

CARDINAL TLC

November Newsletter

TLC in Action

Elementary

PLC Work

Mrs. Finnegan, Mrs. Huisman, and Mrs. Kay have been facilitating our grade level PLC's.

We are excited to share that 5th grade met their first math SMART goal of the year!



MS/HS

PLC Work

Mrs. Bleth-Harris, Mrs. Huisman, and Mrs. Berens have been facilitating the Middle School 8th hour PLCs. This is a powerful time for teachers to focus on student data!

Coaching

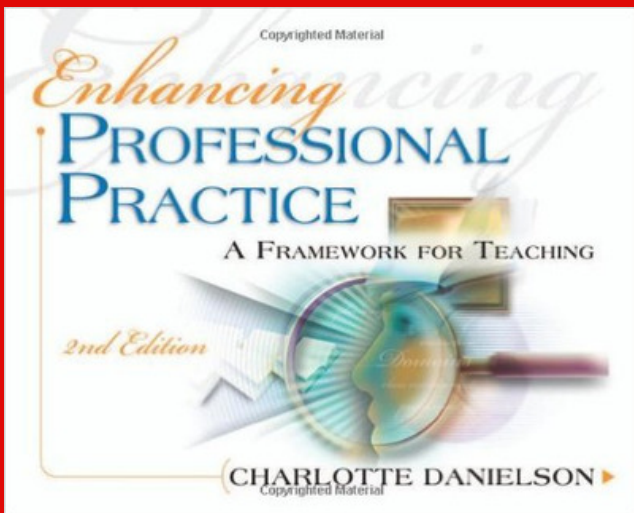
If you visit our buildings, you will see Mrs. Finnegan and Mrs. Bleth-Harris busy working with teachers and students.

Mrs. Finnegan is co-teaching a writing unit in 5th grade and modeling number talks in 1st.

Mrs. Bleth-Harris has been co-teaching a unit on proteins and a unit on informational writing over people of the Holocaust.

Professional Development

Our District Leadership Team (Mrs. Abbott, Mrs. McGehee, Mrs. Palmquist, Mrs. Burton, Mrs. Pearce, Mrs. Nelson, and Mrs. Cox) provide powerful input on and help with presenting our professional development.



Charlotte Danielson's FRAMEWORK FOR TEACHING	
DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy 1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students 1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students 2b Establishing a Culture for Learning • Importance of content • Expectations for learning and behavior • Student pride in work 2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior 2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching • Accuracy • Use in future teaching 4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records 4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program 4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession 4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	DOMAIN 3: Instruction 3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation 3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence