# GROWING TEACHERS WHO GROW STUDENTS

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Heather Gross, Grain Valley R-V
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# OUTCOMES

- Review the importance and impact of Collective Teacher Efficacy
- Introduce the concept of the Teacher Development System
- Explore the history and evolution of Statewide Teacher Academy
- Hear practitioner testimonials of growth and learning realized in Teacher Academy
- Investigate Teacher Academy participant data highlighting growth and learning

# ESTABLISHING A TEACHER DEVELOPMENT SYSTEM

# CURRENT TEACHER SUPPORTS

**Missouri Teacher Standards**

**Professional Learning Standards**

**Professional Learning 1% Funds**

**Mentor Standards**

**New Teacher Induction – 2 year certification requirement**

**Mentoring**

**Teacher Academy**

**Educator Evaluation System that supports Educator Growth**

# COLLECTIVE TEACHER EFFICACY

## EFFECT SIZE - 1.57

- **John Hattie *"Know Thy Impact"***
- Average Effect Size for one year of growth still 0.4
- 95% of what we do increases student learning
- We need to abolish the words "what works" instead "what works best"

# WHERE TO START?

- RPDC Directors explore Teacher Development System – 2/2015
- **Re-establish Statewide Missouri Teacher Academy**
- Replication of Leadership Academy
- Statewide Grant – 2004
- Funding Cuts – 2010
- Regional Cohorts
- February - Proposal to Office of Educator Quality
- Statewide Teacher Academy in eight regions 2015-2016

**Teacher Academy** is designed to provide teachers an opportunity to –

- ***Learn and collaborate*** with other master teachers from other districts, other regions, other grade levels, and other content disciplines

- Study the latest ***educational trends, strategies and philosophies*** from excellent national and local educators

- ***Collaboratively process, reflect, and implement instructional practices*** to increase student learning
- Demonstrate ***expertise*** in their content area
- Bond and build a ***career-long support system*** for continued professional growth

***Affect change*** in school buildings and districts by raising student achievement ***using skills and strategies learned*** through the experience

MARY BURGESS, TEACHER
HOWELL VALLEY ELEMENTARY

# Teacher Academy:

## Putting the pieces together for success

# TEACHER ACADEMY:

## PUTTING THE PIECES TOGETHER FOR SUCCESS

MARY BURGESS
HOWELL VALLEY ELEMENTARY

# Teacher and Student Standards

# TEACHER STANDARD

## Standard #4 Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process.]

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative, small group and independent learning

# STANDARDS ADDRESSED IN UNIT

**CCSS MATH 2.OA.1** **Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.**

**CCSS MATH 2.NBT.5** **Fluently add and subtract within 100 using strategies based properties of operations, and/or the relation between addition and subtraction.**

**CCSS MATH 2.NBT.9** **Explain why addition and subtraction strategies work, using properties of operations.**

# QUANTITATIVE MEASUREMENT

# Math Chapter 1

Second Grade Class

| I CAN | Pre Test Question | Percentage of Students | Post Test Question | Percentage of Students | Change in Percentage | Comments/Observations |
|---|---|---|---|---|---|---|
| tell what it means to add. | 14 | 64.29% | 2 | 100.00% | 35.71% | |
| tell that a double fact is where the same numbers are added together. | | | 15 | 100.00% | | |
| use double facts to find sums for near double facts. | | | 24 | 100.00% | 100.00% | |
| tell what the sum means. | 1,16 | 46.43% | 4, 20 | 92.86% | 46.43% | |
| use the number line to help add or subtract. | | | 28,29 | 92.86% | | |
| add three addends. | 5 | 92.86% | 10,11* | 85.71% | -7.14% | The skill of adding three addends will be readdresed since there was a slight decrease in overall scores. The major factor was the accuracy of the adding. Students were able to explain the process of how to get the answer, but did not attend to the accuracy of the problem. |
| write a number sentence when solving a word problem. | 7,9,10 | 42.86% | 12, 13, 14, 16, 27 | 84.29% | 41.43% | |
| draw a picture when solving a word problem. | | | 12, 13, 14, 16 | 98.21% | 98.21% | |
| solve different types of word problems. | 4,5*,6,7*,8,9*,10* | 61.90% | 12, 13, 14, 15*, 16*, 17*, 26*, 27* | 88.10% | 26.19% | |
| write my own story problem. | 10 | 35.90% | 30 | 95.24% | 59.34% | |
| tell what the word difference means. | 2,15 | 26.92% | 3, 21 | 71.43% | 44.51% | |
| count back to subtract. | | | 29* | | | |
| solve word problems that involve subtraction. | 6*,9* | | 12*, 16, 26 | 85.71% | 85.71% | |
| subtract all or zero from a number. | | | 7 | 100.00% | | |

# Math Chapter 1

Second Grade Class

| I CAN | Pre Test Question | Percentage of Students | Post Test Question | Percentage of Students | Change in Percentage | Comments/Observations |
|---|---|---|---|---|---|---|
| use related addition and subtraction facts to solve problems. | 3,12 | 42.31% | 18, 19 | 58.93% | 16.62% | |
| tell what a related fact means. | 13 | 71.43% | 1, 18*, 19* | 100.00% | 28.57% | |
| find missing addends. | | | 22, 23 | 94.64% | | |
| tell what a fact family is and use it | | | 25 | 100.00% | | |
| write a fact family | 11 | 28.57% | 23 | 100.00% | 71.43% | |
| solve two-step word problems. | | | 12*, 13* | | | |
| add or subtract to 20 with various problems. | *5, *6, *7, *8, *9, *10, *11, | | 5, 6, 7*, 8, 9, 10*, 11, 12,*, 13*, 26, 14*, 15*, 16*, 17, 22*, 26*,,27,28*, 29* | 89.29% | 89.29% | |

All students showed growth. If you average all of the students' pre and post tests the results are:

Pretest 51% Post test 88%

# QUALITATIVE MEASUREMENT

# MATH QUESTIONS FOR STUDENT REFLECTION:

*@TEACHHEATH*

**Check for Accuracy** (You KNOW the student understands the topic):

1. Explain your method or strategy you used- Why did you choose that method?
2. Would it work if you didn't use that method?
3. If you broke this down into parts, what would they be?
4. Can you create and solve a problem similar to this one?
5. Try doing this a different way to show your thinking.
6. Can you think of an anti-example?

**Check for Understanding** (You THINK a student understands the topic):

1. Why is your method and answer correct?
2. Can you convince us you are correct?
3. Have you thought about all parts of your answer? Are there places where you could be wrong?
4. Can you explain your thinking in simpler terms?
5. Can you make a model to show that?

**Check for Clarity** (You THINK the student may confused):

1. What do you need to find out?
2. What strategies will you use?
3. How would you describe the problem in your own words?
4. Could you try this with simpler numbers? Fewer numbers?
5. What did other members of your group try?
6. What pieces of the problem make sense to you and which parts are confusing?

**Giving Clarity** (You KNOW the student is confused):

1. Which words are important?
2. Where do you think we should start?
3. Where are your issues with this problem? What confuses you?
4. Did you try a different method? Pictures or models?
5. Try explaining your thoughts. Start by saying "I know I have to do ….because…
6. Where can you find the help you need?
7. How can your group members help you? Draw it? Talk about it?

Problem Solving.
Solve each problem. Explain the strategy you used and show how you solved the problem.

12.) Dotty has 8 red flowers and 2 pink flowers. She gives 5 flowers to her mother. How many flowers does Dotty have left?

_____ flowers

## Write your own story problem with the sum of 7.

1

1

Michael had the coins below in his pocket. When he counted them he said that he had $0.36 in all. He did not count correctly. Explain what he did wrong <u>and</u> show the correct way of counting them.

