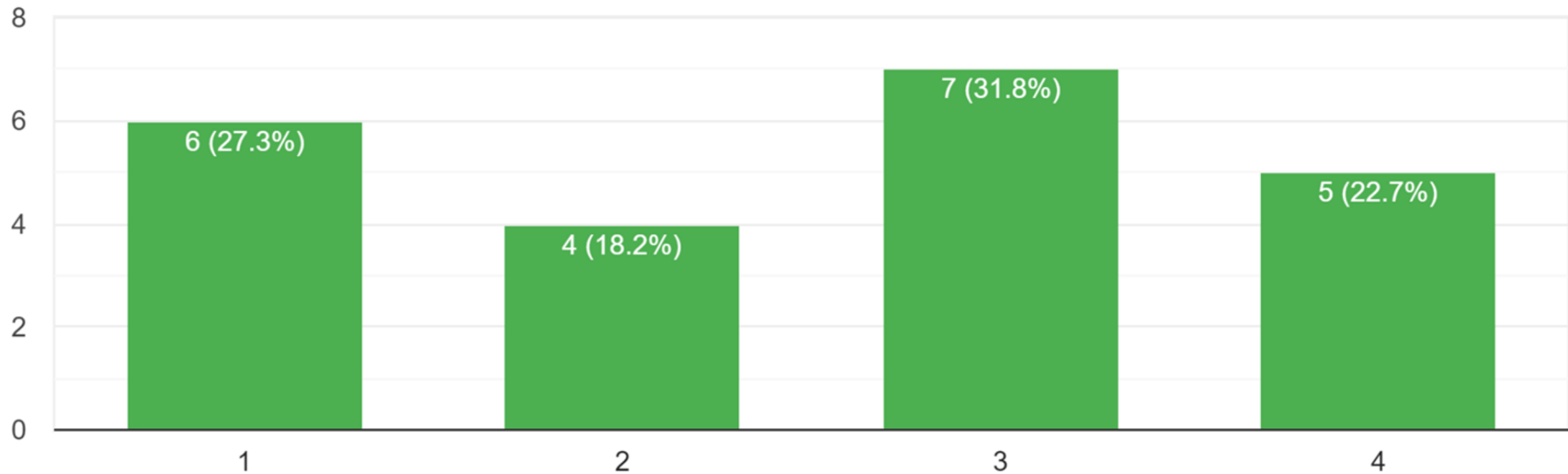


2.7

# I Ready Math

Training <https://i-ready.padlet.org/lbuttimer/main...tual-academy-i-ready-resources-aqrgryh168ox286h>

