

# Process Improvement Meeting Agenda – 9/16

- MEVA Mission and Vision.
- Progress Monitoring on MEVA Strategic Goals: Preliminary Fall '24 NWEA MAP Projected Achievement and Growth Results.
- Win over the student initiative.
- Vector State Compliance Training Update – Stephanie Emery.
- Deaf Awareness Month – Carrie Pierce.
- Literacy Grant Presentation – Zach Campbell.
- Evidence-Based Practice: Transfer of Knowledge – Christina O'Grady.
- Progress Monitoring: I-Ready Algebra Data Analysis – Christina O'Grady.
- Professional Opportunities – Christina O'Grady.
- SY-2024/2025 Student Clubs – Don Fournier.
- Thriving Pulse Check Survey #1.
- Other and next Process Improvement Meeting on Monday, September 23<sup>rd</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

# Fall '24 NWEA Preliminary Participation – 9/14/2024

Preliminary Numbers 9/14/24										
	Total Students on Roster	Prelim # Math	Prelim % Math	% SE Complete	Prelim # Reading	Prelim % Reading	% SE Complete	Prelim # Language	Prelim % Language	% SE Complete
7th Grade	38	37	97.37%	100.00%	37	97.37%	100.00%	37	97.37%	100.00%
8th Grade	29	28	96.55%	100.00%	27	93.10%	92.31%	28	96.55%	100.00%
9th Grade	81	77	95.06%	89.47%	78	96.30%	94.74%	76	93.83%	89.47%
10th Grade	117	107	91.45%	85.00%	105	89.74%	78.95%	102	87.18%	72.50%
11th Grade	116	99	85.34%	76.19%	100	86.21%	76.19%	97	83.62%	71.43%
Schoolwide	381	348	91.34%	66.99%	347	91.08%	78.64%	340	89.24%	76.24%

# MEVA Strategic Goals (Updated) – 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%); <b>Grade 10 – 26% (-16%);</b> 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.



## Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2024-2025  
District: Maine Virtual Academy  
Grouping: None  
Weeks of Instruction: 2 (Fall 2025)

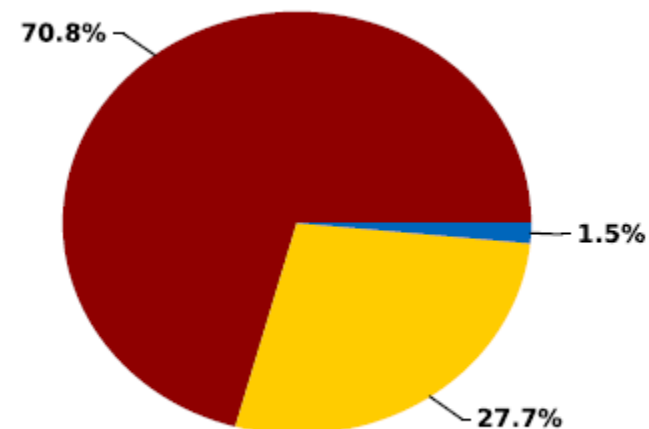
### Math: Math K-12

Maine Virtual Academy

Projected to: MAP Growth Reading & Mathematics taken in spring.

View Linking Study: <https://www.nwea.org/news-center/resources/default-cut-scores-for-map-growth-reading-and-mathematics-assessments/>

Grade	Student Count	Below Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent
7	37	26	70.3%	10	27.0%	1	2.7%
8	28	20	71.4%	8	28.6%	0	0.0%
Total	65	46	70.8%	18	27.7%	1	1.5%





## Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2024-2025  
District: Maine Virtual Academy  
Grouping: None  
Weeks of Instruction: 2 (Fall 2025)

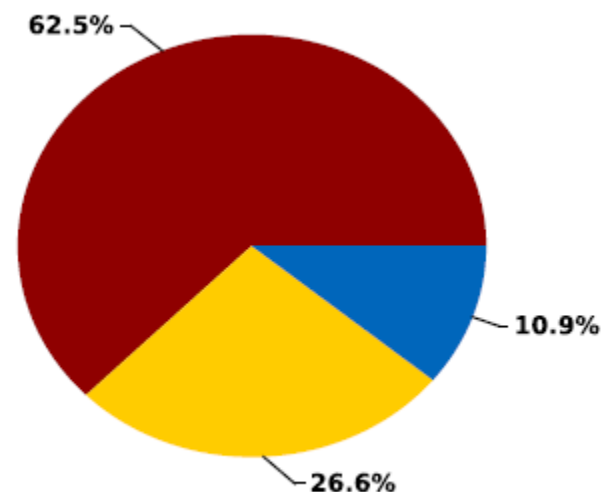
### Language Arts: Reading

Maine Virtual Academy

Projected to: MAP Growth Reading & Mathematics taken in spring.

