

# Process Improvement Meeting Agenda – 2/10

- MEVA Mission and Vision, Assessment Calendar, and Strategic Goals.
- MEVA Thriving Pulse Check Survey #2.
- MEVA Academic Plan.
- ASSESSMENT: Maine Through Year (MTY) Blueprints for Math and Reading.
- ASSESSMENT: What does the Winter NWEA MAP Growth tell us about our students' readiness for the MTY? Analyzing grade level data.
- MEVA Win over the student.
- SUPPORT: Help Desk Student Comments – Nicole Hart.
- SUPPORT: Understanding Learning Differences – Bethany Kennedy, Anthony Moffatt, and Holly Russell.
- INSTRUCTION: Teacher Evaluation Timeline Update – Don Fournier.
- SUPPORT: Social Engagement Plan Update – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, February 24<sup>th</sup>, 3:00 pm.

# 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

# 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

# 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 (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.

# Thriving Pulse Check Survey #2

- Please complete your anonymous Thriving Pulse Check Survey sent at around 9:16 am today directly from K12 Talent Development.
- We will share the faculty's aggregate results when available.

# MEVA Academic Plan

- Christina emailed you the MEVA Academic Plan for your information.
- This plan provides structure and guidance to our faculty.

MTY Blueprint – Math,  
<https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Through%20Year%20Assessment%20Blueprint.pdf>

<b>Content category</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 10</b>
Operations and Algebraic Thinking	25%	20%	48-53%	46-50%
The Real and Complex Number Systems	45%	40%	13-15%	13-15%
Geometry	15%	20%	21-23%	26-30%
Statistics and Probability	15%	20%	13-15%	13-15%



# Grade 7 Math Winter NWEA

Math: Math K-12

Growth: Math 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	43
Mean RIT Score	218.7
Standard Deviation	19.9
District Grade-Level Mean RIT	218.7
Students At or Above District Grade-Level Mean RIT	19
Grade-Level Mean RIT	223.1
Students At or Above Grade-Level Mean RIT	15

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Math 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Mathematics: 2020	14	33%	10	23%	5	12%	10	23%	4	9%	216-219-222	19.9	
<b>Instructional Area RIT Range</b>													
Algebraic Reasoning	14	33%	11	26%	8	19%	6	14%	4	9%	214-217-220	21.5	
Statistical Reasoning	14	33%	8	19%	5	12%	9	21%	7	16%	217-220-224	21.8	
Quantitative Reasoning	13	30%	11	26%	8	19%	4	9%	7	16%	216-220-223	21.4	
Geometric Reasoning	9	21%	15	35%	6	14%	7	16%	6	14%	217-220-224	22.5	

# Grade 8 Math Winter NWEA

Math: Math K-12

Growth: Math 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	34
Mean RIT Score	220.4
Standard Deviation	23
District Grade-Level Mean RIT	220.4
Students At or Above District Grade-Level Mean RIT	16
Grade-Level Mean RIT	227.4
Students At or Above Grade-Level Mean RIT	13

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Mathematics: 2020	13	38%	5	15%	5	15%	6	18%	5	15%	216-220-224	23
Instructional Area RIT Range												
Algebraic Reasoning	13	38%	7	21%	2	6%	5	15%	7	21%	216-221-225	25.7
Statistical Reasoning	14	41%	5	15%	5	15%	5	15%	5	15%	213-218-222	25.4
Quantitative Reasoning	13	38%	5	15%	3	9%	7	21%	6	18%	218-223-228	28.5
Geometric Reasoning	14	41%	6	18%	5	15%	6	18%	3	9%	217-220-223	19.4

# Grade 10 Math Winter NWEA

Small Group Display 1es

Math: Math K-12

Growth: Math 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	119
Mean RIT Score	240.8
Standard Deviation	26
District Grade-Level Mean RIT	240.8
Students At or Above District Grade-Level Mean RIT	51
Grade-Level Mean RIT	230.7
Students At or Above Grade-Level Mean RIT	77

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Mathematics: 2020	13	11%	22	18%	25	21%	21	18%	38	32%	238-241-243	26
Instructional Area RIT Range												
Algebraic Reasoning	20	17%	14	12%	23	19%	24	20%	38	32%	238-241-243	28.5
Statistical Reasoning	15	13%	20	17%	19	16%	29	25%	35	30%	237-240-243	27.6
Quantitative Reasoning	14	12%	17	14%	23	19%	27	23%	38	32%	241-243-246	28.9
Geometric Reasoning	12	10%	23	19%	26	22%	23	19%	35	29%	238-240-242	24.1

# Grade 7 Reading Winter NWEA

## Language Arts: Reading

Growth: Reading 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	43
Mean RIT Score	210.3
Standard Deviation	16
District Grade-Level Mean RIT	210.3
Students At or Above District Grade-Level Mean RIT	19
Grade-Level Mean RIT	216.5
Students At or Above Grade-Level Mean RIT	16

