

Professional Learning Meeting Agenda – 12/15

- MEVA Mission and Vision Review.
- Win over the student initiative.
- Advisory Committee Update.
- Teacher Presentation: Collegial Conversation/Peer coaching.
- Teacher Presentation: Restorative Practices.
- Other and next Professional Learning (PL) Meeting on Monday, January 5th, 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.

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](#)



MEVA's
Advisory Program Update
12-15-25

The Numbers: What Our Data Shows

| Grade Level | Advisors' Avg. Attendance | Students' Avg. Attendance |
|-----------------|---------------------------|---------------------------|
| Grade 7 | 80% | 56.19% |
| Grade 8 | 77% | 61.62% |
| Grade 9 | 70% | 53.17% |
| Grade 10 | 64% | 54.11% |
| Grade 11 | 81% | 42.65% |
| Grade 12 | 75% | 29.14% |

Note: Red highlighting indicates areas of significant concern.

Here's what we discovered about advisory participation across our school:

- Grade 7 students: 56% participation (still low)
- Grade 12 students: 29% participation (nearly cut in half)
- Advisor-student gap: 20-30 percentage points (advisors attend more than students)
- Some advisors: attending only 1 out of 8 sessions

Moving Forward: What Comes Next?

Design Based Research:

1. **Purpose of Advisory** (Write Statement)
1. **Data Collection:** Survey students and teachers to create a learner analysis
1. Write **learner analysis** to understand the "why" behind these numbers
1. **Empathy Maps & Persona:** Centers the Learner
1. **Instructional Problem:** What is the problem we want to address. Content and Design
1. **Research** successful virtual advisory models to support the instructional Problem
1. **Brainstorm** possible advisory models based on research
1. Design a **prototype** of the program sharing with Stakeholders for feedback
1. **Test and Evaluate** - Implement program - Collect Data from Program
1. **Survey** again and make adjustments (repeat steps 2-8 in the spring semester)



Developing an advisory program that supports MEVA's Mission and Vision: What is Advisory's purpose?

Mission

Maine Virtual Academy (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 learning experience for grade 7-12 students who are in need of quality 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.

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, postsecondary 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 postsecondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

🌟 Advisory Mission Statement

The mission of Advisory is to cultivate a supportive, engaged learning environment where students develop academic ownership, strengthen social-emotional and executive functioning skills, and actively participate in their educational journey. Advisory serves as a space where students can monitor their academic progress, collaborate with peers, set and reflect on individual learning goals, and develop skills that extend beyond the classroom.

🏆 Advisory Vision Statement

Our vision is that Advisory becomes a consistent, student-centered learning community where each learner is known, supported, and empowered to thrive. Advisory will provide opportunities for students to:

- ◆ Engage meaningfully with peers, teachers, and relevant content
- ◆ Strengthen 21st-century competencies such as **self-direction**, collaboration, communication, and problem-solving
- ◆ Build social-emotional awareness and identify personal strengths and needs
- ◆ **Receive direct support in planning, tracking progress, and updating ILPs**
- ◆ Explore real-life skills that prepare them for postsecondary pathways
- ◆ Take ownership of **discussions**, interests, and learning priorities

Through Advisory, students will develop confidence, belonging, and agency while actively shaping their academic and personal futures.



Questions/Comments/Ideas?

Collegial Conversation

Peer Coaching and Peer Observation Focused on a Specific
Instructional Strategy

Worksheet Experience

Collegial Conversation Focused on a Targeted Problem of Practice



- Get rid of what you don't need
- Stay on topic
- Be authentic
- Take risks
- Don't dwell on one topic too much

Identifying the Problem

- The final unit of the semester is an independent reading project.
- Students have a limited amount of time to finish reading their chosen novel and the related assignments.
- **Question:** How do we hold students accountable for their reading without overburdening them in the closing weeks of the semester?



Listening and Helping

- Watch the worksheet be filled in
- Listen for explanation of what is written
- Go through each section and discuss each item
- Ask questions to clarify and extend



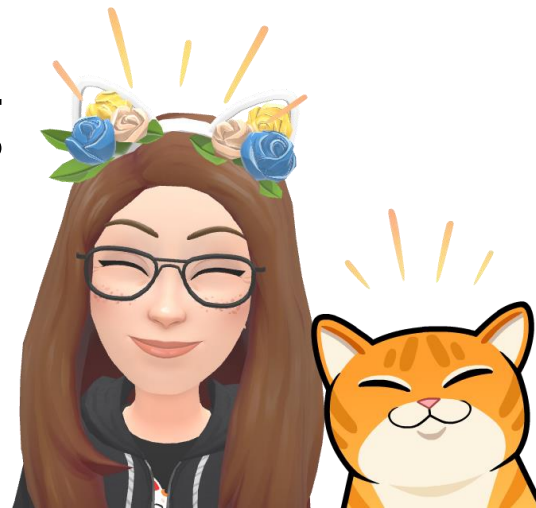
Benefits of conversation

Quick view into a project for 9th grade English

Assisting a colleague

Helping someone without it being an emergency

- Clarified the objectives of the unit (e.g., help students develop an independent reading habit that they enjoy)
- Added another layer of teacher experience to the decision-making process (pacing, assignment creation)
- Focused on fine-tuning