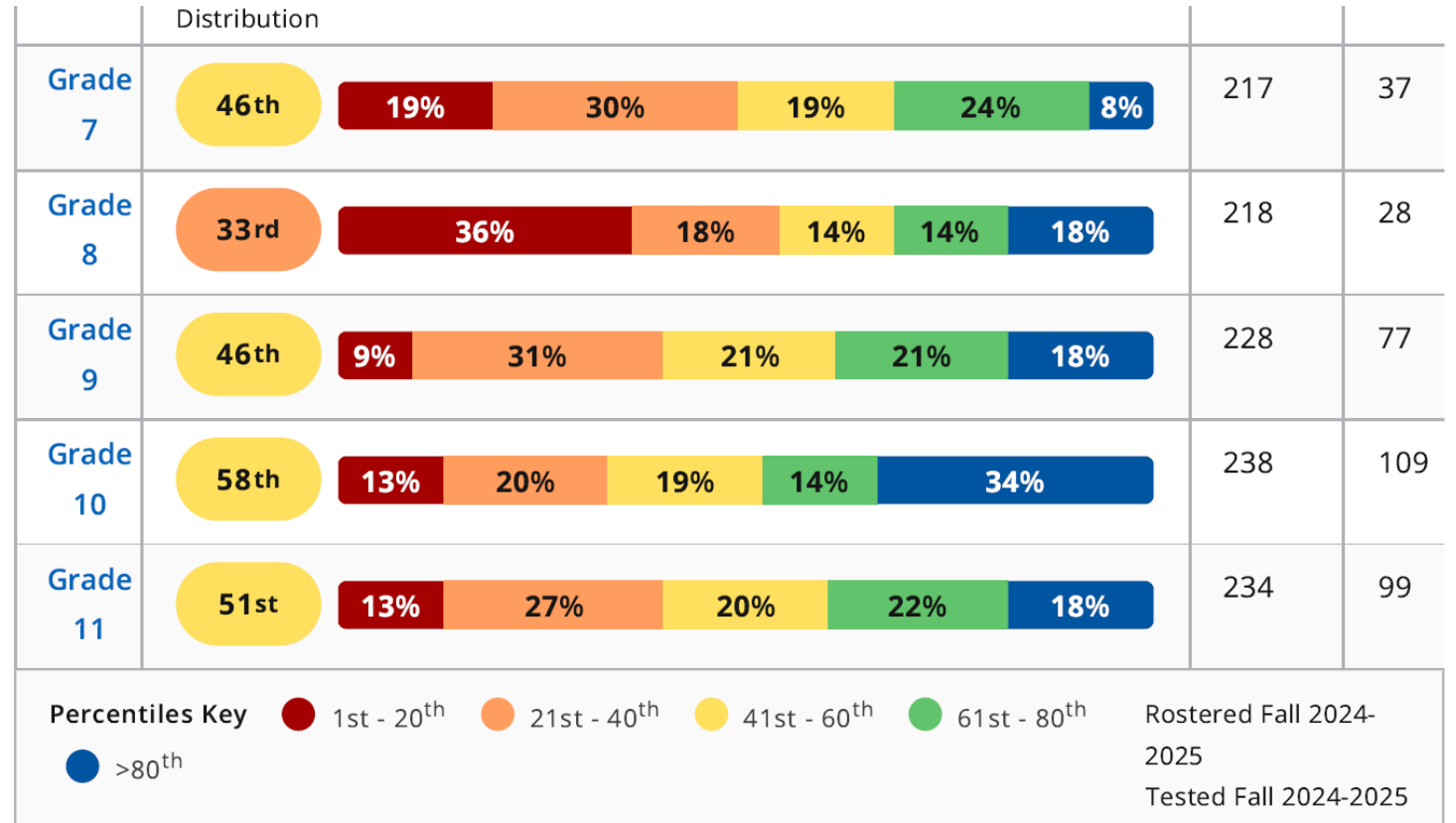
View Linking Study: <https://www.nwea.org/news-center/resources/default-cut-scores-for-map-growth-reading-and-mathematics-assessments/>

Grade	Student Count	Below Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent
7	37	21	56.8%	13	35.1%	3	8.1%
8	27	19	70.4%	4	14.8%	4	14.8%
Total	64	40	62.5%	17	26.6%	7	10.9%