**27. Use the information in the table to solve the problems. Be sure to draw and explain your answers. You must label your answers correctly.**

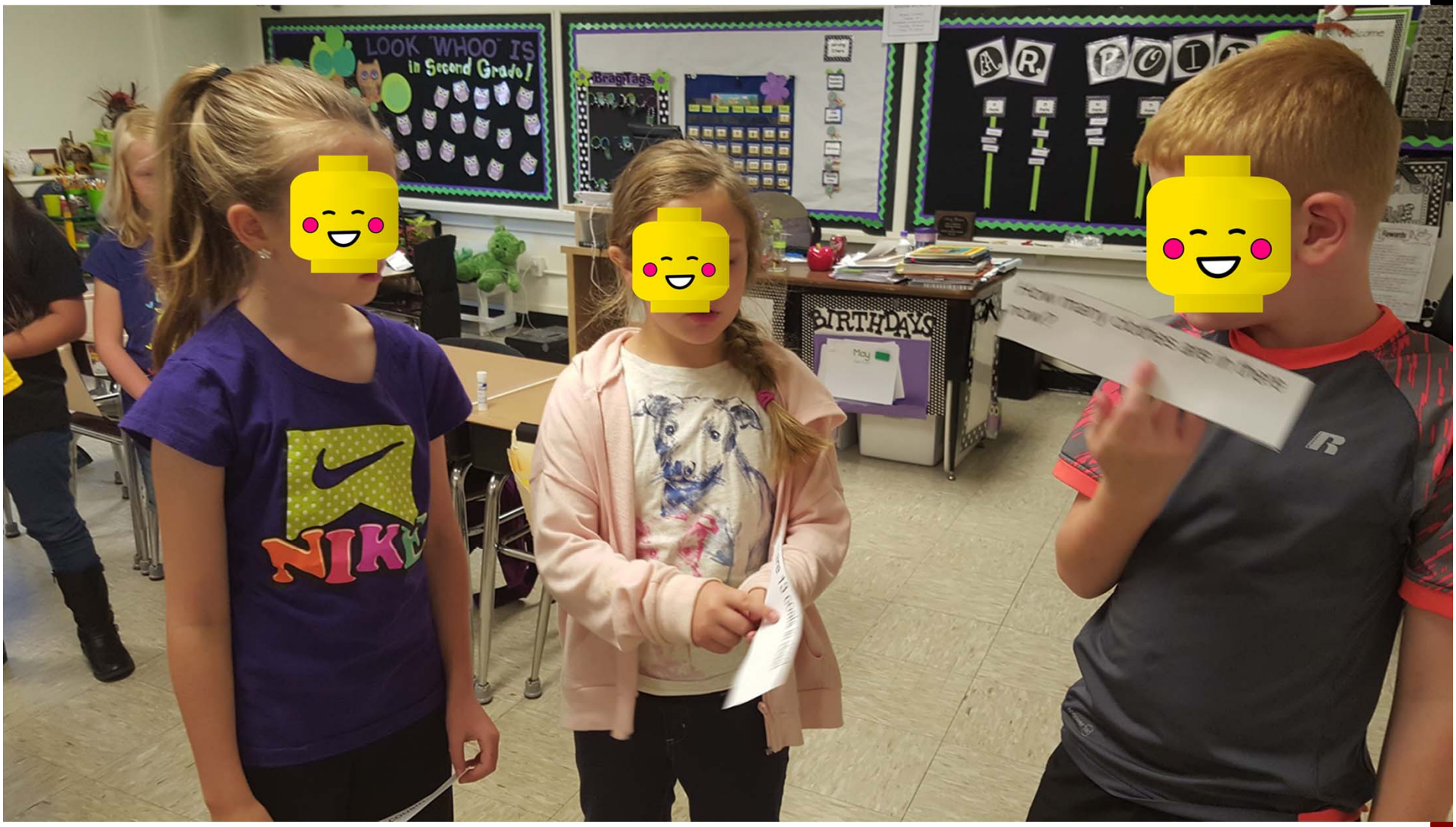
Pellston Supplies is having a big sale on back-to-school supplies. The table shows the cost of buying each item.

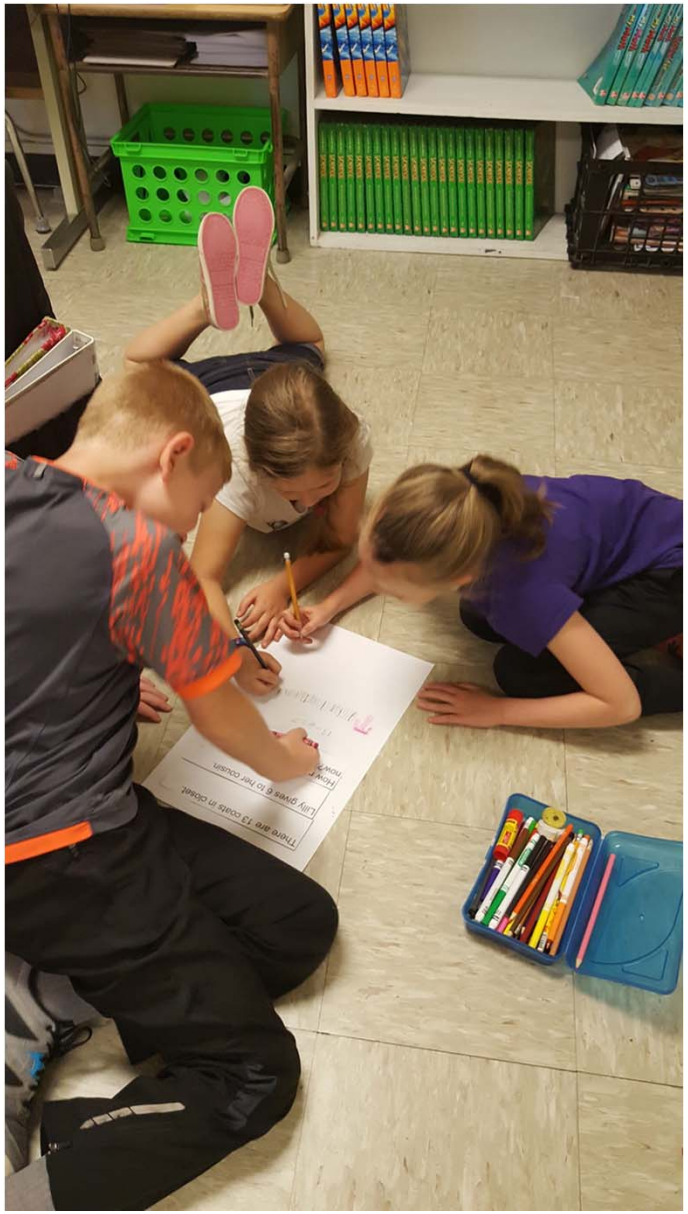
| Item | Cost |
|---|---|
| Erasers | 4 for $1 |
| Pencil | 34¢ |
| Crayons | 68¢ |
| Folder | 20¢ |