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Language Arts: 2020	17	40%	7	16%	7	16%	5	12%	7	16%	208-210-213	16
<b>Instructional Area RIT Range</b>												
Craft and Structure	18	42%	8	19%	5	12%	5	12%	7	16%	207-210-213	17.3
Key Ideas and Details	19	44%	8	19%	7	16%	6	14%	3	7%	204-206-209	17.1
Vocabulary Acquisition and Use	12	28%	10	23%	8	19%	4	9%	9	21%	211-214-217	18.3

# Grade 8 Reading Winter NWEA

## Language Arts: Reading

Growth: Reading 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	34
Mean RIT Score	213.9
Standard Deviation	18.7
District Grade-Level Mean RIT	213.9
Students At or Above District Grade-Level Mean RIT	16
Grade-Level Mean RIT	220
Students At or Above Grade-Level Mean RIT	11

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Language Arts: 2020	13	38%	6	18%	6	18%	2	6%	7	21%	211-214-217	18.7
<b>Instructional Area RIT Range</b>												
Craft and Structure	16	47%	4	12%	4	12%	5	15%	5	15%	208-212-215	20.9
Key Ideas and Details	13	38%	7	21%	5	15%	3	9%	6	18%	209-213-217	20.7
Vocabulary Acquisition and Use	11	32%	6	18%	8	24%	1	3%	8	24%	214-217-220	17.5

# Grade 10 Reading Winter NWEA

## Language Arts: Reading

Growth: Reading 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	117
Mean RIT Score	224.1
Standard Deviation	16.2
District Grade-Level Mean RIT	224.1
Students At or Above District Grade-Level Mean RIT	64
Grade-Level Mean RIT	222.6
Students At or Above Grade-Level Mean RIT	70

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ ME 2020 1.1 / ME Learning Results: Parameters for Essential Instruction Language Arts: 2020	18	15%	17	15%	25	21%	37	32%	20	17%	223-224-226	16.2
<b>Instructional Area RIT Range</b>												
Craft and Structure	17	15%	23	20%	27	23%	35	30%	15	13%	221-223-224	16.8
Key Ideas and Details	23	20%	15	13%	29	25%	24	21%	26	22%	222-223-225	18
Vocabulary Acquisition and Use	18	15%	18	15%	20	17%	35	30%	26	22%	225-226-228	17.4