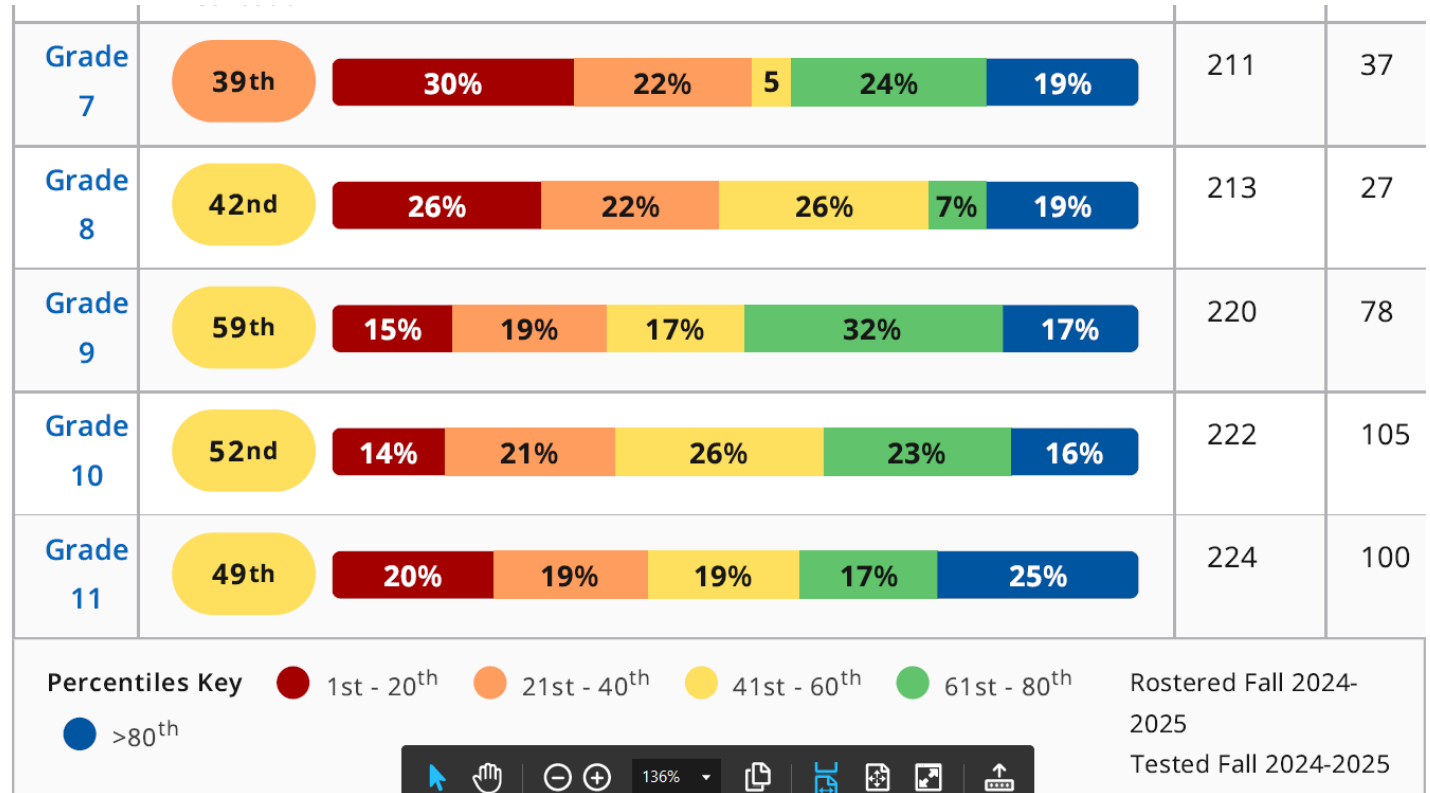
# Fall '24 Math Achievement

- Median Achievement Percentile by Grade Level.
- NWEA MAP Achievement Results – September 14, 2024.
- Grade 8 is the biggest concern.



# Fall '24 Reading Achievement

- Median Achievement Percentile by Grade Level.
- NWEA MAP Achievement Results – September 14, 2024.
- Grade 7 & 8 are the biggest concerns.





# 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.



# Student Growth Summary Report

## Aggregate by School

Term: Fall 2024-2025  
District: Maine Virtual Academy

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2024 - Fall 2025  
Weeks of Instruction: Start- 2 (Fall 2024)  
End- 2 (Fall 2025)  
Grouping: None  
Small Group Display: No

### Maine Virtual Academy

Math: Math K-12

Grade (Fall 2025)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2024			Fall 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	0	**			**			**					**			
8	14	210.7	18.0	15	217.3	20.7	23	7	2.4	5.5	0.65	74	14	7	50	46
9	43	220.3	15.9	33	231.8	18.2	72	12	1.8	3.4	4.18	99	43	36	84	82
10	53	226.2	18.7	50	239.4	26.4	85	13	2.9	2.8	5.85	99	53	36	68	73
11	52	231.3	21.3	60	236.2	26.5	68	5	2.5	2.6	1.31	91	52	29	56	64

### Math: Math K-12





# Student Growth Summary Report

## Aggregate by School

Term: Fall 2024-2025  
District: Maine Virtual Academy

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2024 - Fall 2025  
Weeks of Instruction: Start - 2 (Fall 2024)  
End - 2 (Fall 2025)  
Grouping: None  
Small Group Display: No

## Maine Virtual Academy

Language Arts:  
Reading

Grade (Fall 2025)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against						
		Fall 2024			Fall 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	0	**			**			**					**			
8	13	213.5	17.3	49	210.3	13.2	18	-3	3.3	4.2	-5.16	1	13	3	23	5
9	44	218.5	18.0	54	223.3	16.9	69	5	1.7	2.8	1.18	88	44	28	64	66
10	52	219.7	16.0	54	223.5	15.8	60	4	1.4	2.2	1.03	85	52	29	56	55
11	52	221.1	18.9	49	223.4	19.4	50	2	1.8	1.3	0.60	73	52	25	48	46