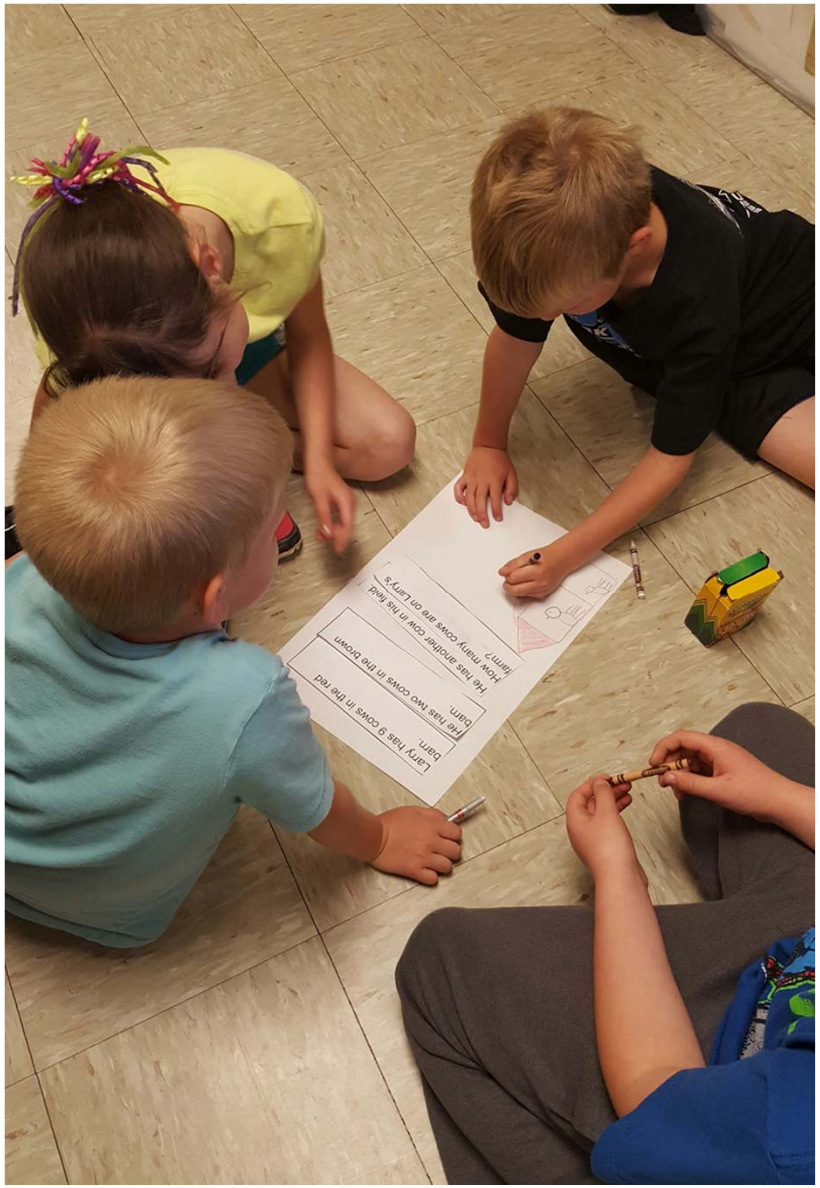
A. Josh wants to buy crayons and a pencil. Show the coins that Josh will use to buy the items. The coins he used will be the exact amount to purchase the items.

B. Taylor wants only 1 eraser. How much money will she use to buy the eraser? Show the amount.

C. Amanda has 1 quarter, 4 dimes, and 2 pennies. Does she have enough to purchase the crayons? Explain how you know.


LOOK WHOO IS
in Second Grade!
BragTags
BIRTHDAYS
May
NIKE


There are 13 coats in closet.
Lily gives 6 to her cousin.


Larry has 9 cows in the barn.
He has two cows in the brown barn.
He has another cow in his field.
How many cows are on Larry's farm?

What is the best answer?

Struggling Learner

Subtraction

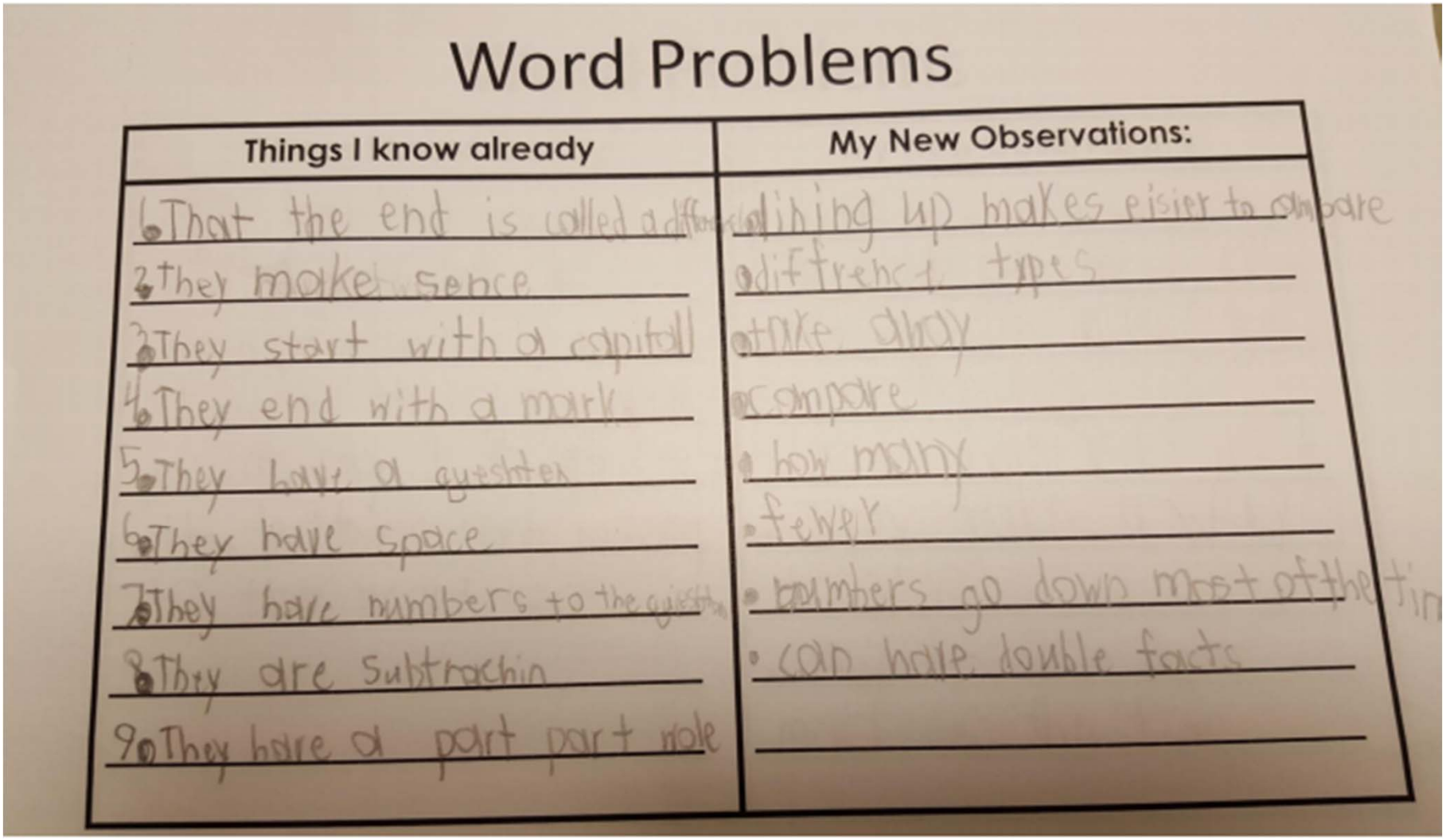
Student B

# Word Problems

| Things I know already | My New Observations: |
| --- | --- |
| The number goes down | That they are lost |
| 4 − 4 = 0 | they go (away) |
| 10 − 10 = 0 | I know |
| 5 − 4 = 1 | I count |
| 8 − 4 = 4 | I know numbers 0, |
| 10 − 10 = 0 | It has numb |
| 13 − 1 = 12 | I didn't know |
| 20 − 1 = 19 | I kno 5-20 |