# 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.

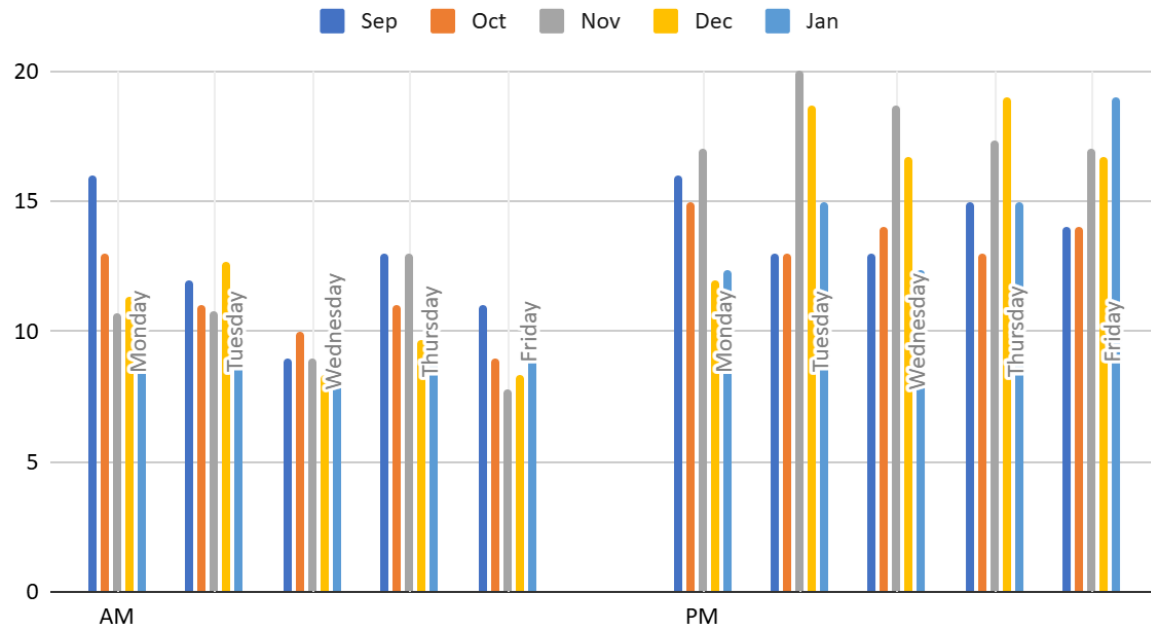
# weCARE

	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

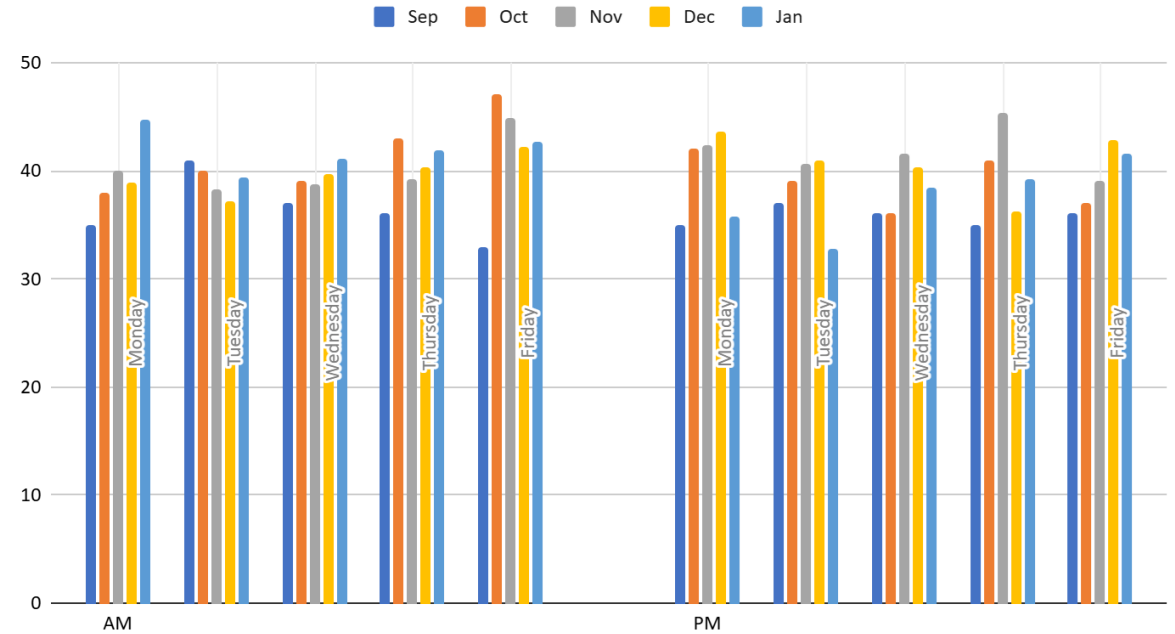


# HelpDesk Student Attendance

Average number of Students at HelpDesk



Average Amount of Time at HelpDesk



NOTE\* AM includes only HS; PM includes Both MS & HS

# HelpDesk Community Data!

## WE HAVE HAD...

103/448 Students engaged with HelpDesk by joining us in a LIVE Session

75/377 (20%) HS Students

28/71 (40%) MS Students

45 Students attend at least **ONE** live session in JANUARY

58 Students attend **TWO** or more live session in JANUARY

22 Students attended **ONE** live session **EACH WEEK** (4 Weeks)

## Student Attendance by Grade Level

7th - 16/40 - 40%

8th - 12/31 - 39%

9th - 25/76 - 33%

10th - 21/120 - 18%

11th - 19/111 - 17%

12th - 10/70 - 14%



## Point of Interest -

Try to use the whiteboard & annotations tools in a ZOOM BOR while working with students for a more collaborative environment!

## HelpDesk KUDOS!

A huge shoutout to **Mr. Z Campbell** for going above and beyond to help a student with their philosophy college homework! Your support and dedication make a real difference, and we appreciate the time and effort you put into guiding students through challenging material. Thank you for your patience, wisdom, and willingness to lend a hand!



### Instructions:

Think back to the first day of school and reflect on how you have grown over the past 100 days. In a well-written paragraph,

1. Describe at least three areas where you have improved, such as academics, social skills, personal habits, or emotional growth.
2. Explain what strategies or habits helped you achieve these improvements, such as setting goals, asking for help, or trying new approaches.
3. Finally, share at least two goals you have for the rest of the school year and what steps you will take to achieve them.

Be honest and proud of your progress so far. Your response should be thoughtful.

**For completing this reflection you will earn the 100th Day of School Award!**



## Text Submission 1

Wednesday, February 5, 2025 8:27 AM

...

Question #1: I could tell you that I've changed drastically. However, that would be an utter lie. I've changed only the small things because I've found the big stuff that I do always works for me. It's never once failed me to sit at my desk and work until my eyes need a break, I like my routines, wake up, get dressed, sit in front of my computer for 5 hours and 30 minutes, then do whatever once I'm done for the day. But, I have worked myself to get honors classes, something I had before I switched to MEVA that I'd never thought I'd get back. I'm a student tutor now, and I've genuinely started making friends (cut short because of the peer email ban... we need like a safe and secure way to communicate.... *cough cough* a school discord server or something... a way everyone can talk and communicate, and a student to design the server... *wink wink* totally don't have a completely empty server that's already set up... i lowkey make them for fun... :) since many students don't go to clubs, or many that's just me... I feel like it's just me but there isn't really a club that fits my specific interests, that's why I stick to helpdesk... i highkey have one dedicated to helping people with homework help, game nights, socializing, announcements (anything changing could be announced in the server, with any grade, we can have a few student moderators from each grade OR teacher moderators...) just a free, class class space to communicate with people... this highkey turned into me advertising lol)

question #2: to be honest, I've got zero clue what helped me get honors classes. i became a student tutor because I lacked things to do, and I like to help people. i started to socialize.... a week before the peer email ban *cough cough* (bring it back)

question #3: maintain honors classes, don't get burned out, and pass this semester with all A's.