## Language Arts: Reading





# Student Growth Summary Report

## Aggregate by School

Term: Fall 2024-2025  
District: Maine Virtual Academy

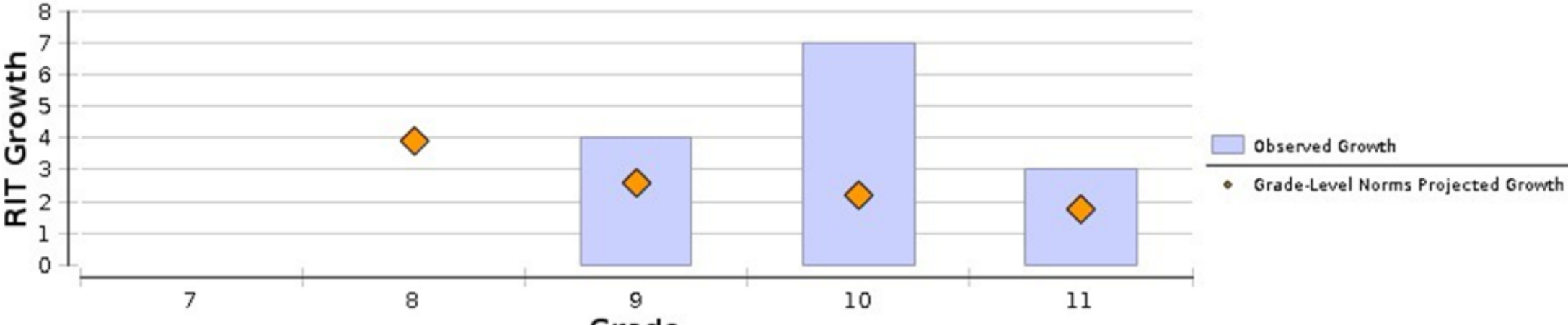
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2024 - Fall 2025  
Weeks of Instruction: Start - 2 (Fall 2024)  
End - 2 (Fall 2025)  
Grouping: None  
Small Group Display: No

### Maine Virtual Academy

Language Arts:  
Language Usage

Grade (Fall 2025)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2024			Fall 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	0	**			**			**					**			
8	14	208.4	18.3	29	208.6	26.5	17	0	5.6	3.9	-2.88	1	14	7	50	30
9	42	216.5	16.0	58	220.2	18.7	69	4	1.7	2.6	0.76	78	42	23	55	58
10	50	219.0	14.1	64	225.6	15.7	85	7	1.7	2.2	3.36	99	50	33	66	64
11	51	221.0	17.5	64	224.4	20.0	73	3	1.9	1.8	1.38	92	51	28	55	57

### Language Arts: Language Usage



# 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> <p><b>Reading</b> This will be completed on an ongoing basis based on NWEA data for students who have an identified need for a deeper look at skill deficits.</p>	January 16-24, 2025 (For mid-year enrollees only)	April 29, 30, and May 1, 2025, after NWEA testing

# 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](#)

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



# 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 46 completers! AMAZING!!!
  - There are 9 who are above 50% complete with their trainings! (no change)
  - Try to complete compliance trainings before State Assessment trainings deploy in about a week.





September  
Carrie Pierce

# Where is the sound?

The only way to listen , is to watch the screen.



There isn't  
any!

But I  
want to  
prepare  
dinner  
while I  
listen





# September Deaf Awareness Month

List of Events happening in Maine through the month of September.

There are a lot of things to choose from! Festivals, panels and even music!

Go to <https://deafmaine.org/>

Hit the events tab.

You may also find resources for our students on this page as well!

## Me

- Born deaf
- Grew up with no accommodations at all except for speech therapy.
- Struggled in high school got a note taker, and was led to vocational rehab .
- They guided me to deaf resources, Gallaudet University in D. C. (the only Deaf centered University in the world).
- Past involvement with Maine Association of Deaf, Bangor Deaf Club (now Tri-Flying Hands), Deaf Women United, National Association of Deaf.
- Taught ASL all around the state including universities, public schools and adult ed.
- Currently also teaching Intro to Deaf World at USM, and focusing on developing my sign language business in my community on the side with my 5 teaching certifications (Deaf Ed, Sped, and ASL). Work part time for MEVA.
- This semester I have 3 students at MEVA who are either deaf/hard of hearing or have a deaf family member!

# Deaf and Hard of Hearing People come in many forms.

- Spoken English (most common as 90% of parents do not sign)
- American Sign Language
- Cued Speech
- A mix of communication methods

At MEVA we seem to have mostly spoken language users with some exposure to sign in their early years. However, that means they may have a lot of gaps in their learning as listening, reading garbled captions and lipreading may not be 100% ! We also have students who have Deaf parents who may be impacted as well.



# Hearing Impaired -implies we are broken and need to be fixed.



I assisted in the “movement” in place, to get the words “Hearing Impaired” removed from DOE paperwork. If you find it on your paperwork, please remove it and change it to Hard of Hearing or deaf. Many people still use the words “hearing impaired” . However, those who are involved in Deaf Culture cringe every time we see the terms.