22 responses

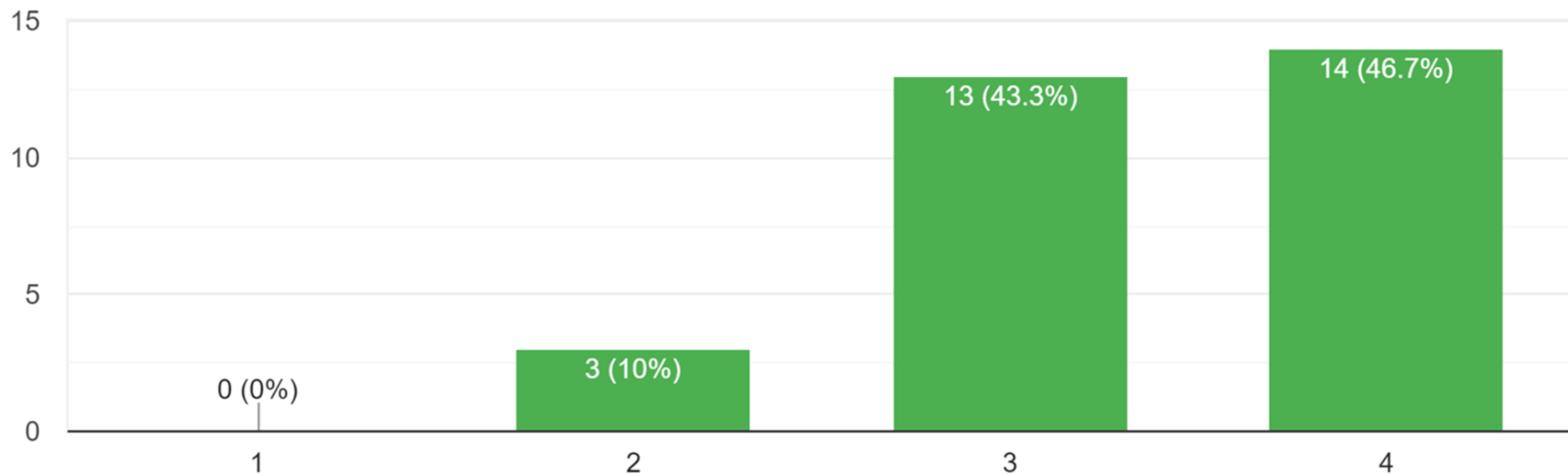


2.5

## Curriculum Mapping

Process <https://docs.google.com/presentation/...OUzjljhL7R9YBgjeTWxqDybJA-w/edit?usp=sharing>