## Text Submission 1

Submitted: Tuesday, January 28, 2025 9:12 AM

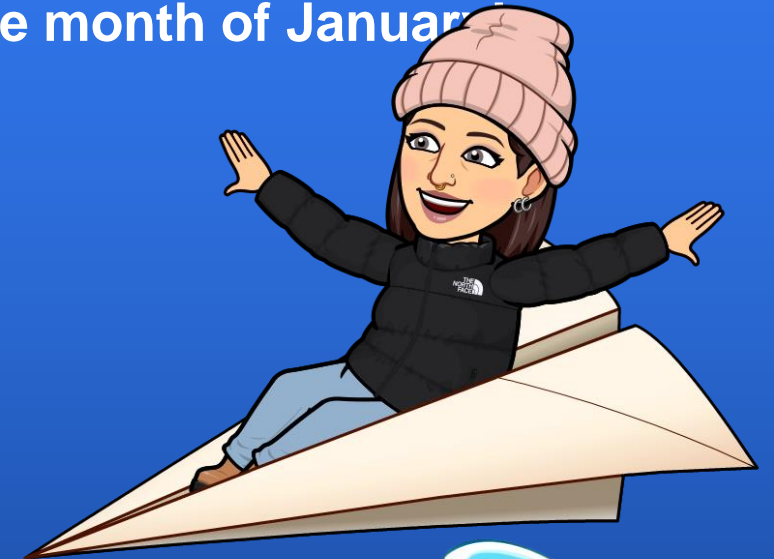
Last semester, I had one goal: Get all As. (which I did last semester, so yay me!! 😊🎉) I'm a junior, and in my freshman and sophomore years, I didn't really apply myself to my schoolwork as much as I could've. So this year, I was determined to actually try and get good grades. I did this by making schedules and dedicating specific chunks of time for just working. I also discovered that I focus more by listening to music, so I made myself a study playlist and now every night from after supper to before I go to bed, I do my homework. My goals for the rest of this semester are to stick to my new study habits and not fall back into my old pit of procrastination and to get all As again in every class. I believe both of these goals can be reached as long as I focus and stay strong, but also remember to take breaks and not overwork myself until I burn out.



Congratulations, to the MEVA students below for taking control of their education by attending and working at HelpDesk at least once a week in the month of January.

### HelpDesk Frequent Attenders!

Abigail T	Emersyn W	Kylie H
Addison W	Emma H	Libby M
Addison S	Jack W	Mekhai G
Alecxsender A	Jonathan S	Mitchell G
Caleb S	Juniper S	Si B
Eleanor S	Jykira C	Sweet H
Elias D	Rei M	Wyatt R





# Understanding Learning Differences



# Types of Learners

## Typical Learners


- Learn at average pace
- Engage actively
- Show balanced thinking
- Make consistent progress

## Fast/Quick Learners

- Grasp concepts quickly
- Show strong analytical abilities
- Seek advanced challenges
- Excel at explaining complex ideas

## Passive/Slower Learners

- Process information more slowly
- Require more time and repetition
- Benefit from concrete experiences
- May need additional support



**All learners vary in terms of their Processing Areas & need for Accommodations. There is no “typical” or “average” learner - each is unique.**

**There is no one-size-fits-all educational approach.**

### Verbal Comprehension


- Affects understanding of directions and material
- Accommodations: Clear language, word banks, checking comprehension, introduce key vocabulary

### Fluid Reasoning

- Affects problem-solving and critical thinking
- Accommodations: Visual aids, chunking information, scaffolding

### Working Memory

- Affects holding and processing information
- Accommodations: Preferential seating, clear directions, monitoring understanding



# Collaboration is key to ensuring all learners' needs are met and accommodated.

All of us, general education, special education, and support teachers working together, play a crucial role in ensuring that all students have access to meaningful learning experiences.

This includes:

- ✓ **Designing Alternate Paths:** Providing multiple ways for students to engage with content and demonstrate understanding.
- ✓ **Study Aids & Graphic Organizers:** Offering scaffolds that support diverse learning needs.
- ✓ **Varying Reading Levels & Lexiles:** Ensuring materials are accessible to students at different reading proficiencies.

## **Adapting Assignments for Student Success:**

- ✓ **Cognitive & Achievement Levels:** Tasks should be tailored to individual students' current abilities while promoting growth.
- ✓ **Quality Over Quantity:** Depth of understanding matters more than workload.
- ✓ **Not Teaching to the Middle:** Instruction should address the full spectrum of learners, from those who need additional support to those who require enrichment.
- ✓ **Flexible Demonstration of Learning:** Students should have multiple options to showcase their understanding, such as:
  - Verbal responses or recorded answers
  - Visual projects or graphic representations
  - Written reflections at appropriate levels

By embracing these strategies and working together, educators ensure that learning is **inclusive, equitable, and accessible** to all students.



