

Professional Learning Meeting Agenda – 11/17

- MEVA Mission and Vision Review.
- Post 10/1 Withdrawals – Retention Rate.
- Our Focus.
- Win over the student initiative.
- Guidance Update – Heather Tyler and Dan Pierce.
- Teacher/Support Teacher Evaluation Update – Don Fournier.
- Book Study – Dr. Christina O’Grady.
- Other and next Professional Learning (PL) Meeting on Monday, November 24th, 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.

Post 10/1 Retention Rate

- 98% post 10/1 retention.
- This result improves over the prior year.
- Overall, this is a positive trend for SY-2025/2026.



Our focus

- Please focus on communicating your rigorous expectations, within your course shells and live sessions.
- Please focus on quality implementation of Multi-Tiered System of Supports (MTSS) and curriculum maps.
- Please encourage your students to complete work in live sessions and attend daily Help Desk.
- Recommend your struggling students for team meetings.

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.

Without our Students there would be no MEVA!

Win Over & Rapport

- **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"*

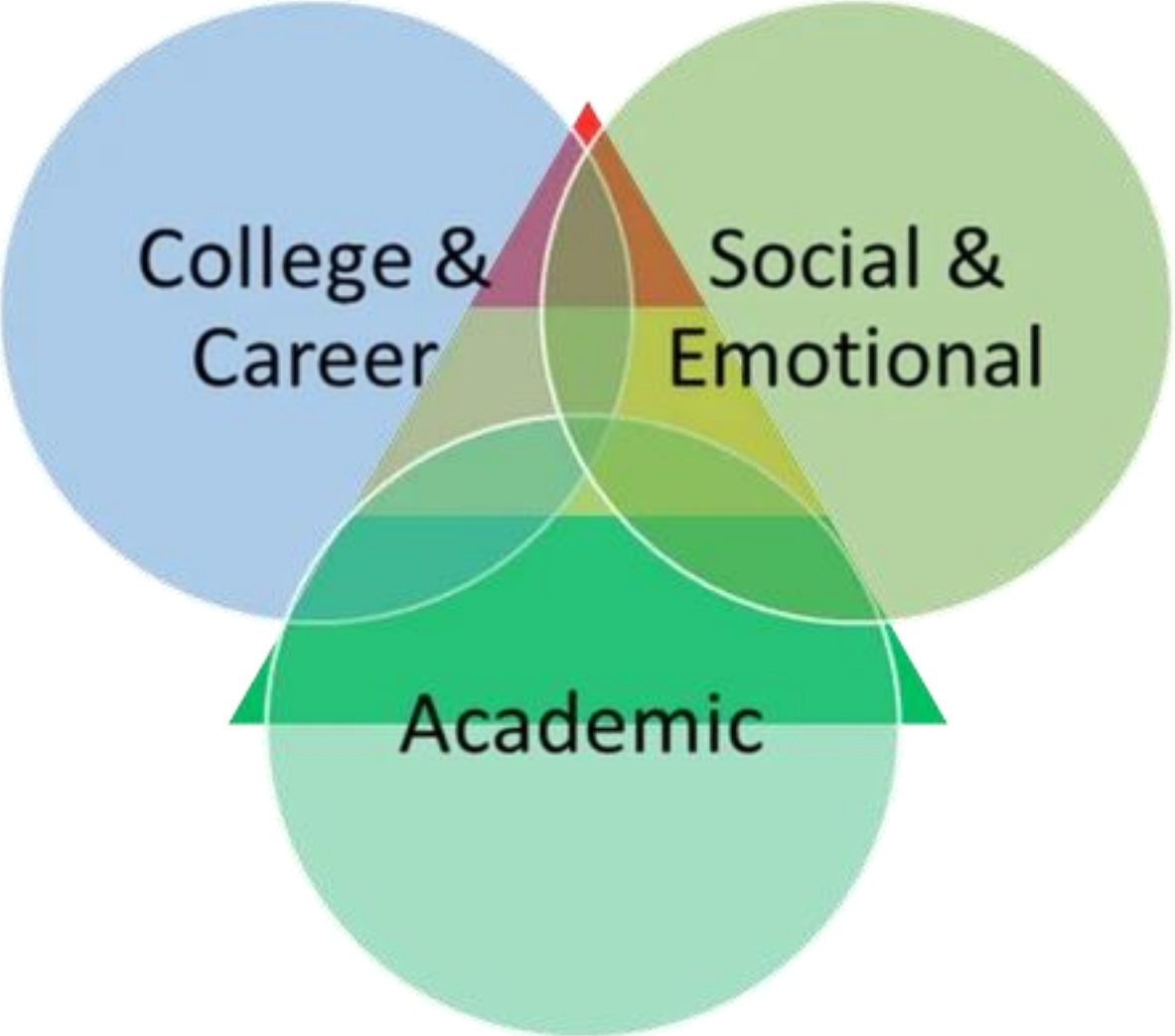
Communication

- 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