Peer Observation Focused on a Specific Instructional Strategy



- Relied on prior knowledge of observation expectations
- Fill out pre-observation questions
- Send chat saying let me know if you want to meet before hand
- Meet in collaboration 9:30 time to discuss

Gathering Evidence Through Observation

- **Question:** How do students experience instructional strategies employed during a read aloud?
 - Modeling
 - Pausing to identify questions & vocabulary
- Observed with question(s) in mind
- Noted frequency and nature of student engagement in the chat
- **Post-Observation:** Asked clarifying questions
 - Answered the original question and offered a few suggestions for future read-aloud sessions



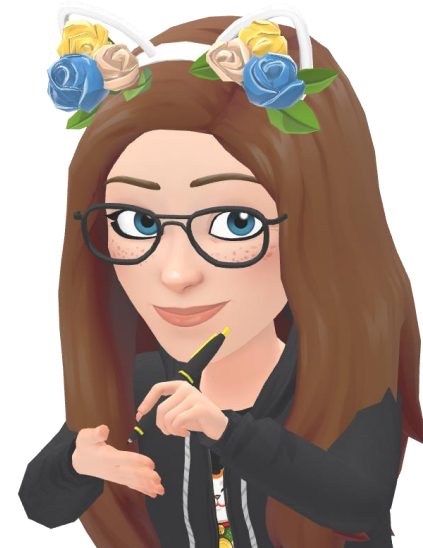
Benefits of conversation

Understanding the pacing, scope & sequence of a different class & grade level

Asking clarifying questions

Finding new strategies to utilize across grade levels

- Seeing the class session through another teacher lens
- Discussing observation and clarifying any missing information
- Confirming effectiveness of practices
- Making adjustments on feedback

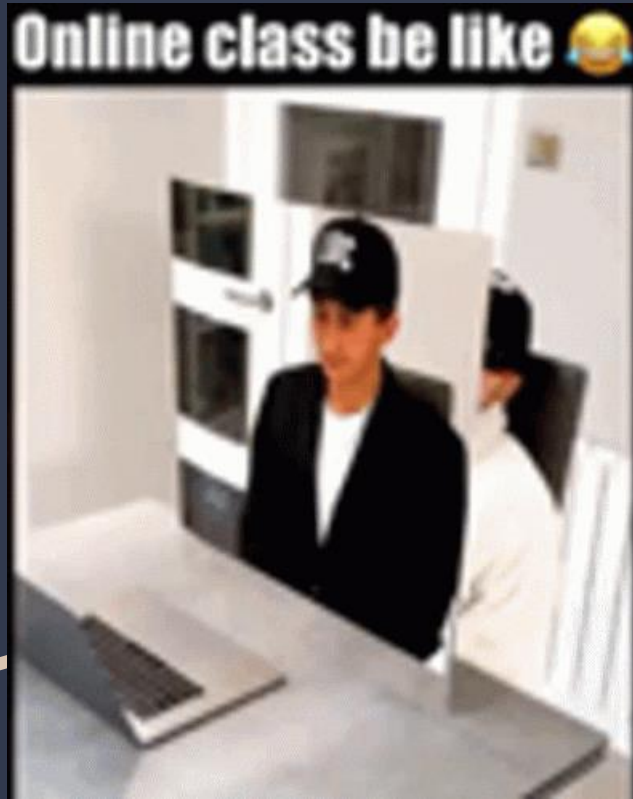


Restorative Practices

An introduction to restorative practices.