# Universal Design for Learning

- Definition: An accessible instructional approach that meets the needs and abilities of ALL learners, which is inclusive of those with learning and thinking differences.
- All learners are expected to be able to demonstrate the same concepts and skills at the end of a unit of study, but...
  - Content is taught through myriad formats
  - Students engage in their coursework in multiple ways, and
  - Students choose the format in which they want to demonstrate their understanding.



# Universal Design for Learning, cont.

What works for ALL learners?

- **Spaced retrieval practice**
- **Scaffolding** (breaking up content into digestible chunks)
- **Opportunities to activate prior knowledge** (semantic scales, no-stakes pretests, sketches, freewrites)
- **Modeling** (think-alouds, exemplars side-by-side with rubric, read-alouds modeling comprehension strategies, etc.)
- **Visual aids/graphic organizers** (visuals only aid retention if directly relevant)
- **Opportunities for discussion** (learning is a social process – allow learners to connect as they process new ideas)



# Response to Intervention (RTI)

## Tier 1: High-Quality Instruction within the General Education Setting

- Universal screening - iReady, NWEA
- Evidence-based techniques: Teacher Best Practices
- Regular assessments: ongoing formal and informal as well as feedback to the students

## Tier 2: Targeted Interventions

- Small group instruction: FoxTime, BoRs, Open office hours
- Increased direct instruction: targeted interventions both within class and outside of the specific class time
- Frequent progress monitoring

## Tier 3: Intensive Interventions

- Individualized instruction: SDI/SE and individualized FoxTime
- Extended intervention time - again this can be within class, BoR, or individual
- Comprehensive evaluation if needed



# High-Impact Teaching Strategies - as described by John Hattie

## Teacher Clarity (Effect Size: 0.75)

- Clear learning intentions
- Explicit success criteria
- Regular feedback

## Feedback (Effect Size: 0.70)


- Task-focused
- Specific and timely
- Actionable for students

## Multiple Exposures (Effect Size: 0.71)

- Spaced practice
- Various learning methods
- Regular review

## Knowledge Application

- Deductive teaching methods
- Problem-solving opportunities
- Real-world connections



### Key Components (Effect Size: 0.88)

- Short, focused lessons
- Immediate feedback
- Video recording
- Re-teaching opportunities

### Teacher-Student Relationships (Effect Size: 0.72)

- Critical for student success
- Improves classroom adjustment
- Enhances academic achievement

### Key Skill Areas:

- Phonological awareness (0.74)
- Repeated reading (0.75)
- Mathematics skills (0.73)
- Mnemonics (0.65)



# Research-Supported Interventions as presented at the workshop offered by

## **MASDEC:** Effective Strategies:

- Reading:
  - Drill sandwich method
  - Delayed prompting
  - Story mapping
- Math:
  - Rate contingent reinforcement Cover-copy-compare
  - Peer tutoring
- Writing:
  - Structured approaches
  - Multiple modalities
  - Regular feedback



As outline in the Maine Virtual Academy

# Online Teacher ~ Best Practices

## Consistency

Consistency is critical within and across courses. Consistency and ease of access are an online course's two most important features.

## 21st-Century Student

The Mission/Vision statement states that MEVA strives to improve students' 21st-century skills. The online courses MEVA provides enable students to engage in a digital world, apply critical thinking skills, improve problem-solving skills, engage in thoughtful communication, explore creativity, collaborate with peers, and increase digital literacy.

Your course should include elements of these skills. Engaging students in complex, real-world applications of the content knowledge and providing constructive, timely feedback builds the skills necessary for students to succeed after high school.



## Alignment: Standards, Learning Objectives, Content, and Assessments

Each course starts with a curriculum map that is standards-aligned with the [Maine Learning Results](#). Science classes are aligned to the Next Generation Science standards. Each objective, content, activity, and assessment should be aligned with standards. Aligning the course to standards lets students know what they are expected to learn.

### Accessible Content

Each course needs to be accessible to a screen reader. There are [accessibility tools](#) within the platform that will guide you through creating content that meets accessibility standards. Additionally, courses need to be easy to navigate through and course expectations be easily understood by all learners.



