

2/7/2020 - Weekly Board Notes

The Sup Is On/weekly podcast: New episodes will be released on Fridays:

<http://cdaschools.buzzsprout.com/>

Kate Orozco - Magnet Schools:

As the District works to clarify 3012 policy and procedures, which guide the Magnet school enrollment processes, Sorensen and Ramsey will continue with current procedures for enrollment this spring (sending out Confirmation of Enrollment forms, setting the first window at the beginning of March, etc.) . The District will bring the revised 3012 policy and procedures back to the March Board meeting for information.

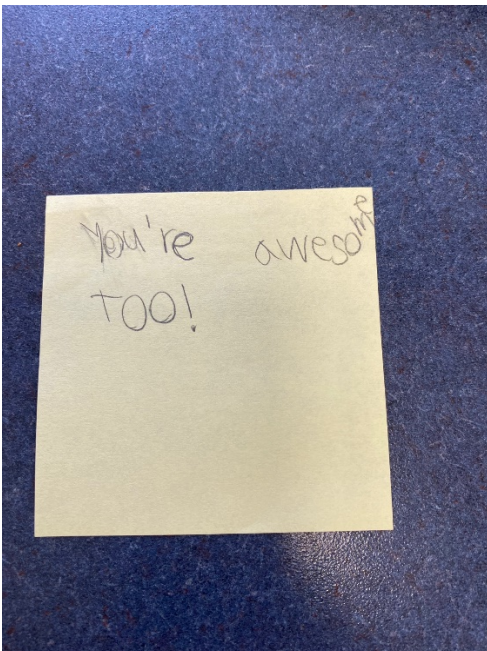
In addition, District administrators will begin to research and write policies and procedures to guide the District and schools on the occasion that there may ever be interest in opening a magnet school or converting a current school to a magnet school.

Kate Orozco - Small Successes:

One teacher wrote this note to her principal...

My toughest student is having a hard time lately at home and at school. We have been locking horns and most days I run out of energy trying to deal with him without flipping my lid or being unkind.

This morning I decided to try something different because what I am doing with him isn't working. So I wrote him a note that said, "You are awesome" and left it on his desk. He needs to hear that because he hears quite the opposite a lot. I returned from lunch and found this note on my desk. I realized, I really needed to hear this from him too. :)



Trina Caudle - Integrated Math Professional Development:

Secondary Integrated Math 1 and Math 2 teachers participated in their third instructional professional development retreat of the school year. The retreat was held on Tuesday, February 4th and facilitated by **Katy Karshney** and **Ryan Gillespie**. The essential question that framed the day was, "*How can I establish learning goals that invite deeper thinking and understanding of mathematical concepts?*", paralleling the work of the curriculum Math Academy group. Teachers were able to:

- explore how clearly established learning goals can lead to deeper understanding of mathematical concepts;
- design rich tasks that moved from strictly a procedural focus to tasks that invoked conceptual understanding, thinking and reasoning; and,
- plan for mathematical student discourse that deepens understanding.

Teachers will participate in peer observations over the course of the next few weeks and center the lesson they planned around clear learning goals, rich tasks and a student discourse.

Kate Orozco - Boundaries:

Our elementary administrative team continues to discuss the challenges our community faces in redrawing the boundaries among our schools. The varied commitments and priorities that continue to take center-stage in our conversations do not diminish the fact that our teachers, families, and administrators share a deeply held belief that all our children deserve our very best schools, teachers, instruction, and leadership. I sense that our elementary teams are hoping that a solution will emerge, which will allow us to complete the discussions, assess our next steps together, and restore some of the equilibrium among our different groups who are hopeful that there is a way forward which will unite us.

Mike Nelson - A Focus On Equity In Atlanta:

Kate Keinert, James Curb, Brianne Weinberger, and Mike Nelson are attending the [ESEA \(Title programs\) National Conference](#) this week in Atlanta, GA. With over 100 sessions focused on how combined efforts will lead our District toward our goal of equity - to ensure that all students have access to and receive the education and resources students need and deserve. We have had excellent sessions focused on programs, data literacy, strong instructional strategies, and social-emotional learning, among others.

Kate Orozco - Impressions From Classrooms:

Wednesday and Thursday, in each of our elementary schools, administrators and Teacher Leader Academy (TLA) participants observed their TLA colleagues bring to life in their classrooms lessons which had been planned with great purpose. Lab host teachers were challenged to focus their planning on a particular area where they knew they needed to grow in their practice ("problem of practice"), and then ask for feedback

specific to that growth area. As you can imagine, it takes a certain amount of courage to put one's best efforts on display, focus on growth areas, and then ask for feedback to improve in those places. In addition, colleagues were asked to video tape those specific teaching moments aligned to the host teacher's problem of practice. I had the privilege of being a co-observer in the process, and I ended the day feeling inspired, as much by the candor of the teacher conversations as by the instruction itself.