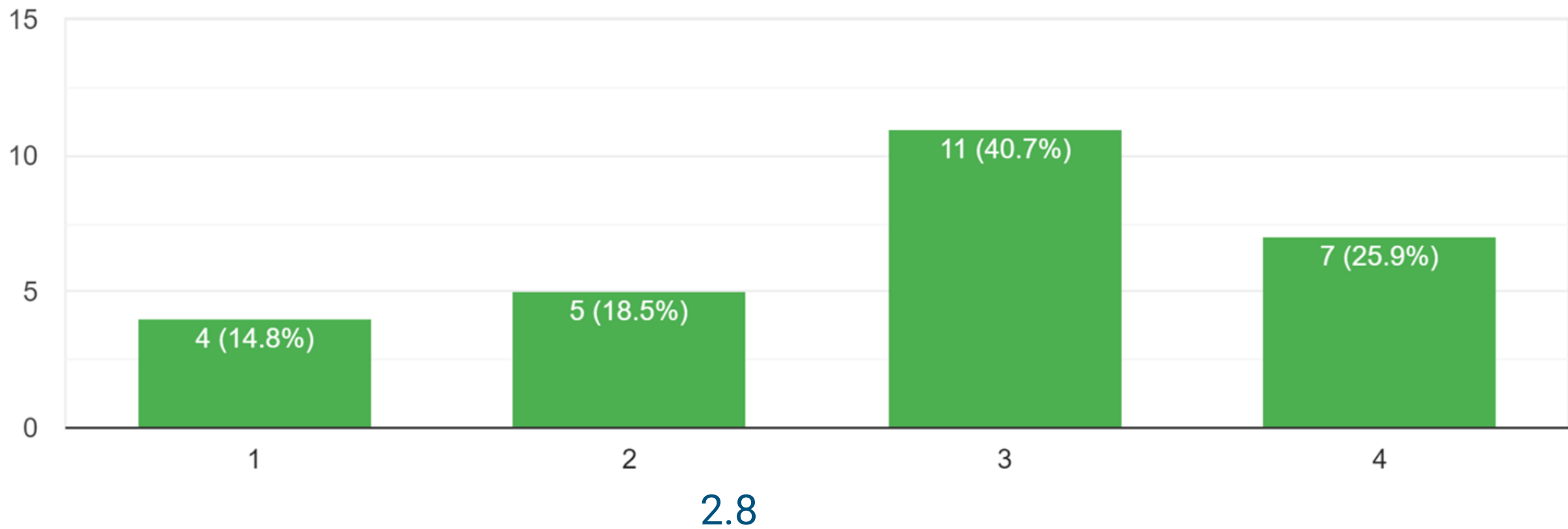
30 responses



3.4

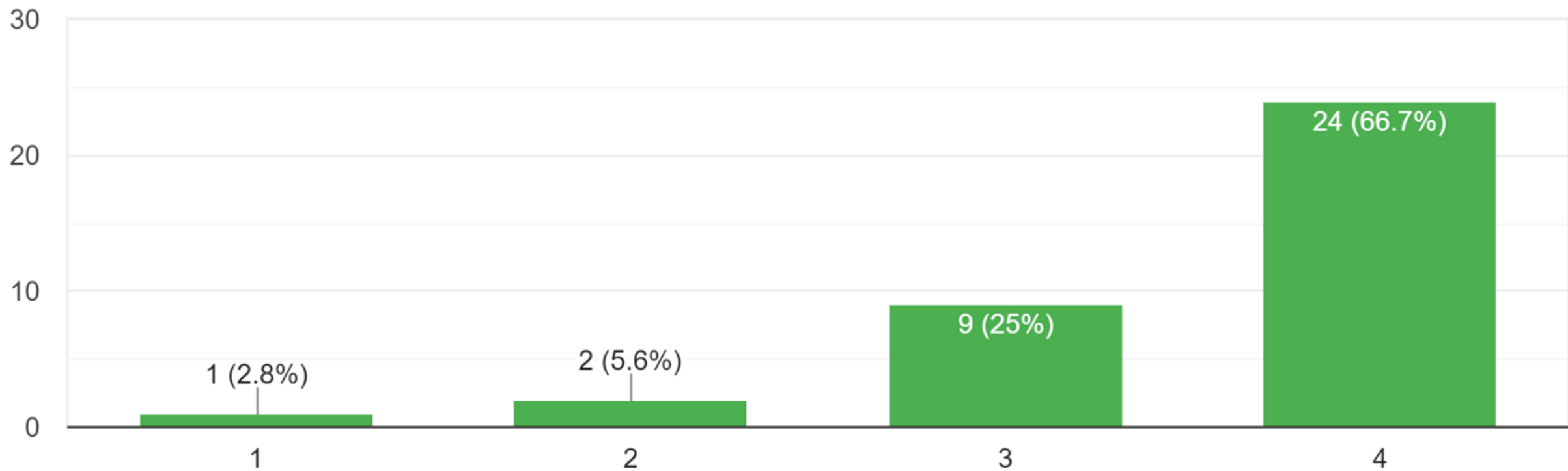
# Literacy Geeks

27 responses



## Annual In-Person Gathering/Subject Area Meetings

36 responses