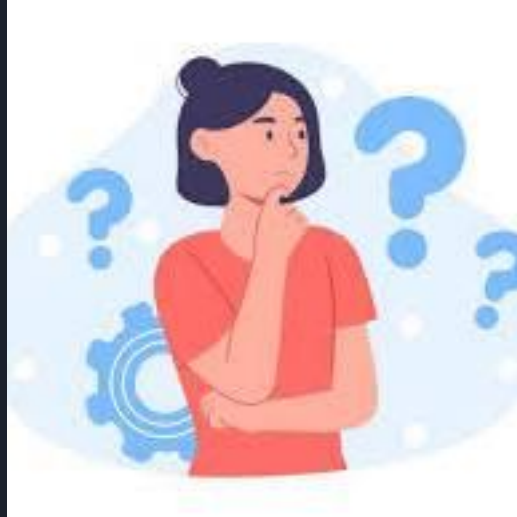
## Additional Best Practices

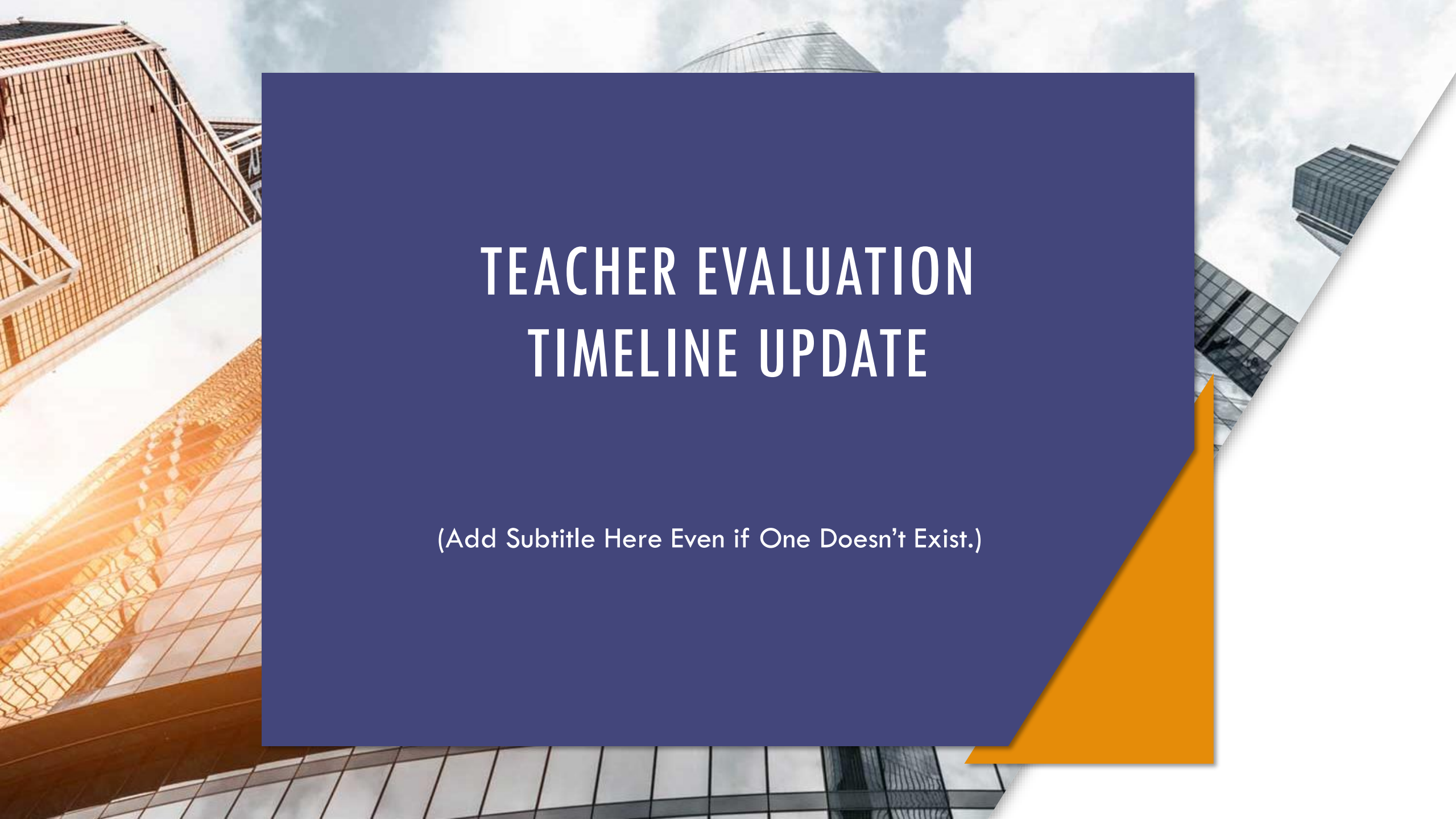
From Arizona State University, consider the following items when creating an online course (Salcido & Cole, 2020).

- **Instructor Presence:** Establish teaching presence early and often. This can be done through welcome videos and announcements.
- **Real-World Applications:** motivate students by making a real-world connection. Teaching students the concepts and how to apply them in real-world situations is critical.
- **Clear Expectations:** Help students understand the content by providing a detailed syllabus, due dates and schedule, and clear assignment directions.
- **Learning Objectives:** be sure that course content aligns with objectives and assessments and that extra content not directly supporting the learning objectives is removed or made optional.
- **Prompt Feedback:** provide feedback to improve student outcomes by reinforcing necessary materials, concepts, and skills. Provide feedback that students can apply.
- **Engage Students:** the quality of interaction between students is a sign of a successful class. Create educational experiences for students that are challenging, enriching, and that extend their academic abilities.

Additional resources can be found at the [Learning Variability Project](#).

# Questions ~ Feedback



The background features a low-angle shot of modern skyscrapers against a cloudy sky. A large, semi-transparent blue rectangle is centered over the image, containing the title text. An orange triangle is positioned in the bottom right corner of the blue rectangle, creating a folded-page effect.