- **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](#)

School Counseling Domains



Dan: 7-10th grade

Heather: 11-12th grade

Reminders

- Please reach out to us if you have any student who is not passing your class.
- **Call** us if you have safety concerns about a student.

Dan: 7-10th grade

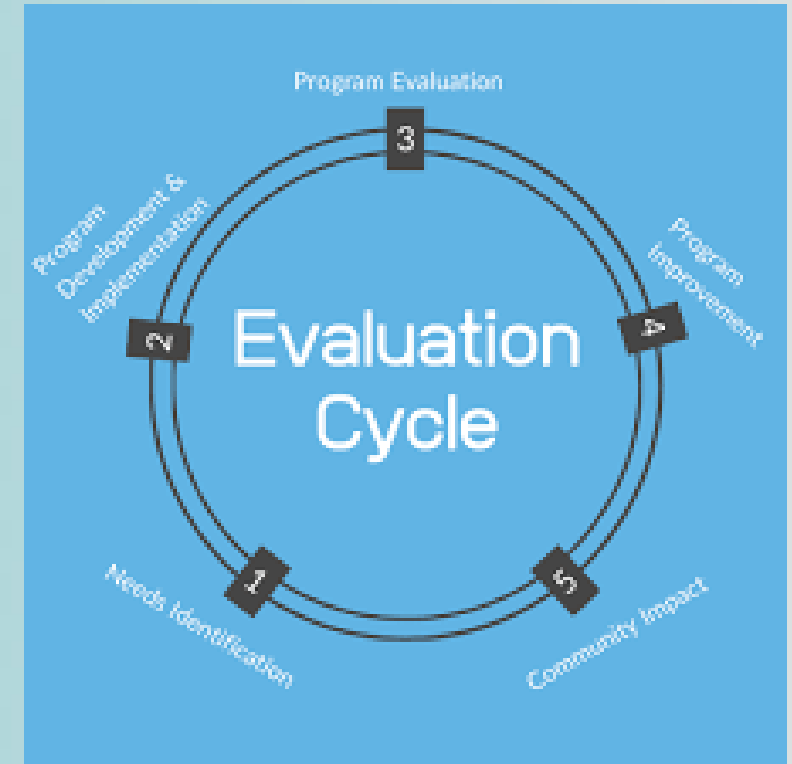
Heather: 11-12th grade

Evaluation Cycle Update

November 2025

Components of EEM

- Self-assessment via educator effectiveness rubric
- Annual goal setting aligned with school initiatives
- Walk-through feedback and mini-observations - 1 per semester
- New Teachers - Formal observation feedback with pre and post-conferences & effectiveness ratings
- Collegial peer coaching for professional growth



Evaluation Cycle Update November 2025 - from the EEM:

“As part of all evaluation cycles, teachers are expected to seek out ways to tap into the knowledge and expertise of colleagues to share best practices and support their professional practice goal. Effective methodologies for peer coaching include peer observations focused on a specific instructional strategy, collegial conversation focused on a targeted problem of practice, and/or conducting a lesson review. All collegial coaching notes will be shared with the evaluator/administrator before the spring summative evaluation.”