Objectives of this presentation

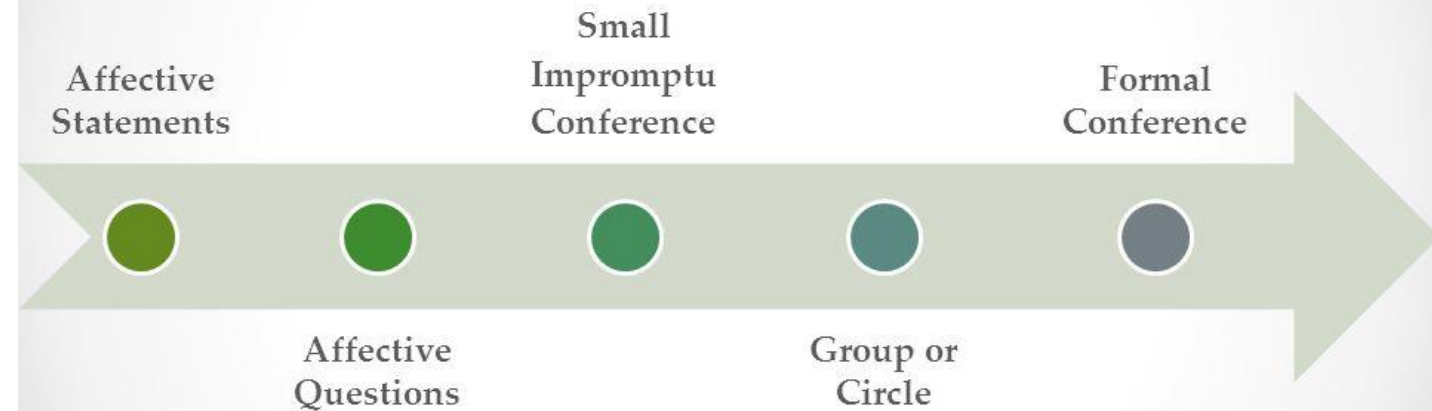


- ☆ To introduce the principles of restorative practices
- ☆ To explain why restorative practices will change your classroom/school/community for the better.
- ☆ Explain who can make a difference with restorative practices.
- ☆ Show how educators can start this process
- ☆ Provide resources for educators to improve their understanding of restorative practices.

What are Restorative Practices?

Restorative practices are a process in which we build relationships with the understanding that community cannot exist without relationships. Furthermore, we respond to difficult behavior by building and understanding that our behavior has an impact on others. We respond to difficult situations with circles and restorative questions that guide students in a reflections process when harm has been done.

A Continuum of Restorative Practices



McCold & Wachtel, 2001

What are the principles of restorative practices?



1. Acknowledges that relationships are imperative to building community.
2. Builds systems that respond to challenging behavior and harm in ways that strengthen relationships.
3. Focuses on the harm done rather than the rule that has been broken.
4. Gives a voice to the person or persons that have been harmed.
5. Creates a space that encourages collaborative problem solving.
6. Empowers growth and change.
7. Enhances responsibility for all members of the community.

Why should classrooms & schools implement restorative practices?

- ☆ Create opportunities to discuss and address the needs of the community.
- ☆ Build positive and healthy relationships between teachers and students.
- ☆ Repairs harm and rebuilds relationships.
- ☆ Resolves conflict while holding the offender(s) accountable.

RESULTS:

- ☆ Positive outcomes for offenders and victims.
- ☆ Decrease in reoffending.
- ☆ Victims and offenders feel that they are listened to.
- ☆ Establishes critical communication skills that students will need to deal with difficult situations in the future.
- ☆ Creates the opportunity for offenders to take responsibility for their behavior.

Who should implement restorative practices and where?

Restorative practices can and should be implemented in classrooms, schools, communities, professional workplaces, justice systems & within families.

Each person has an impact on the people and places around them. As each of us gets the opportunity to begin to build a community based on restorative practices, our impact grows. As students and adults within our “circle” learn how to build relationships, repair relationships and address conflict they can take those practices and share them with others.



How to begin implementing restorative practices within your classroom.

- **Build a relationship with each individual student while creating a classroom community that values honesty and respect.
- **Use affective statements to set an example for students of how to communicate in a way that demonstrates care and community.
- **Teach students how to communicate with respect and empathy by being an example of such.
- **Be aware of each student and the environment you provide for them.
- **Avoid sarcasm.

Community Circles

Adding community circles to your daily routine can help build relationships. Those relationships will develop a positive, caring, respectful and safe classroom community.



Conclusion

- ☆ Restorative practices are a process in which we guide children to better understand how their behavior impacts those around them.
- ☆ Restorative practices is based on the understanding that relationships are the cornerstone to community building. Once relationships are established we can build our community by focusing on repairing harm, empowering each other and valuing each community member.
- ☆ Restorative practices works because within this framework offenders learn to take responsibility for their behavior by working collaboratively with those who they have harmed to problem solve. As a result they are less likely to repeat harmful behaviors.
- ☆ As teachers, we can begin implementing restorative practices in or classrooms by using affective language, asking restorative questions when difficult behaviors occur and/or someone is harmed and by implementing community circles into our daily classroom routines.

Other

- Other topics and/or questions?
- Next Professional Learning (PL) Meeting on **Monday, January 5th, 3:00 pm.**
- **Winter Break is December 22nd through January 2nd.** Please cancel all 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/essaesserlau-elresources/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 |