Sum

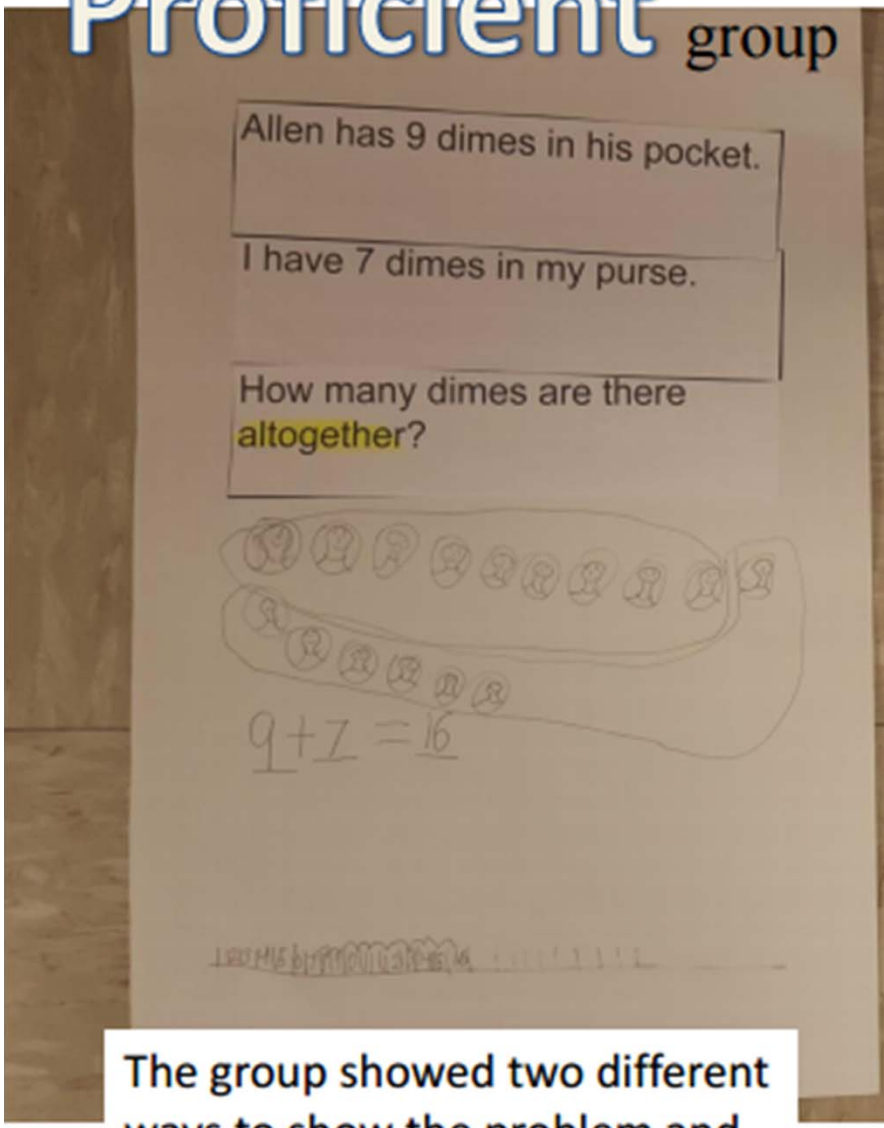
Accelerated Learner Student A subtraction word problems



# Word Problems

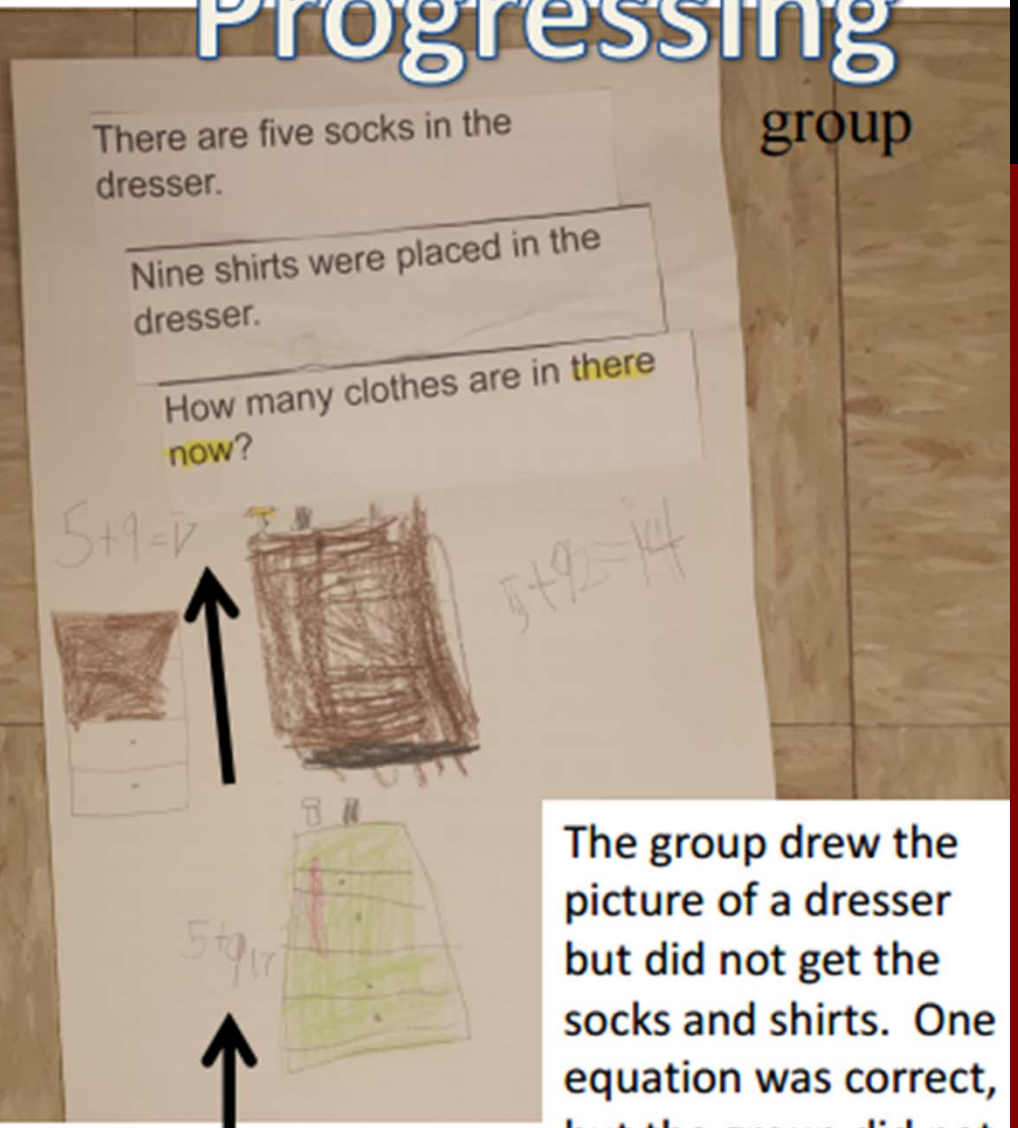
| Things I know already | My New Observations: |
|---|---|
| 1. That the end is called a diffrence | lining up makes eisier to compare |
| 2. They make sence | diffrence types |
| 3. They start with a capitall | take away |
| 4. They end with a mark | compare |
| 5. They have a queshten | how many |
| 6. They have space | fewer |
| 7. They have numbers to the quesht | numbers go down most of the tin |
| 8. They are subtrachin | can have double facts |
| 9. They have a part part wole | |

# Proficient group




The group showed two different ways to show the problem and agreed on the correct answer.

# Progressing group

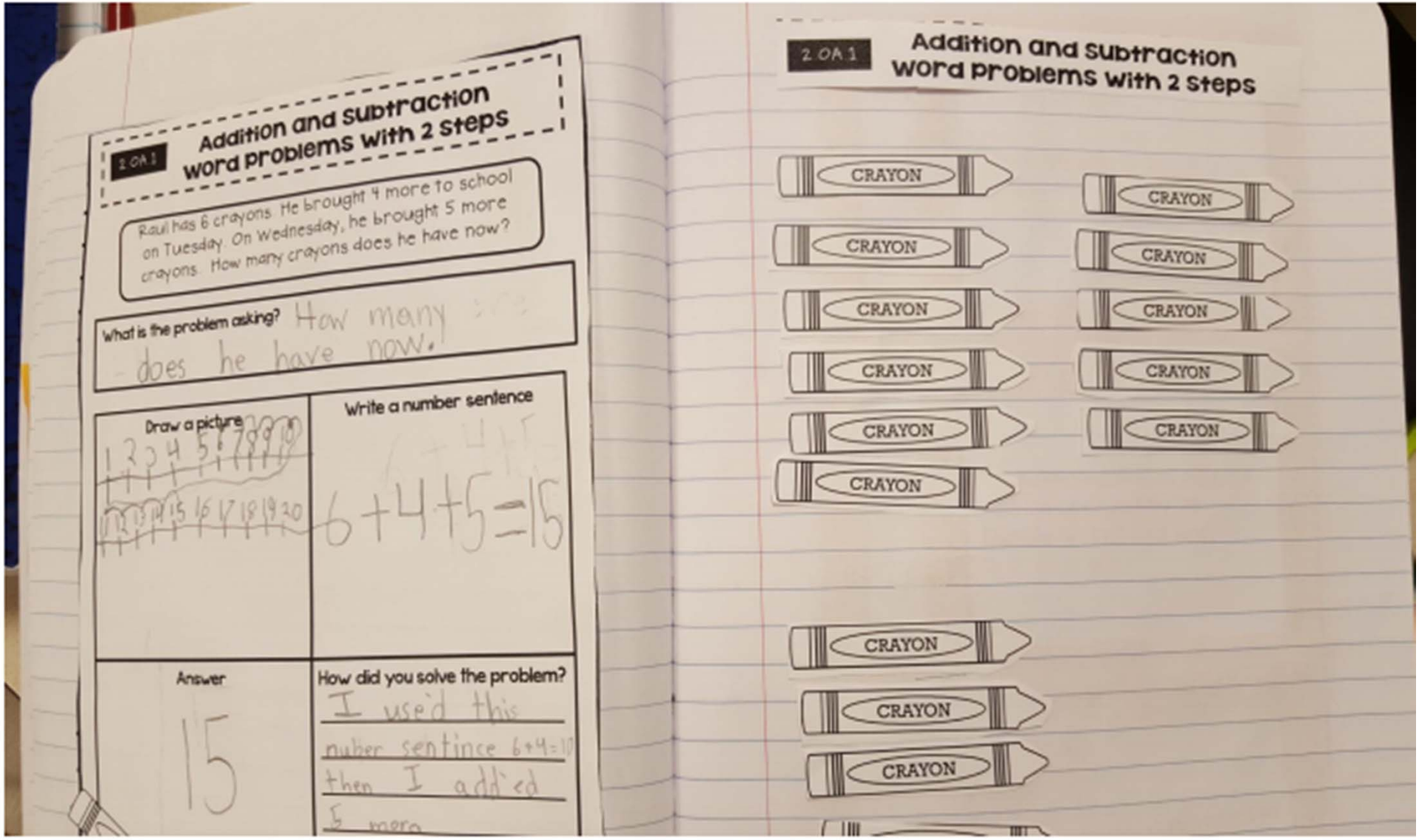


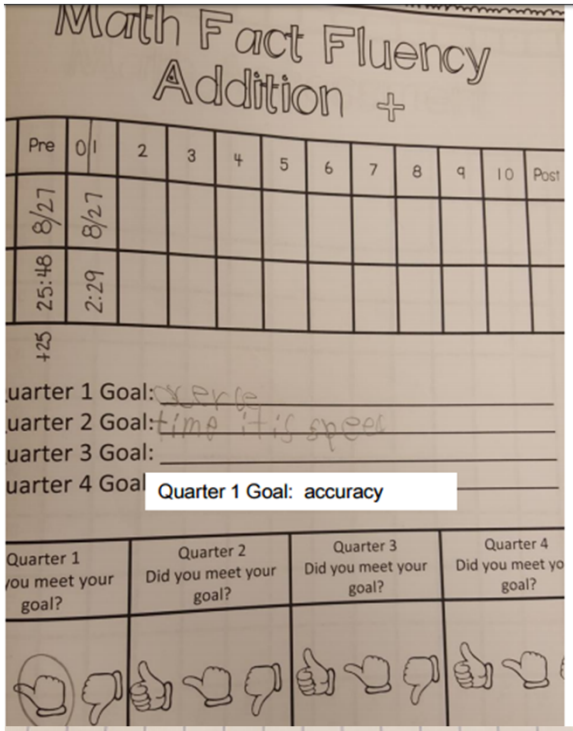

The group drew the picture of a dresser but did not get the socks and shirts. One equation was correct, but the group did not agree.