# TEACHER EVALUATION TIMELINE UPDATE

(Add Subtitle Here Even if One Doesn't Exist.)

# EVALUATION TIMELINE

## From MEVA's Educator Effectiveness Model

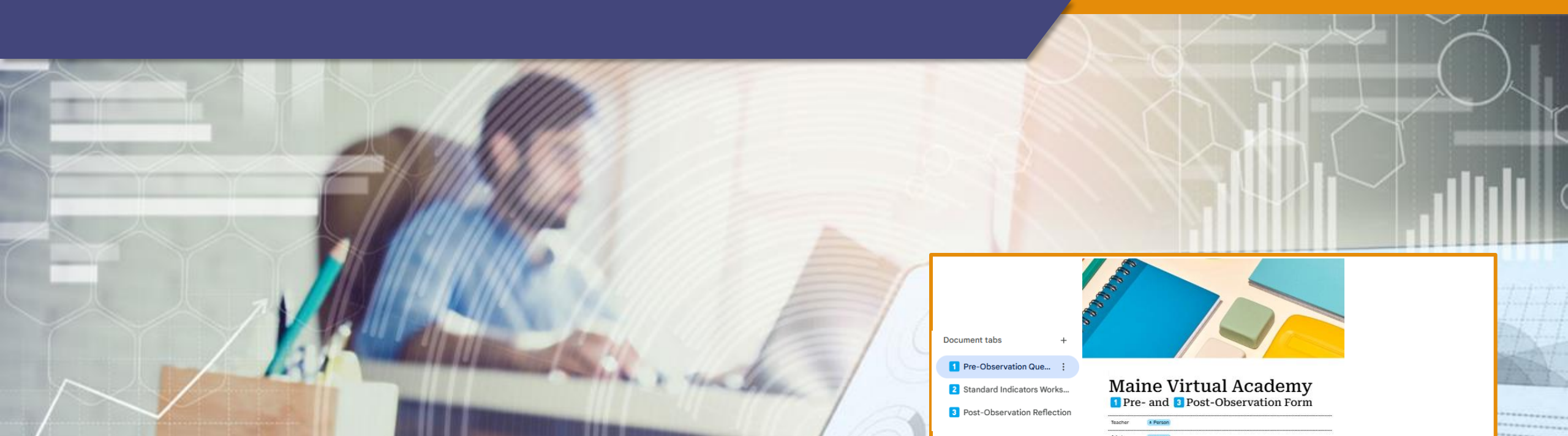
August	Teachers complete the Educator Effectiveness Rubric - based on reflection of their teacher performance rating - will draft a SMART goal (utilizing the established SMART Goal Template available in the Appendix of the Educator Effectiveness Model - Teacher). Newly hired teachers are assigned their Evaluation Cycle.
September	Evaluators review and rate teacher course shells using the Brightspace Course Shell Rubric (see appendix) Based on their self-performance rating and the Brightspace Course shell review, teachers set at least one SMART goal related to professional growth and a series of strategic action steps to achieve the goal(s). Teachers and evaluators meet to finalize and confirm professional growth SMART goal(s) and strategic action steps.
November/ January	Mini-observations/walkthroughs and/or announced observations are conducted as determined by the Evaluation Cycle; professional artifacts are determined and gathered (optional); peer observations are conducted (optional).
December/ January	Post-observation feedback meetings are conducted based on the Evaluation Cycle. SMART goal progress review will also be conducted.
February	Conference/consult with the evaluator to monitor the progress of SMART goal(s) as determined by the Evaluation Cycle.
March	Mini-observations/walkthroughs and/or announced observations are conducted as determined by the Evaluation Cycle; professional artifacts are determined and gathered (optional); peer observations are conducted (optional).
April/May	Post-observation feedback meetings are conducted based on the Evaluation Cycle. A Smart goal(s) progress review will also be conducted.
May	Summative Effectiveness Rating completed by evaluators and teachers; conference between evaluator and teacher held; professional artifacts submitted (optional); peer observations, if conducted, will be shared with Evaluator. SMART Goal Rubric is reviewed to evaluate the level of success in meeting the established SMART Goal.
June	Teacher Summative Evaluation Report added to Teacher files.

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Nonsensical chart

Performance Appraisal Timeline Template





Document tabs +

- 1 Pre-Observation Que...
- 2 Standard Indicators Works...
- 3 Post-Observation Reflection

### Maine Virtual Academy

1 Pre- and 3 Post-Observation Form

Teacher: [Person](#)

Admin: [Person](#)

Subject: [SDI](#)

Please answer these questions ahead of your **Pre-Observation Conference.**

**Date**

1. **Content** – What will you be teaching and what content standard will be addressed?
2. **Outcome** – What do you expect your students to know or do by the end of the lesson?
3. **Process** – What activities will you and your students be doing?
4. **Assessment** – How will you know if your lesson is successful for all groups of students?
5. On which Teacher Effectiveness **Standard(s)** would you like the observer to focus? (Click on the second tab in the left margin.)
6. **Is there anything else** the observer should know when viewing the lesson?
7. After the lesson, please return to this document and click on the **Post-Observation Reflection tab** to complete this document. (Click on the third tab in the left margin.)



