We're all in this Together

Professional Development Day
January 16, 2023

ANCHORING OUR WORK IN DISTRICT GOALS

INQUIRY

❏ *2021-2022* - Explore ways to integrate STEM/STEAM principles and activities into the OPS environment.

❏ *2022-2023* - Increase student engagement through the implementation of an inquiry approach to learning.

DATA-INFORMED INSTRUCTION

❏ *2021-2022* - Utilize data effectively to provide differentiated academic and social-emotional instruction.

❏ *2022-2023* - Develop and document structures to effectively implement a differentiated approach to increase learning for all students.

Coming Together as a School Community

Defining Engagement

Coming Together as a School Community

What do you see specifically?	How do you foster engagement?
- Eye contact between speaker and listener - Student-driven conversation between each other - Questioning - Lots of hands signify everyone has something to say - Trial and error - Leaning in to the speaker - Movement to go to each other for resource - Enthusiasm in voice - Body language - Movement in the learning task - Animated facial expressions	- Plan and pose meaningful questions - Encourage growth mindsets by saying it is okay to make mistakes - Provide opportunities for voice and choice - Be flexible with what you teach based on student interest - Create a variety of resources - Build relationships between students and student to teacher - Create ownership in the classroom - Implement structures that encourage independence - Make real-world connections, including connections to self - Ensure there is time to work and finding time for struggle - Be aware of cultural background - Find a place for drawing and moving - Incorporate a game mentality

Sharing the Data and Its Purpose
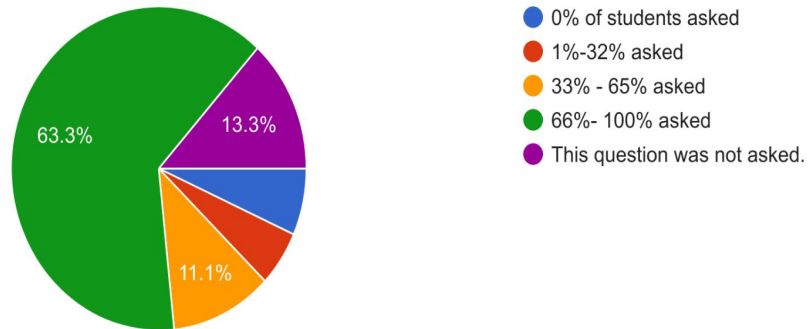

Grade Level

90 responses
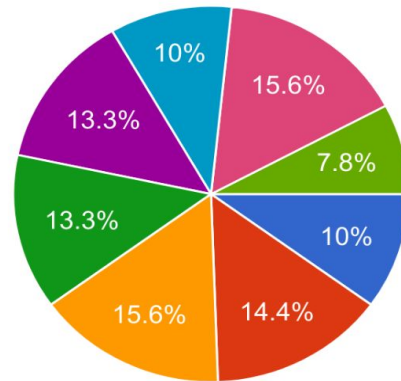
- Kindergarten/PreK
- First Grade
- Second Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- Kindergarten

15.6%
7.8%
10%
10%
13.3%
13.3%
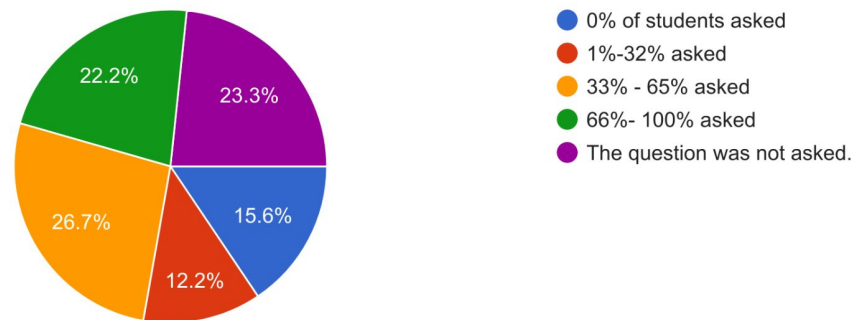15.6%
14.4%

Sharing the Data and Its Purpose

Students are able to explain what they are doing in the lesson.

90 responses

- 🔵 0% of students asked
- 🔴 1%-32% asked
- 🟠 33% - 65% asked
- 🟢 66%- 100% asked
- 🟣 This question was not asked.

63.3%

13.3%

11.1%

Students are able to connect the learning to previous or future learning. They can explain why they need to learn the skill/concept.