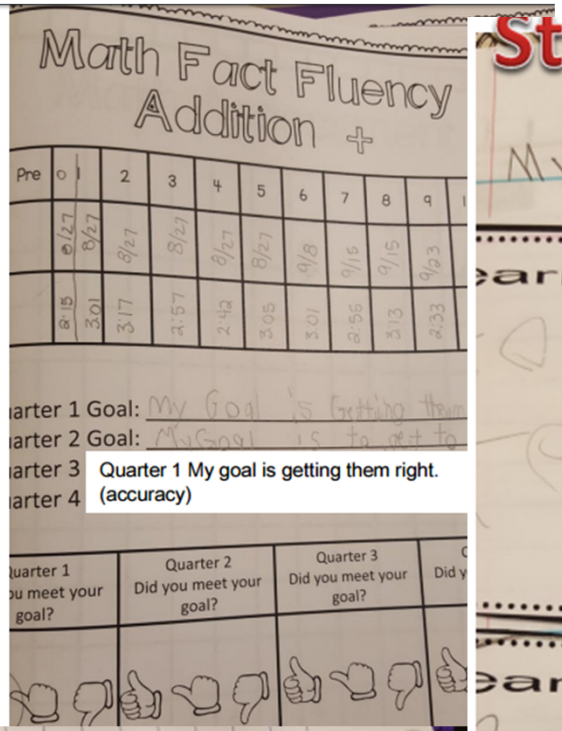
**Student A**

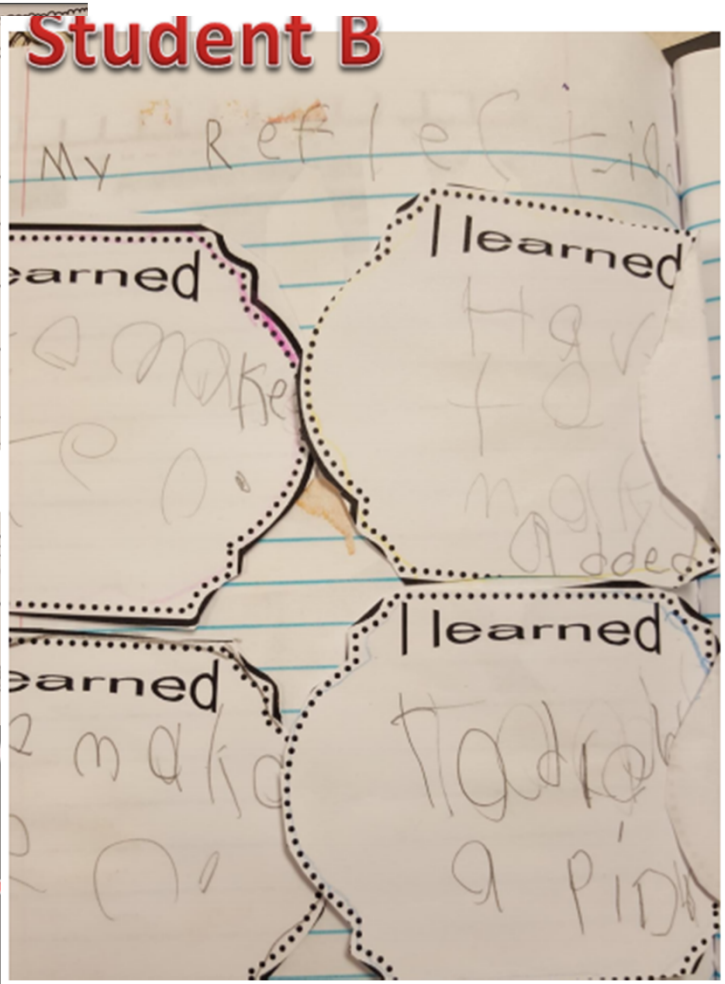
Accelerated Learner

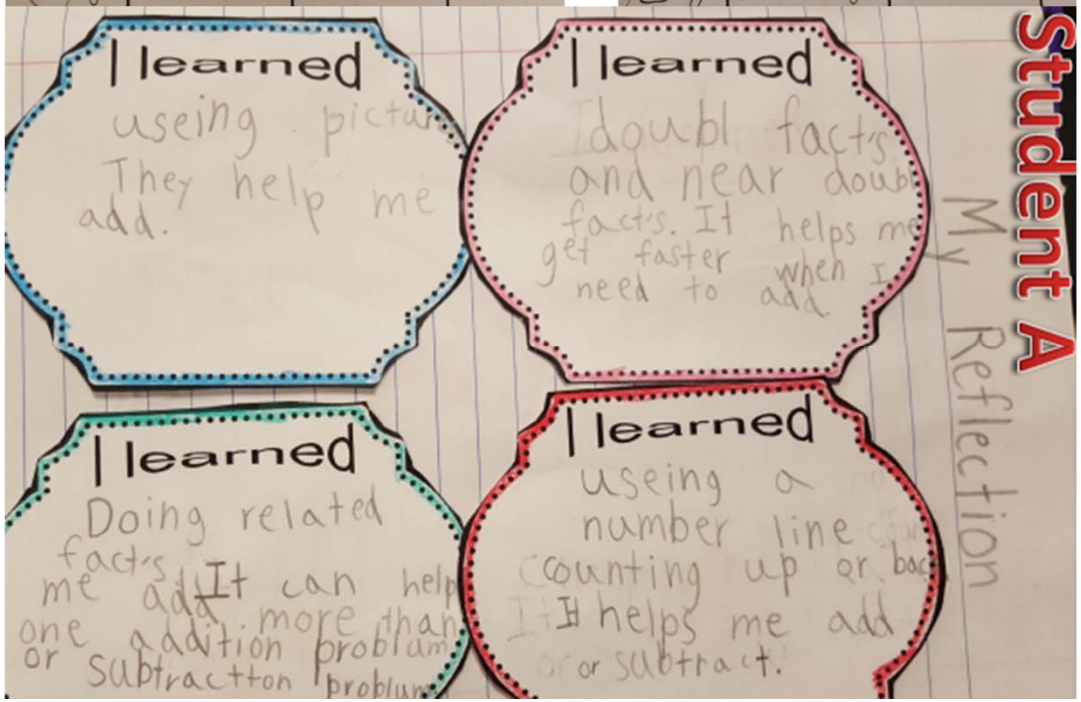
# Two step word problems



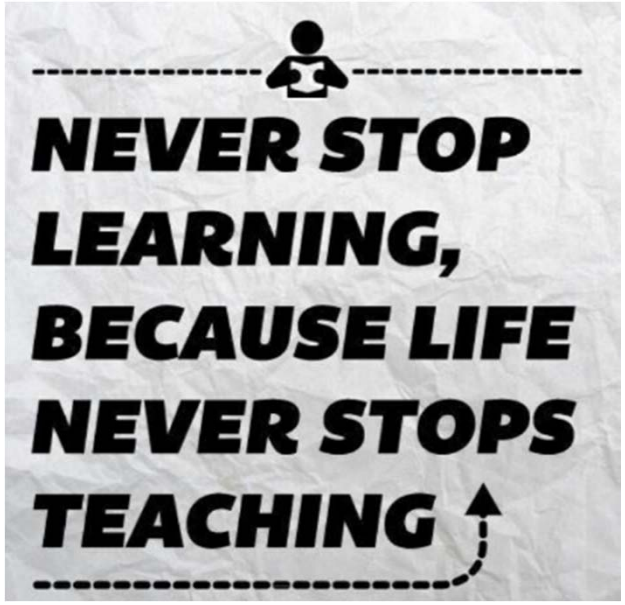

Math Fact Fluency
Addition +
Pre
0/1
2
3
4
5
6
7
8
9
10
Post
8/27
8/27
25:48
2:29
+25
Quarter 1 Goal:
Quarter 2 Goal:
Quarter 3 Goal:
Quarter 4 Goal
Quarter 1 Goal: accuracy
Quarter 1
Did you meet your goal?
Quarter 2
Did you meet your goal?
Quarter 3
Did you meet your goal?
Quarter 4
Did you meet your goal?


Math Fact Fluency
Addition +
Pre
0
1
2
3
4
5
6
7
8
9
8/27
8/27
8/27
8/27
8/27
8/27
9/8
9/15
9/15
9/23
8:15
3:01
3:17
2:57
2:42
3:05
3:01
2:56
3:13
2:33
Quarter 1 Goal:
Quarter 2 Goal:
Quarter 3
Quarter 4
Quarter 1 My goal is getting them right. (accuracy)
Quarter 1
Did you meet your goal?
Quarter 2
Did you meet your goal?
Quarter 3
Did you meet your goal?


Student B
My Reflection
I learned
I learned
I learned


Student A
My Reflection
I learned
useing pictur
They help me
add.
I learned
Idoubl fact's
and near doub
fact's. It helps m
get faster when I
need to add.
I learned
Doing related
fact's It can help
me add more than
one addition problum
or subtractton problum
I learned
useing a
number line
counting up or bac
It helps me add
or subtract.