# PREVIEW OF A NEW PRE-POST CONFERENCE FORM

(DON IS VERY PROUD OF THIS)

THANK YOU FOR  
YOUR ATTENTION.

THERE WILL BE A  
QUIZ LATER.

(Just kidding)

QUESTIONS/COMMENTS



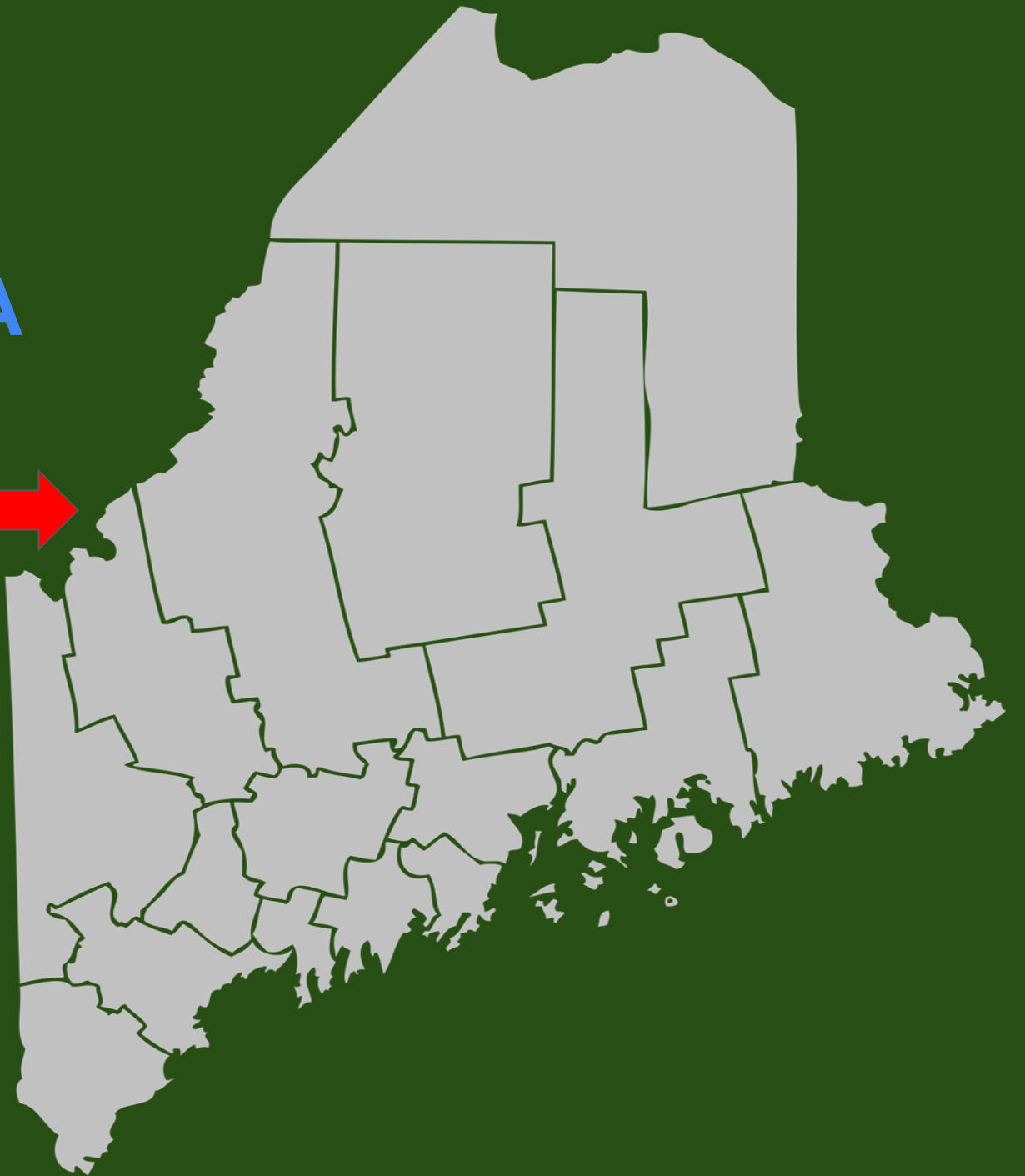


# Social & Community Opportunities for MEVA Students

*Click on your county/area on the map to see a list of things to do in your area!*



- *We are always adding to this list, so check back regularly. If you know of things going on in your area, let us know!*
- *Also, be sure to check out Maine Things To Do, an event calendar for Maine that is updated regularly!*



# Other

- Other topics and/or questions?
- Next Process Improvement Meeting **on Monday, February 24<sup>th</sup>, 3:00 pm.**
- **February Break is Friday, 14<sup>th</sup> through 21<sup>st</sup>.** Please cancel your live class sessions to suit.
- 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.