90 responses

- 🔵 0% of students asked
- 🔴 1%-32% asked
- 🟠 33% - 65% asked
- 🟢 66%- 100% asked
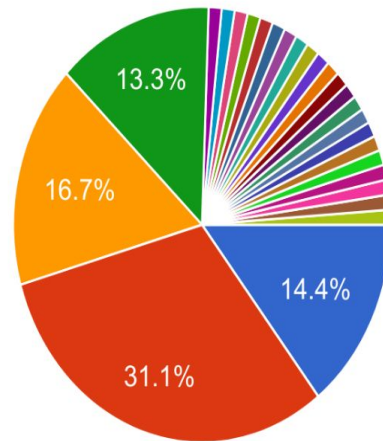- 🟣 The question was not asked.

22.2%

23.3%

26.7%

15.6%

12.2%

Sharing the Data and Its Purpose

What does the exchange of dialogue look like in the classroom? Who is doing the talking?

90 responses

Teacher was the only one speaking.

The teacher is asking questions, one student responds and the teacher then speaks.

The teacher is asking the questions and allowing the students to provide multiple responses.

Students are asking questions. The teacher is more of a facilitator of the conversation.

Some strategies to build voice in the classroom:
- Ask, "What do you think?" (Open questions)
- Longer wait time
- Ask, "Who can build on that?"
- Use familiar wording so students get used to the questioning.
  (Ex. What do you think your greatest challenge will be?)
- Encourage multiple responses
- Importance of turn-and-talk

Engagement Walkthroughs

What behaviors are you seeing that indicates true student engagement?

- [ ] Students are participating, talking with peers, asking questions.

- [ ] Students take pride in their work. They are excited about sharing their progress.

- [ ] Students are proactive. They know what they need to do or what to ask to move their learning forward.

- [ ] Students show a passion for their learning. There is an enthusiasm to do the work.

- [ ] Students show patience with self and others in learning.

- [ ] There is playfulness in the work. Students are smiling and laughing but on task.

- [ ] Students are persevering, even if they are not able to get to the right answer quickly.

- [ ] Other…

So what's next. . .

Staff were then asked to:

- Identify one way they will increase student voice in the classroom.

- Identify how they know students are engaged in learning.

Name

Your answer

What is one way you will try to increase student voice in your classroom? *

Your answer

When you think of your class, how do you know students are engaged in lessons? *

Your answer

So what's next . . .

Staff were also asked to look at Panorama data for their class and identify an area where they will focus on growing with their students and a strategy they will use.

Based on the SEL data shared in Panorama, what area/skill/topic do you see as the greatest need in your classroom? *

○ Self-efficacy

○ Self-efficacy about Math

○ Grit

○ School Climate

○ Growth Mindset

○ Emotion Regulation

Panorama and School Climate

Grades 3-5 Panorama data collected aligned to student views about engagement.

QUESTION	
In school, I take pride in my work and am excited to share my learning with others.	**66** % responded favorably
In school, I have fun when I learn.	**65** % responded favorably
When I learn something new, I can explain why what I learn is important.	**51** % responded favorably
When I learn something new, I can explain how what I learn connects to other things I've learned.	**46** % responded favorably
When I am in school, I talk with my peers to help us learn.	**64** % responded favorably

So what's next . . .

Staff were then asked to share their plan for next SEL steps.

Based off the trend you identified for your class, what is your plan to address this * with your students?

Your answer

Grade Level Planning

On many Professional Days, we schedule time for educators at the same grade level to plan together on upcoming units. This was especially important this year with curricular changes. Some staff worked on social studies planning and others focused on the implementation of the theater and design standards.

Instructional Aide Professional Development

Region V, along with other special education consortiums, provided virtual professional development specifically for instructional aides on topics such as anxiety, depression and school refusal, supporting struggling readers, suicide prevention education, traumatic brain injury in students, and general strategies for understanding and supporting students with disabilities.