# Teacher Academy Reflection




1. Instructional Strategies
2. Student Engagement
3. Reflective practices

Success

# TEACHER ACADEMY

THE IMPACT ON THE CLASSROOM TEACHER

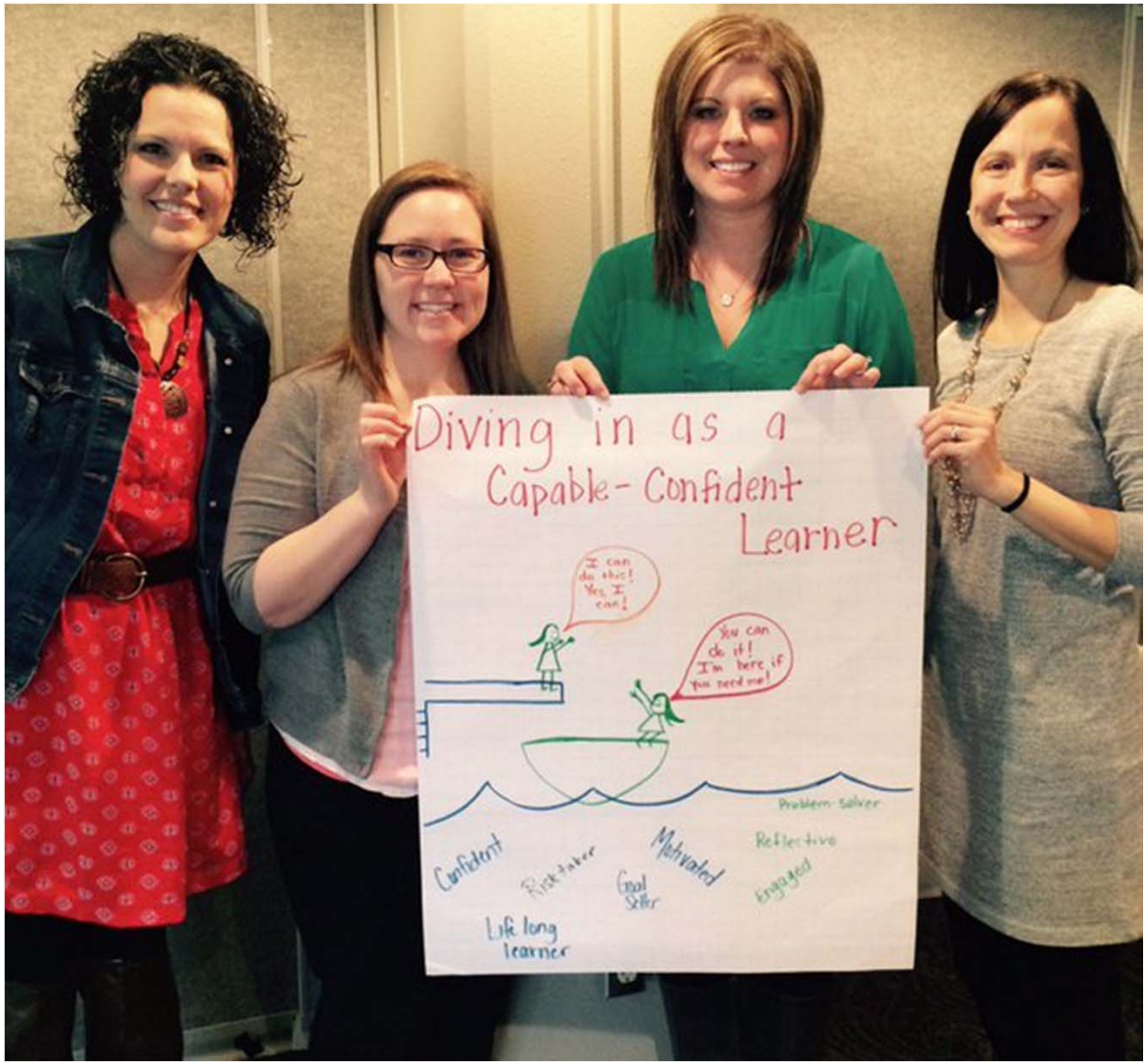
EMILY TWIEHAUS
GRAIN VALLEY SCHOOLS

# MY STORY

- 13 YEARS IN THE CLASSROOM
- MASTERS IN CURRICULUM AND INST.
- SPECIALIST IN ELEMENTARY ADMINISTRATION
- BUILDING LEADERSHIP TEAM
- DISTRICT LEVEL PLC

# Mission POSSIBLE!

CREATING
CAPABLE
CONFIDENT
LEARNERS



# IMPACTS ON THE CLASSROOM TEACHER

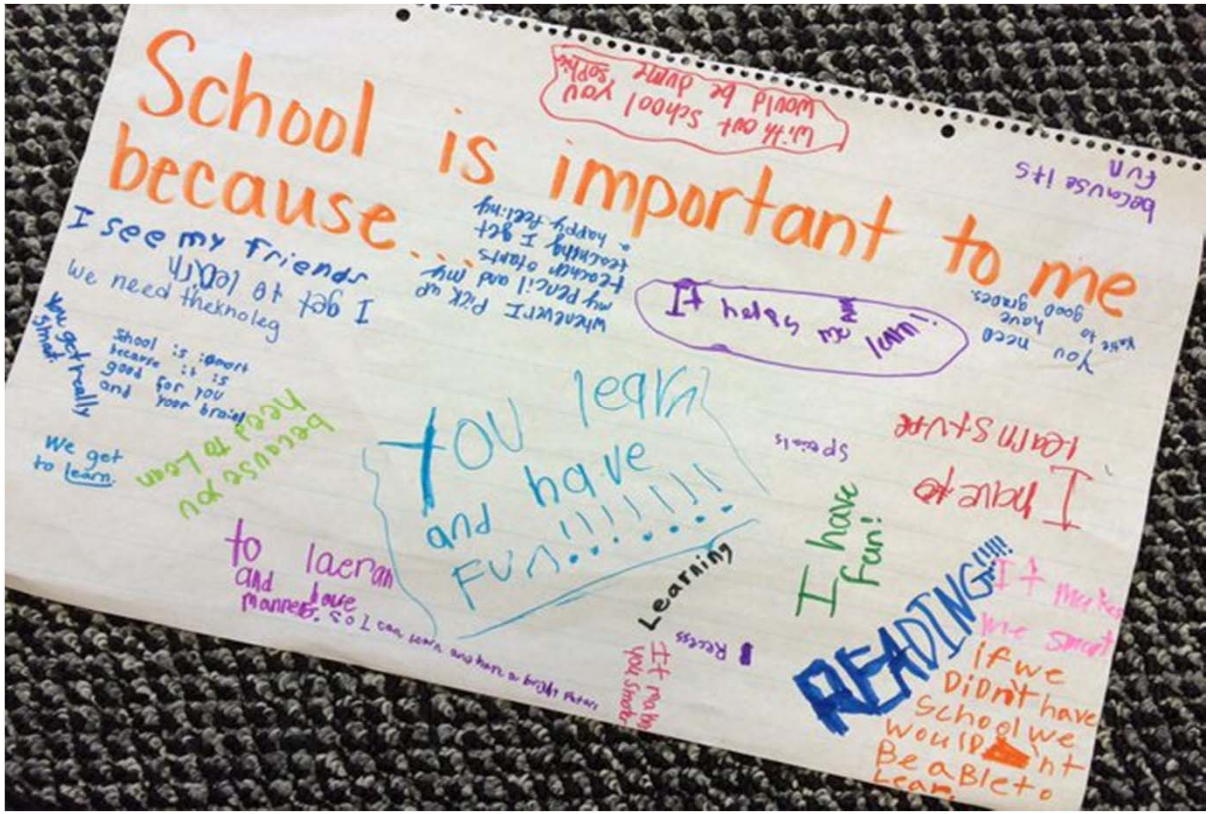
**Establishing trusting relationships in the classroom**