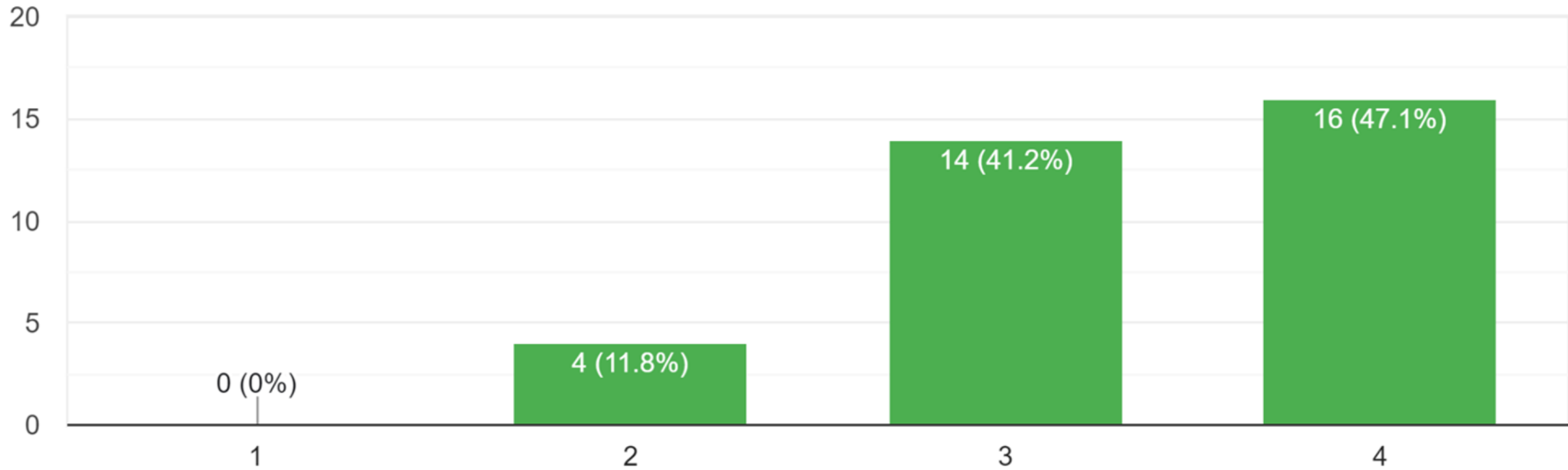


3.6

NWEA

Process [https://docs.google.com/presentation/...WaHIVXYA4XCX73ad1uL\\_Xs5bRU/edit?usp=sharing](https://docs.google.com/presentation/...WaHIVXYA4XCX73ad1uL_Xs5bRU/edit?usp=sharing)