“Jennifer Gleason, Department of Education (DOE) reported that LD 98, which is the bill that will finally allow us to change the word "hearing impaired" to "hard of hearing" in the special education regulations and forms passed through the Education Committee with amendments. It is currently working its way through the full Legislature. Also, LD 98 also is increasing age-out to age 22. Currently for special education students the age-out is 20. (Division of Deaf Commission meeting June 2023)

More info on the terms: <https://www.nad.org/resources/american-sign-language/community-and-culture-frequently-asked-questions/>

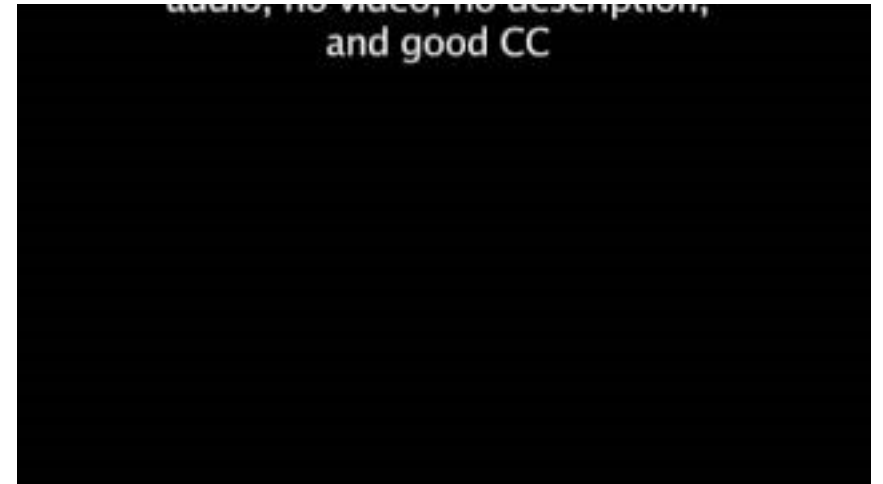
What should we call our students? Ask the student what they prefer, if they do not know explore it together, and let them know they can change later. It is a journey with identity!

- **Deaf** -Someone who has a hearing loss and uses ASL everyday and is involved with the Deaf community.
- **d eaf** -someone who has a hearing loss, does not sign, and can not hear sounds/words in a regular conversation.
- **Hard of hearing** -someone who can easily converse in one on one conversations but may struggle more in a group conversation or without the assistance of hearing aids. They can talk on the phone without hearing aids.
- **Late deafened** - someone who lose their hearing later in life, I have had some high school students who lost it quickly and overnight, either from an illness, accident, or even unknown reasons!

# Garbled Captions

People become very tired and frustrated after reading lips/captions all day long.

Below you will find a bad videos and the guessing game! It also helps if you can move them on the screen!



# Lipreading



Most “skilled” lip readers can only get 2 or 3 words in a sentence the rest is just a guessing game!

Imagine how tired they are after doing it all day long!

More resources: <https://www.hearinglink.org/living/lipreading-communicating/what-is-lipreading/>

# Services for teenagers —

- Vocational Rehab -Services to assist with training and accommodations for work and education. Students can start going into this program when they are in high school. It would be very wise to get them connected with a VR/RC who is familiar with Deaf Culture as they are aware of the needs. Resources on next page. It also helps students to have Deaf and Hard of Hearing Counselors so they have a role model.
- MECDHH Outreach-Peer Support Groups (Maine Center for Deaf and Hard of Hearing Children).

<https://www.mecdhh.org/> All students with a hearing loss of any degree should be connected with Maine Center for Deaf and Hard of Hearing for families/schools who choose to do so. \* staffing may limit the amount of services.

- JR NAD - National Association of Deaf Jr Program - Program that teaches leadership skills to deaf teenagers. There at times have been a group through MECDHH.<https://www.nad.org/youth/junior-nad/#:~:text=The%20Junior%20NAD%2C%20a%20program,as%20community>
- More resources [https://www.maine.gov/rehab/dod/resource\\_guide/](https://www.maine.gov/rehab/dod/resource_guide/)

Being a teenager is tricky, being one that is alone with no other people like them, is trickier! The more resources and support they have the better! One MEVA student told me past week that they were ‘alone’ in their other school but not anymore!

# Augusta Area

Stara Sheikh, MS, CRC (she, her,  
hers)

Vocational Rehabilitation Counselor

Bureau of Rehabilitation Services

45 Commerce Drive

73 State House Station

Augusta, ME 04333-0073

Email:

[Sitara.N.Sheikh@maine.gov](mailto:Sitara.N.Sheikh@maine.gov)

Videophone/Phone: 207-226-  
7270

Text only: 207-441-5192

Fax: 207-287-6249

# Lewiston and Portland - John Post

Deaf and Hard of Hearing/Late Deaf  
Rehabilitation Counselor II  
Division of Vocational Rehabilitation  
151 Jetport Blvd.