The Importance of Voice and Choice

SCHEDULE							
	8:30 - 9	9 -10:30	10:30-11:30	11:30-12:15	12:15-1:15	1:20-2:20	2:30 - 3:25
PreK/Kind.	Team Ice Breaker	Active Engagement and SEL: Using the Data to Identify where we Are and Set Goals for the Future	Planning	LUNCH	**Choice Time** **Session #1** -Understanding the Design Process and How to Apply it to Existing Projects -Color-Coded Grammar -Progressive Muscle Relaxation - Math Mindset -State-Mandated Dyslexia Training -Ideas for Integrating SEL into the Classroom to Support Independence -How Can We Better Ourselves in 2023? Creating Personal Vision Boards -Strategies for English Language Learners in the Classroom	K-4 SS PD Click HERE to join the Zoom Click HERE for the presentation for today's work. Click HERE for Oradell Copy of Presentation- Please make your own copy if you would like to edit it. — **Choice Time** **Session #2** -Problem-Based Learning: Connecting to Real World Problems -Color-Coded Grammar -Progressive Muscle Relaxation -Strategies for English Language Learners in the Classroom -How Can We Better Ourselves in 2023? Creating Personal Vision Boards	**Choice Time** **Session #3** -Problem-Based Learning: Connecting to Real World Problems -State-Mandated Dyslexia Training -Using Conferring Notes in Workshop -Making the Most of WIN with Choice Boards -Math Mindset -Making Guided Math Work for You -Ok, I'm Mindful, Now What? Understanding the 3 Components of Self-compassion and Strategies for Self and Students -Progressive Muscle Relaxation
1st Grade							
2nd Grade							
3rd Grade							
4th Grade - M/S/SS							
4th Grade - ELA							
5th Grade - M/S/SS							
5th Grade ELA							
6th Grade - Math							
6th Grade - SS							
6th Grade - Science							
6th Grade - ELA							
Intervention Math							
Intervention LAL							
CST							
Speech							
ELL Teachers							
G&T/STEM							
Special Areas							
Nurse							
Aides			10-11:30 Log into Bergen/ Region V Online training		12:30-1:00 Crisis Intervention Protocol Google Form -click HERE *** 1-2:30 Log into virtual training session Bergen/ Region V Online		2:30-3:25 Choice Time above *You may leave at your normal contractual time (though you're always welcome to stay)

Choice Sessions

Differentiation	Active Engagement	Social Emotional Learning and Mental Health	Curriculum
State-Mandated Dyslexia Training	Ideas for Integrating SEL Into the Classroom to Support Independence	Progressive Muscle Relaxation	Understanding the Design Process and How to Apply It to Existing Projects
Strategies for English Language Learners in the Classroom	Making the Most of Win with Choice Boards	Setting Goals to Better Yourself: Personal Vision Boards	Color-Coded Grammar
Using Conferring Notes in Workshop		Understanding the Three Components of Self-Compassion and Strategies for Self and Students	Into Social Studies
		Math Mindset	

Feedback

- I had a great day! I left the day motivated and inspired! I plan on using both the color-coding grammar and the WIN Choice boards in my room this week. I started today with the simple terminology of "Do First" and "Do Next" as oppose to "Do Now" or "May/Must Do." I found that the prep work and accountability and having a system/routine in place are important to managing WIN Choice boards and using it effectively.

- I used the vision board today as a way for a student to choose goals that focus on behavior and what it looks like to be a "good student."

- Strategies for ELLs were incredibly helpful, and I think some of them will be helpful for many other students in my class as well! For example, my students will all benefit from having more picture cues to go with the instruction, as well as more gestural cues to help clarify instruction and directions. Today in writing, I opted to provide a graphic organizer for my class that included picture clues to use while they research the animal they'd like to write about in their informative writing project. For example, in one section, next to "appearance" was a picture of eyes to help my students remember that 'appearance' means 'what it looks like.' It felt like it made things a bit clearer and smoother in class. I'm now looking for other ways that such accommodations can be helpful not just to ELLs, but to my class as a whole where appropriate.

- I'm also grateful for the data from the panorama survey, because it lines up with what I'm seeing in class. I noticed recently there's been an increase in frustration as my students encounter more challenging material, and as a result, they are quick to give up or insist that they 'can't do it.' Sure enough, the data also shows that grit and overcoming obstacles is an area where my class needs growth and support. We've already begun working in Open Circle on identifying our "inner coach and inner critic" and reframing thoughts from unhelpful (ex: "This is too hard, I'll never get it!") to helpful (ex: "I'll keep trying and ask for help. I'm still learning, and learning takes time.").

- I was able to reflect on how I observe student engagement.

QUESTIONS, COMMENTS OR WONDERINGS

OPS Grows When

Kindness & Wonder are Planted

2022-2023