Collegial Peer Coaching

- Expected for all evaluation cycles
- Tap into colleague knowledge and expertise
- Methods include:
 - Peer observations
 - Collegial conversations
 - Lesson reviews
- Focus on specific instructional strategies or problems of practice
- All coaching notes shared with evaluator before spring summative evaluation
- Submit form detailing who
- Collegial Peer Coaching Google Form



Develop Dispositions for Dignity

Building Sustainable Practices for Belonging

Reflection: Your Journey So Far



Which task from last session did you choose?



How did it go?

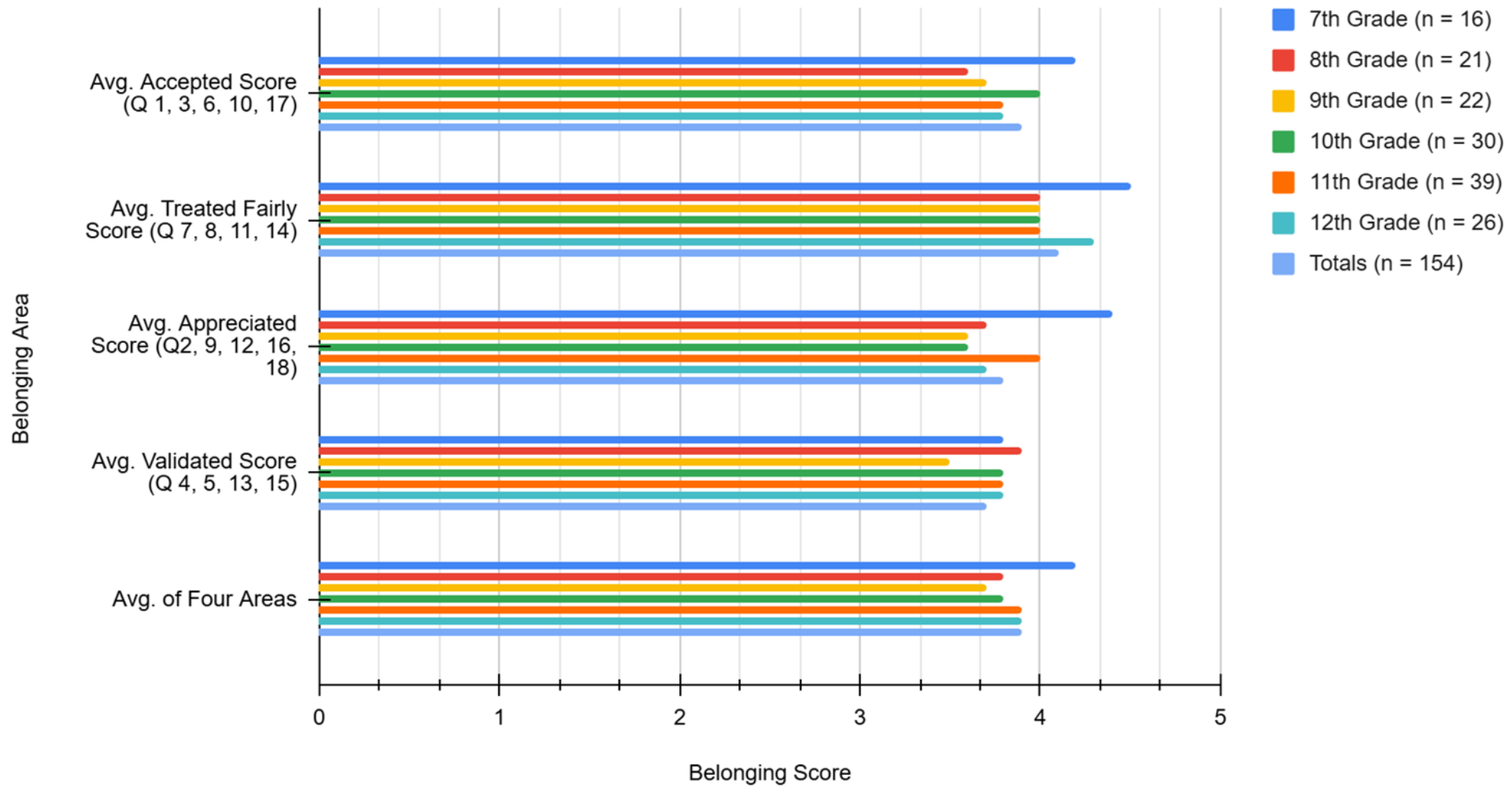


What did you learn about yourself?

Student Belonging Survey Results

Belonging Survey Results

By Grade Level



Student Belonging Survey Results - Thematic Analysis

Overall Themes	Defining Characteristics	7th Grade (n = 16)	8th Grade (n = 21)	9th Grade (n = 22)	10th Grade (n = 30)	11th Grade (n = 39)	12th Grade (n = 26)	Totals (n = 154)
Fun	The class is "fun"	9	1	1	0	0	1	12
Teacher-Related	Kind, Respectful	5	9	13	15	18	14	74
Content-Related	Like the content, Good at it	3	8	8	11	16	11	57
Environment-Related	Cameras/Mics on, Open Chat	5	5	0	5	6	6	27
Internal-Related	"Express myself" "Be myself"	2	6	3	7	10	6	34

Teacher-Related Qualities	
Teacher Qualities (Nice, Friendly, Welcoming)	47
Respect/Treated Equally	12
Easy to Talk to	4
Helpful/Supportive	23

	Class
7th Grade (n = 16)	Art
8th Grade (n = 21)	Art