Fax: 207-775-7870

5 Mollison Way

Lewiston, ME 04240

Tel: 207-514-0183 (VP)

Fax: 207-753-9051 Cell: 207-689-5887 (text only)

Portland, ME 04102

Email: [John.I.Post@maine.gov](mailto:John.I.Post@maine.gov)

Tel: 207-591-4128 (VP)

Cell: 207-689-5887 (text only)

Fax: 207-775-7870

## A few last tips—

Deaf and Hard of hearing students tend to have more anxiety, because of information they miss. They often need to double check, and have fears of making mistakes!

The more structure and clear expectations they have the better.

Plan ahead, if something changes make sure they know about it! When I travel with people who do not sign, often the plan will get changed, and I will not until I arrive in some unexpected place.

Past Trauma can also impact. The only detentions I ever got growing up were from not hearing the bell and not hearing the homework! I worry alot about getting things done on time and making sure I understand things 100% ,



# Help! — Pet Peeve ...

- Try not to see as HELP —see it as providing access

Often my students will want to take ASL so they can HELP people communicate. Try to see it as access, this puts on level “playing field” with each other

I try to use the words ‘providing access’ instead of help. When talking with students, try to use provide access instead of “help” puts on more of an equal level.

Food for thought: If I put you in a room with my friends and I who are all signing who needs the help ? :)

# Tired of not listening? Take extra effort?

Now think about a student, who would need to read all of this material without having access to sound all day long.

They need frequent breaks as they can not listen and walk away from the computer. They also need extended time to take the breaks! They will have many gaps in language or comprehension because they didn't hear it.

If you are aware of a parent/student/staff who will need a certified ASL interpreter for a meeting please contact administration to get one :)

Challenge: Watch 5 minutes of the PI meeting recordings in captions with the sound off!!

# Literacy Grant 2024

Zach Campbell

# Why did I elect to participate?

Multidisciplinary standard alignment

Opportunity for cross collaboration, especially with English

Increased literacy opportunities for students to read outside the classroom

# My Civics Class

In year 2, I added an excellent textbook to the course, created assignments aligned with Social Studies standards.

In year 3, I tied English standards to existing content over the summer. This school year, I am also working towards a compilation of optional resources for students to read.

I spent some hours scanning  
Personal books to add to the  
Optional reading sources  
Students can access.

This excerpt from Howard Zinn  
Would be supplementary  
To the Early Cold War unit in  
Modern World History

## THE IMPOSSIBLE VICTORY: VIETNAM

From 1964 to 1972, the wealthiest and most powerful nation in the history of the world made a maximum military effort, with everything short of atomic bombs, to defeat a nationalist revolutionary movement in a tiny, peasant country—and failed. When the United States fought in Vietnam, it was organized modern technology versus organized human beings, and the human beings won.

In the course of that war, there developed in the United States the greatest antiwar movement the nation had ever experienced, a movement that played a critical part in bringing the war to an end.

It was another startling fact of the sixties.

In the fall of 1945 Japan, defeated, was forced to leave Indochina, the former French colony it had occupied at the start of the war. In the meantime, a revolutionary movement had grown there, determined to end colonial control and to achieve a new life for the peasants of Indochina. Led by a Communist named Ho Chi Minh, the revolutionists fought against the Japanese, and when they were gone held a spectacular celebration in Hanoi in late 1945, with a million people in the streets, and issued a Declaration of Independence. It borrowed from the Declaration of the Rights of Man and the Citizen, in the French Revolution, and from the American Declaration of Independence, and began: "All men are created equal. They are endowed by their Creator with certain inalienable rights; among these are Life, Liberty, and the pursuit of Happiness." Just as the Americans in 1776 had listed their grievances against the English King, the Vietnamese listed their complaints against French rule:

# Accomplishments

Tied Social Studies content to English standards.

Created more opportunities for students interested in the content to further their education and practice reading.

I appreciated the opportunity. Literacy rates are declining in the US. While we can't control many of these factors as individuals, one thing we can do is create the opportunity and pathway for further reading.

# Transfer of Knowledge





# Learning Intention

To understand the concept of knowledge transfer and develop strategies to enhance students' ability to apply learning across different contexts.

## Success Criteria

- Define knowledge transfer and explain its importance in education.
- Identify the different types of knowledge transfer (near and far transfer)
- Describe at least three factors that influence successful knowledge transfer

# Knowledge Transfer

Knowledge transfer is the ability to apply knowledge or skills learned in one context to a different situation. In education, it's not just about students memorizing facts or procedures; it's about them being able to use what they've learned in new and often unexpected ways.

In today's rapidly changing world, we can't possibly teach our students everything they'll need to know for their future careers and lives. Instead, we need to equip them with the ability to take what they learn and apply it flexibly to new situations. This skill enhances critical thinking, promotes lifelong learning, and prepares students for real-world problem-solving.



# Types of Knowledge Transfer

## Near Transfer

This occurs when knowledge is applied to a context similar to the one in which it was learned. For example, a student who learns to solve equations in algebra class and then applies that skill to physics problems is engaging in near transfer.

## Far Transfer

This happens when knowledge is applied to a context quite different from the original learning situation. An example might be a student who learns about narrative structure in a literature class and then applies that knowledge to create a compelling presentation in a history class.