34 responses

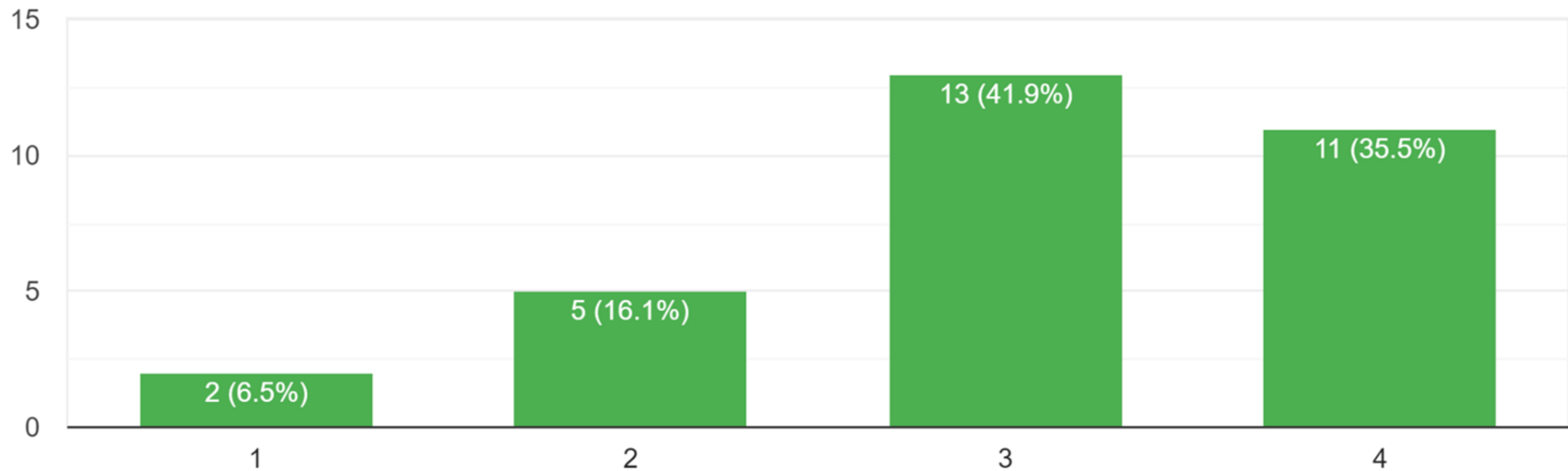


3.4



## HelpDesk Updates/Changes/Expectations

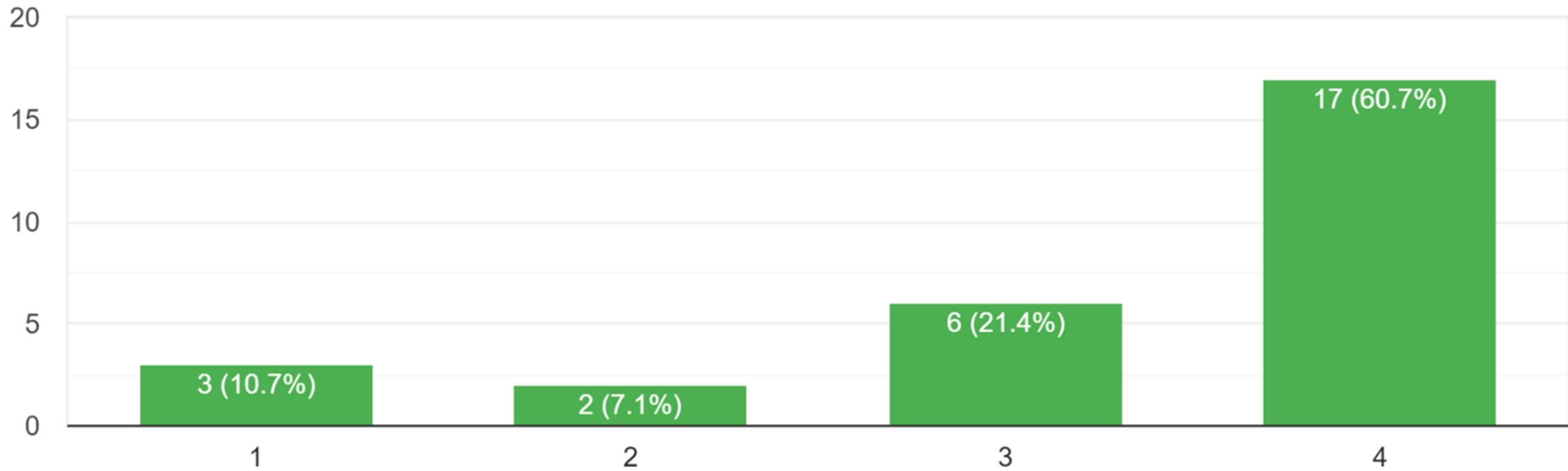
31 responses



3.1

## Intelligence Agent/Release Conditions Discussion

28 responses



3.3

# Comments:

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Brightspace training on basics during the first week (homepage setup, building content, gradebook, groups, release conditions, etc.). More conversation type PD times are more engaging (Educator Effectiveness Model Part 3)

As a new teacher at MEVA, I believe that earlier access to recorded training sessions and the Brightspace sandbox would have greatly boosted my confidence. Additionally, offering early access to Vector training could improve preparation and facilitate earlier completion for those interested. Thank you for your constant positivity and support; it truly helps new and returning staff feel like a valued part of the team.

Thank you for all of the thought you put into this!

I would like to see (more) training for Brightspace building, like the Intelligence Agent training. This was very relevant and easy to follow.

I also liked how lunch and Vector training time was built in this year.

More Bright space trainings, even if you've seen things before. They refresh your memory and give opportunities to add things to your courses while the technicalities are still fresh in your mind.

# GE - SE Collaboration

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Insights and Best  
Practices



# Meeting and Communicating

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Schedule your initial meeting to review learners that you share

Meet regularly- perhaps every other week

Communicate consistently

Attend IEP meetings - and if not available, please email progress update - see next slide



# Expectations



## **Review IEPs - Access to IEP Overviews will be in a Shared Drive**

Please review these early in the year. Discuss what this looks like for the learners in your course and what the learner might need for interventions to be successful.



## **SE Teacher Caseloads**

This will be distributed within the next 2 weeks once enrollment is closer to be completed.



## **Communication**

Maintain consistent communication with your collaborating SE Teacher/Case Manager. Coordinate on differentiating the content, materials and instructional practices.