9th Grade (n = 22)	Science
10th Grade (n = 30)	Science
11th Grade (n = 39)	Other
12th Grade (n = 26)	English
Totals (n = 154)	Art

The Journey Toward Dignity Dispositions

..... Starting Point

- Surface-level changes only
- Inconsistent behaviors
- Return to old patterns under stress

→ Growth Direction

- Deep, lasting transformation
- Consistent dignity practices
- Sustainable change rooted in values

Five Core Dignity Dispositions



Cultural Humility



Relational Priority



Systemic Awareness



Growth Orientation



Asset Mindset

Five Core Dignity Dispositions



Cultural Humility

Approaching others with openness, recognizing we have much to learn from different perspectives and experiences.

Reflection: What assumptions do I need to examine?

Five Core Dignity Dispositions

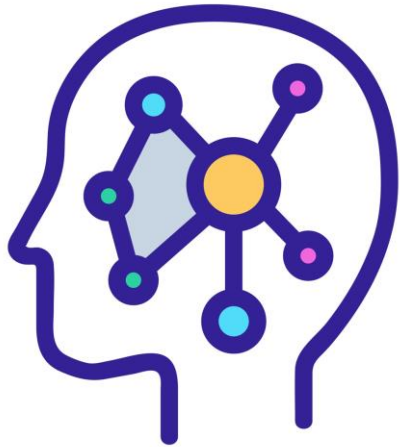


Relational Priority

Understanding that authentic relationships built on dignity are the foundation for all meaningful learning and change.

Reflection: How do I prioritize relationships over tasks?

Five Core Dignity Dispositions



Systemic Awareness

Understanding how structures and systems impact dignity, and being committed to changing harmful patterns.

Reflection: What systems need to change in my sphere of influence?

Five Core Dignity Dispositions

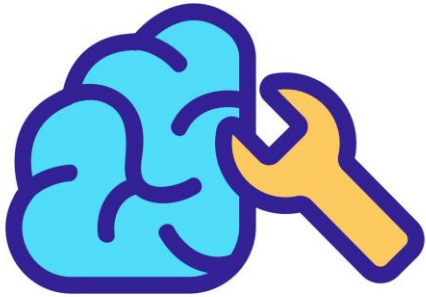


Growth Orientation

Believing in the capacity for change - in ourselves, our students, and our systems.