# Factors Influencing Knowledge Transfer

- **Initial Learning:** The depth of understanding and mastery of the original concept is crucial.
- **Context:** The similarities between the learning environment and the application environment play a role.
- **Metacognition:** Students' awareness of their own thinking and learning processes is vital for transfer.
- **Motivation:** A student's desire to apply knowledge in new situations greatly affects transfer.
- **Practice Opportunities:** The frequency and variety of application scenarios students encounter influence their ability to transfer knowledge.



# Strategies to Promote Knowledge Transfer

- **Explicit connections:** Help students see relationships between concepts, both within and across subjects.
- **Real-world applications:** Provide authentic contexts for learning.
- **Analogies and metaphors:** Use familiar concepts to help students understand new ones.

- **Problem-based learning:** Encourage application of knowledge to solve complex, open-ended problems.
- **Reflection and self-explanation:** Prompt students to articulate their understanding.
- **Interdisciplinary approaches:** Connect learning across subject areas.



Knowledge transfer is crucial for preparing students for real-world problem-solving and lifelong learning. Factors like initial learning depth, context, metacognition, motivation, and practice opportunities influence transfer. Strategies such as making explicit connections, using real-world applications, and encouraging reflection can promote transfer.

# Learning Intention

To understand the concept of knowledge transfer and develop strategies to enhance students' ability to apply learning across different contexts.

## Success Criteria

- Define knowledge transfer and explain its importance in education.
- Identify the different types of knowledge transfer (near and far transfer)
- Describe at least three factors that influence successful knowledge transfer

Reflect on the success criteria, how confident do you feel about each of these outcomes?



# Thanks!

Do you have any questions?

[cograde@mainevirtualacademy.org](mailto:cograde@mainevirtualacademy.org)

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik






# Initial Data

## i-Ready

Participation Rates (as of 9/13/24)

- 7th Grade: 83%
- 8th Grade: 54% Complete, 17% in Progress
- 9th Grade: 62% Complete, 9% In Progress
- 10th Grade: 64% Complete, 6% in Progress