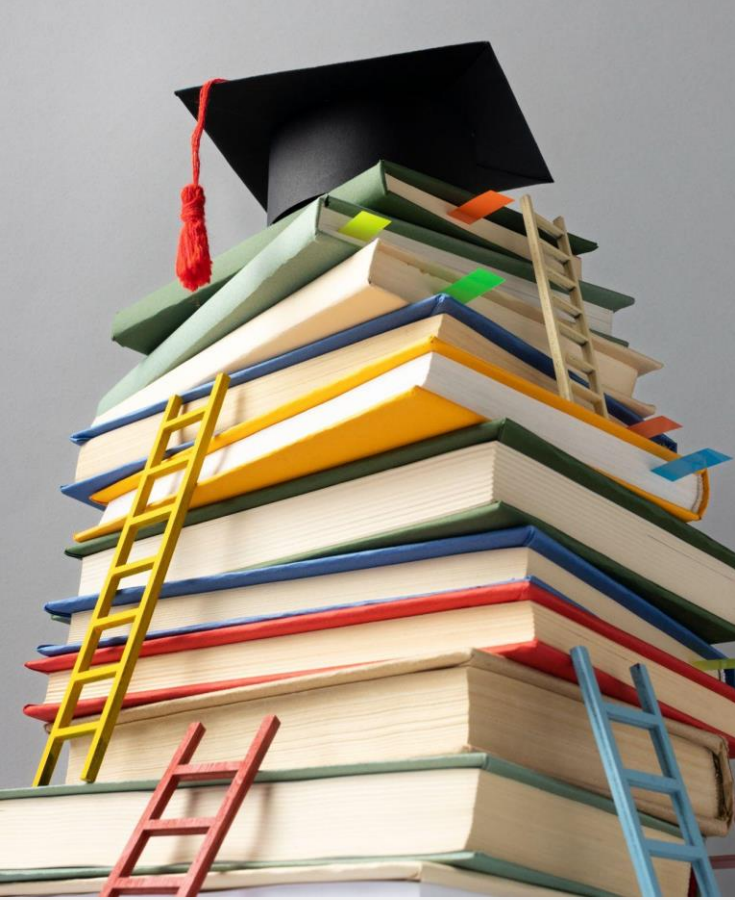
# IEP meetings

**We try to schedule these at 8am or 3pm, however based on parent request and availability - we may need to schedule at other times throughout the day.**

~please respond to the Google Calendar invite (preferably with a firm yes or no) so we know if we have a GenEd representative

~If unable to attend (or even if you are coming) send along an email with a progress update to include:

- What has the learner earned thus far for a grade
- Essential tasks - what should the learner focus on
- What supports are available



## **Secret sauce to learner success:**

- ~Be present and let them see your humanity**
- ~Curricular resource management,**
- ~Adapting/adjusting instructional practices/methodology for what resonates with that learner**
- ~Individualized interventions**

**\*\*\*These are shared responsibilities\*\*\***

**This is successfully accomplished by authentic and consistent collaboration and shared knowledge of the learner and his/her needs**



# Easy ways to work together on behalf of all your learners

**THE** THE COLLABORATION OF SPECIAL & GENERAL EDUCATION TEACHERS **EDUCATION**

THESE STRATEGIES BUILD POSITIVE RELATIONSHIPS & STUDENT ACHIEVEMENT

**LESSON PLAN TOGETHER** BOTH TEACHERS BECOME EQUALLY INVESTED

FOR THE TO PLAN TOGETHER

PROVIDE COLLABORATION TO ALL LEARNERS

**COMMUNICATE** LISTENING IS THE MOST APPROPRIATE PART OF COMMUNICATION

EXCHANGE SKILLS & SHAR

**PROVIDE YOUR EXPERTISE** THIS ALLOWS YOUR STUDENTS TO KNOW THAT YOU CARE ABOUT THE CLASSROOM

BE POLITE

BE OPEN TO RECEIVING FEEDBACK FROM YOUR COLLEAGUES

**DEFINE RESPONSIBILITIES** OTHERWISE ONE PERSON MIGHT END UP DOING ALL THE WORK AND THE OTHER DOES NOTHING

DON'T STEP ON EACH OTHER'S FEET

**PRESENT A UNITED FRONT** SUPPORTING YOUR CO-WORKER WILL BUILD TRUST

BE A TEAM

**ASSESSMENT** EVERYTHING BEGINS AND ENDS WITH ASSESSMENT

IF SOMETHING DOESN'T GO WELL, TAKE A STEP BACK

IF IT DOESN'T WORK, DON'T BE AFRAID TO TRY AGAIN

# Guidance Update 8/26/2024

## Schedules!

- Even though the school year has started we continue to make several changes to schedules as a result of meetings, add/drop, college course sign ups, etc.
- Please continue to check the scheduler as we will update in that document.
- Please place students in periods as reflected in the scheduler.
- We are still accepting new students and will be adding students to your classes.
- With the volume of scheduling we are doing now we may not email you each time we make a schedule adjustment. Once the school year is in full swing we do a much better job of emailing you each time!
- Thank you for your patience as we continue to work to get kids where they need to be!

# Other

- Other topics and/or questions?
- Labor Day is **Monday, September 2<sup>nd</sup>**. Please cancel your live sessions.
- Next Process Improvement Meeting on **Monday, September 9<sup>th</sup>, 3:00 pm.**
- MEVA **virtual** high school graduation on **Friday, June 6<sup>th</sup> at 2:00 pm.** MEVA **virtual** eighth grade recognition ceremony on **Friday, June 13<sup>th</sup> at 11:00 am.**
- Looking ahead, the Last Day of School is **June 13<sup>th</sup>**.
- PI Meeting Materials are posted at:  
<https://www.mainevirtualacademy.org/essaesserlau-elresources/meva-process-improvement-meeting-materials>
- Thank you for all that you do to support your colleagues, your students, and their families.