Reflection: Where do I need to believe in possibility?

Five Core Dignity Dispositions



Asset Mindset

Viewing students and families through a lens of strength, resources, and potential rather than deficits.

Reflection: How do I actively look for strengths?

How to Cultivate These Dispositions



Mindfulness Practices

- Pause before reacting
- Notice internal dialogue
- Practice self-compassion



Learning Environments

- Study communities
- Learn historical context
- Read diverse perspectives



Relationships Building

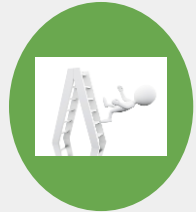
- Listen to stories
- Collaborate with colleagues
- Seek feedback

What Growth Looks Like

Dispositions create the foundation for sustainable, authentic dignity work



Language shifts: From deficit-based to asset-based communication



Expectation changes: Higher expectations with appropriate support



Response patterns: From reactive to reflective



Relationship quality: Deeper trust and connection

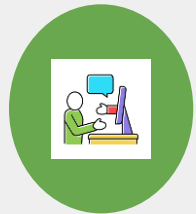
Research-Backed Benefits



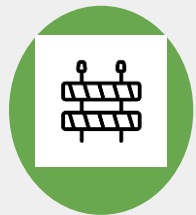
Increased Student Achievement across all demographics



Improved teacher retention and job satisfaction



Better attendance in middle and high school students



Lower suspension rates and fewer disciplinary incidents

Four Standards for Dignity

1. Presume Competence and Positive Intent

2. Ensure Psychological Safety

3. Provide Authentic Voice and Choice

4. Honor Cultural Identity

Be Patient with the Process

Sustainable change takes time, practice, and community support

Change is not linear. You'll have setbacks - that's normal and expected. What matters is that you keep returning to these principles.

Preview of Upcoming Professional Learning

11/24: Reflect as small groups - what's next, how will you implement the Belonging study?

12/1: Zach presents on how to incorporate Wabanaki Studies into the curriculum

12/8: Matt G. presents on restorative justice practices

12/15: Kim presents on providing choice in assessments

1/5: Christina presents on leveled learning targets

Other

- Other topics and/or questions?
- Next Professional Learning (PL) Meeting on **Monday, November 24th, 3:00 pm.** (3:00 pm, November 3rd and 10th are faculty work times for catch up, curriculum mapping, grading, etc.)
- **Thanksgiving Break is November 26th, 27th, and 28th.** Please cancel your live sessions.
- MEVA virtual high school graduation on **Friday, June 5th at 2:00 pm.** MEVA virtual eighth grade recognition ceremony on **Friday, June 12th at 11:00 am.**
- Looking ahead, the Last Day of School is **June 12th.**
- PL Meeting Materials are posted at: <https://www.mainevirtualacademy.org/essaesserlaul-resources/meva-professional-learning-pl-meeting-materials>
- Thank you for all that you do to support your colleagues, your students, and their families.

SY2025/2026 Updated Assessment Calendar

Assessment Type	Fall Dates	Winter Dates	Spring Dates
NWEA	September 16, 17, 18, 2025 (Makeup Day - September 19, 2025)	January 13, 14, 15, 2026 (Makeup Day - January 16, 2026)	May 5, 6, 7, 2026 (Makeup Day - May 8, 2026)
MEA (ELA & Math)	October 6-17, 2025	NA	April 6-17, 2026
MEA (Science)	NA	NA	April 6-17, 2026 (HS) May 11-22, 2026 (8 th Grade)
ACCUPLACER	September 16, 17, 18, 2025, with makeup days scheduled throughout the year	Ongoing	Ongoing
i-Ready Diagnostic	ALL 7th - 11th-grade students will complete math & Reading. August 25 - September 9, 2025, during Math & English classes, with makeups held during FOX Time and HelpDesk	January 13-15, 2026 (For mid-year enrollees only)	May 26-29, 2026, during Math & English classes, with makeups held during FOX Time and HelpDesk