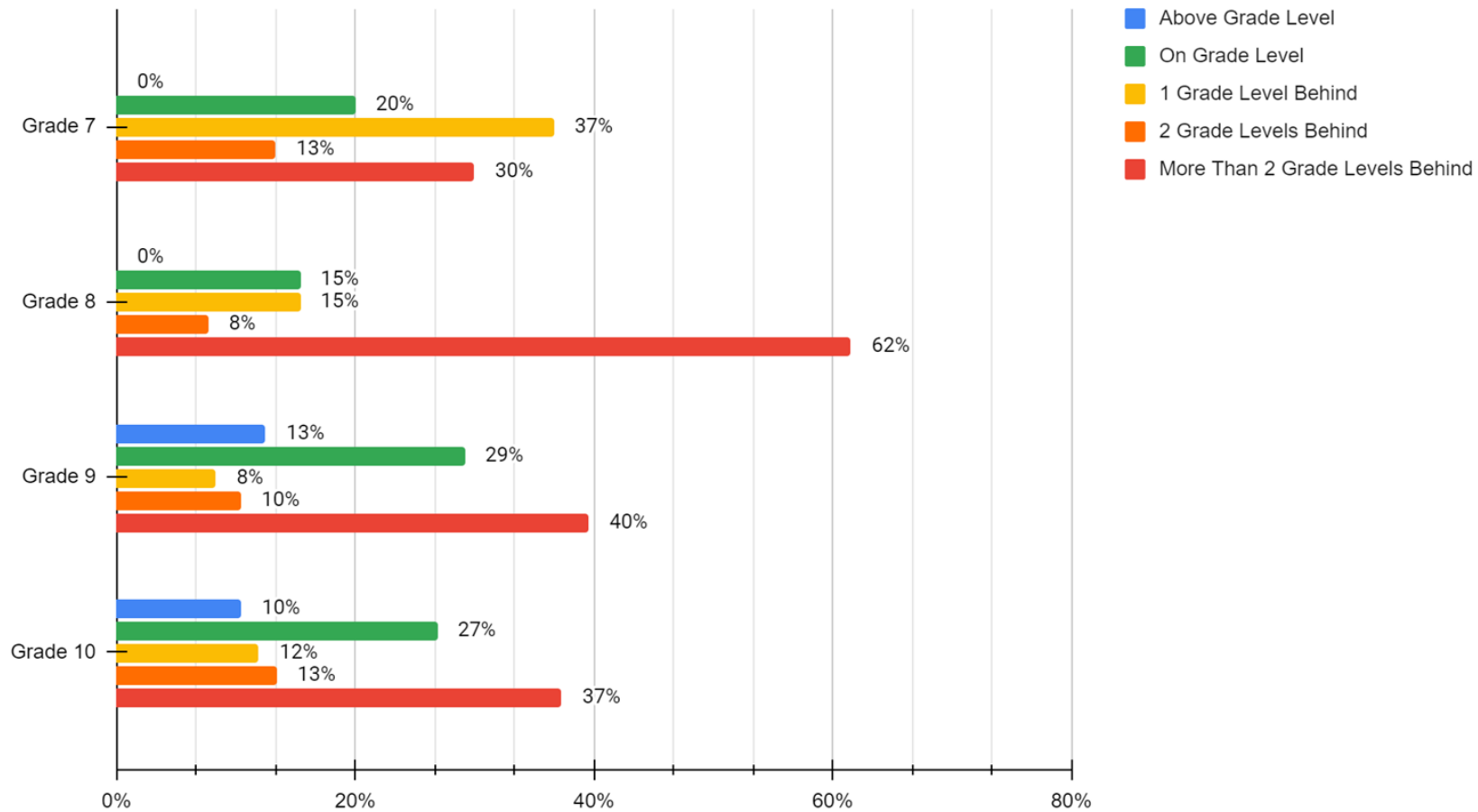


\*Note participation does not include students in RISE or ASPIRE, they have their own plans on which students they are testing.

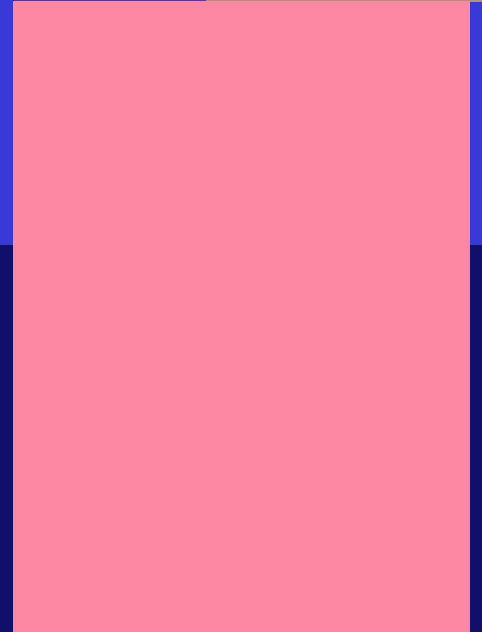
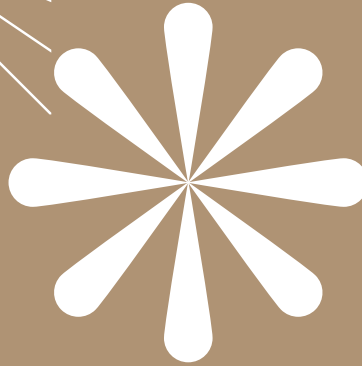
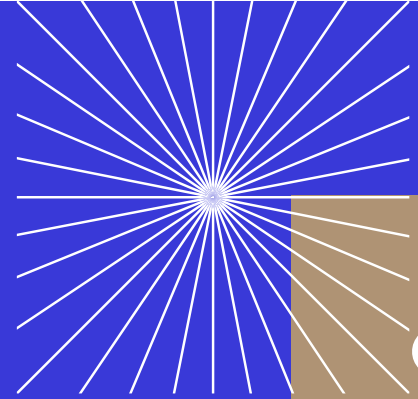
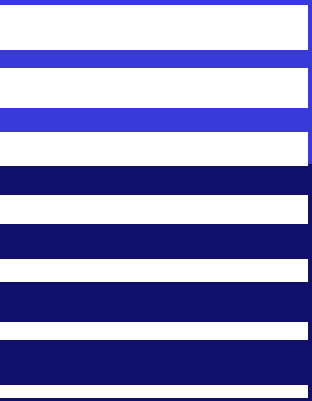


# Grade Level Data

On Grade Level Data



# Professional Opportunities



# Optional Opportunities

## 01

Reading Task  
Force

## 02

Math Task  
Force

## 03

Book Study

# Club Survey Results

The clubs are currently on the runway.

We need a few more before sending to students for signups.

Club	# interested	Moderator(s)	Day Preferred (Tue/Thu/Fri)
Animal/Bird	48	Priess (Bird Club)	Tuesday
Anime	38	Sherwood/A. Campbell	TUESDAY
Art/photography	68	A.Uth	TUESDAY
Chess	24		
Drama	15		
Coding	34		
Creative Writing	46		
Singing	19		
Gaming	68		
Prodigy	11		
Star Wars	15		
Gardening	15		
Book	4		
ASL		C. Pierce	Tues
NHS	10?	Ford/Corbett	every other Thu
Grad Club	Varied		

# Thriving Pulse Check Survey #1

- Monday, 9/26, approx. 10:00 am, you should see a survey email from Talent Development <[talentdevelopment@k12.com](mailto:talentdevelopment@k12.com)>
- Please complete your anonymous Thriving Pulse Check Survey by the end of the week. We will share our school's results at a future PI meeting.

# Other

- Other topics and/or questions?
- Next Process Improvement Meeting on **Monday, September 23<sup>rd</sup>, 3:00 pm.**
- Indigenous Peoples' Day is **Monday, October 14<sup>th</sup>**. Please cancel your live sessions to suit. This is a schoolwide holiday for all faculty.
- 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.