**Connecting with colleagues in other districts**

**Changes in classroom practices**

**Resources for the classroom**

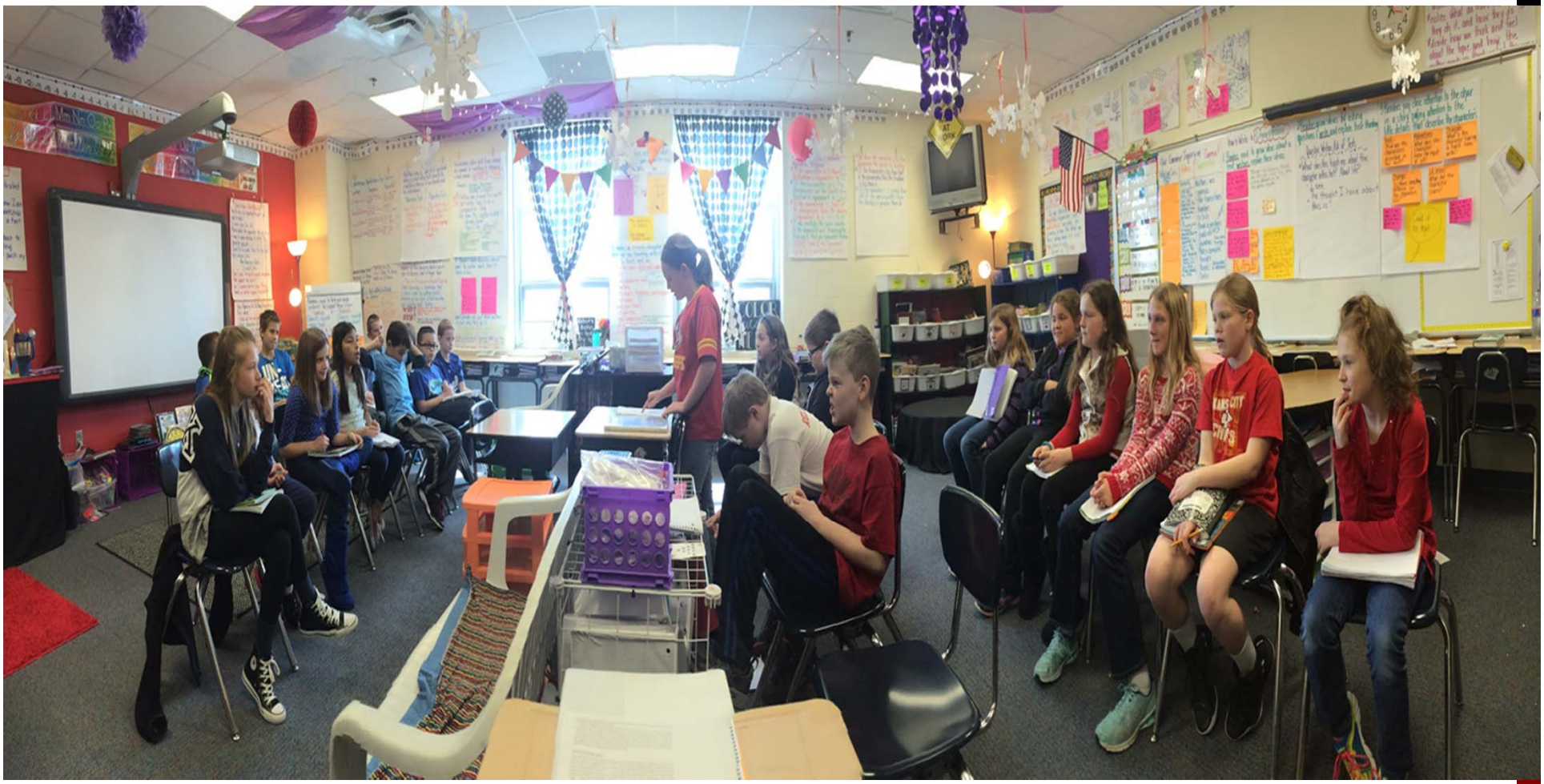
# Building Trusting Relationships in the Classroom




**Building a classroom community**

**Cooperative Learning Strategies**

**Best Practices**



# CONNECTING WITH COLLEAGUES

**Each meeting presented new opportunities to learn from fellow teachers**

- **Challenging behaviors in the classroom**
- **Adapting to new curriculum**
- **Implementing technology in the classroom**
- **Instructional strategies**
- **Classroom management**
- **Support for veteran teachers**

# CHANGES IN CLASSROOM PRACTICES

**Student engagement**

**Increasing the level of rigor**

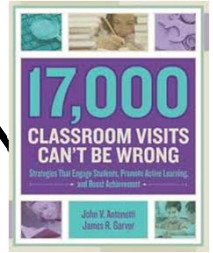
**Effective Feedback**

**Assessment Strategies**

**Student self-assessment and goal setting**

- Teaching students to know the learning target
- Helping students who assess their progress and set new goals
- Reflect with students on growth and future goals

# JOHN ANTONETTI




**“Most educators are skilled at planning instruction and determining what they will do during the course of a lesson. However, to truly engage students in worthwhile, rigorous cognition, a profound shift is necessary: a shift in emphasis from teaching to learning. Put another way, we know that whoever is doing the work is also doing the learning—and in most classrooms, teachers are working much too hard.”**

Increasing the level of rigor

**"Rigor is not a thing, it is an outcome."**
**~ John Antonetti**

**“We are going learn our craft not by practicing our craft in isolation by through interaction with other professionals.”**

**~ John Antonetti**

In summary, Teacher Academy provided:

- Improved classroom practices
- A network of teachers as resources
- Continued support throughout the year
- Accountability
- A jumpstart for veteran

# HEATHER GROSS, PRINCIPAL
# GRAIN VALLEY R-V

# FOCUS ON

TEACHER GROWTH

# WHY TEACHER GROWTH?

**Greatest impact on student achievement is teacher growth/improvement**

**How do we improve teachers?**

- **Outside of learning on our own, what is the #1 thing that helps us improve as teachers?**

# HOW TEACHERS GROW?

**Feedback!**

**"The ultimate goal of supervisory feedback…is to nurture that supervisor voice in the teachers' heads and foster an acute consciousness of whether students are learning what's being taught. Achievement will soar when individual teachers and teacher teams are constantly puzzling, theorizing, and debating about how students are responding and how teaching can be improved."**

**-Kim Marshall**

# PARADIGM SHIFT

**"To create a high-performance team, we must replace typical management activities like supervising, checking, monitoring, and controlling with new behaviors like coaching and communicating."**

**~Ray Smith, CEO, Bell-Atlantic**

# PARADIGM SHIFT

**This shift changes the dimension of leadership roles and Core Skills:** **(The Heart of Coaching, Thomas G. Crane, 2014)**

| DIMENSION | FROM | TO |
|---|---|---|
| LEADERSHIP ROLES | Manager:<br>• Boss<br>• Decision Maker<br>• Supervisor<br>• Delegator | Leader:<br>• Coach<br>• Facilitator<br>• Servant<br>• Visionary |
| LEADERSHIP'S CORE SKILLS | Telling<br>Directing<br>Controlling | Questioning<br>Influencing<br>Role Modeling |

# SHIFT IN GRAIN VALLEY

**In Grain Valley, transform several processes:**

- **Writer's Workshop (PD, Look Fors, Expectations)**
- **Teacher Evaluation Process: Focus on Growth**
- **How can we tie these together?**

# WRITER'S WKSHP/TEACHER GROWTH

**To tie these together:**

**Professional Development specific to Writer's Workshop (Matt Glover, Lucy Calkins, Cris Tovani)**

**Principal presents PD**

**Developing Look Fors**

**Coaching in the Moment for Teacher Growth**

# HOW DO WE COACH?

**Basketball Coach**

- **What if a Basketball coach gave PD and then at game time just sat in the corner and observed…**
- **They Coach in the Moment, continuously**

# COACHING IN THE MOMENT

## Methods of Coaching

# COACHING IN THE MOMENT

**What does this look like?**

**What impact does this have on teaching**

**How does this align with evaluation focused on teacher growth?**

# COACHING IN THE MOMENT

**One teacher's experience**

- **Coaching in the moment**
- **Feedback**
- **How did this coaching impact teacher growth?**
- **How did this coaching impact student growth?**

# COACHING IN THE MOMENT & TA

**How does Teacher Academy impact Coaching in the Moment and Vice Versa?**

- **Building Trusting Relationships**
- **Connecting with Colleagues**
- **Change in Classroom Practices**

# COACHING IN THE MOMENT & TA

**Building Trusting Relationships**

- **In TA, this focus was on students.**
- **With coaching in the moment this focus is principal to teacher**
- **Trust is the #1 piece in being able to coach in the moment with a teacher**

# COACHING IN THE MOMENT & TA

**Connecting with Colleagues**

- **In TA, this connection is made across districts**
- **IN Coaching in the Moment, connections are made deeper and truer as leaders flesh out strengths and areas for improvement; pairing peers together to edify them**

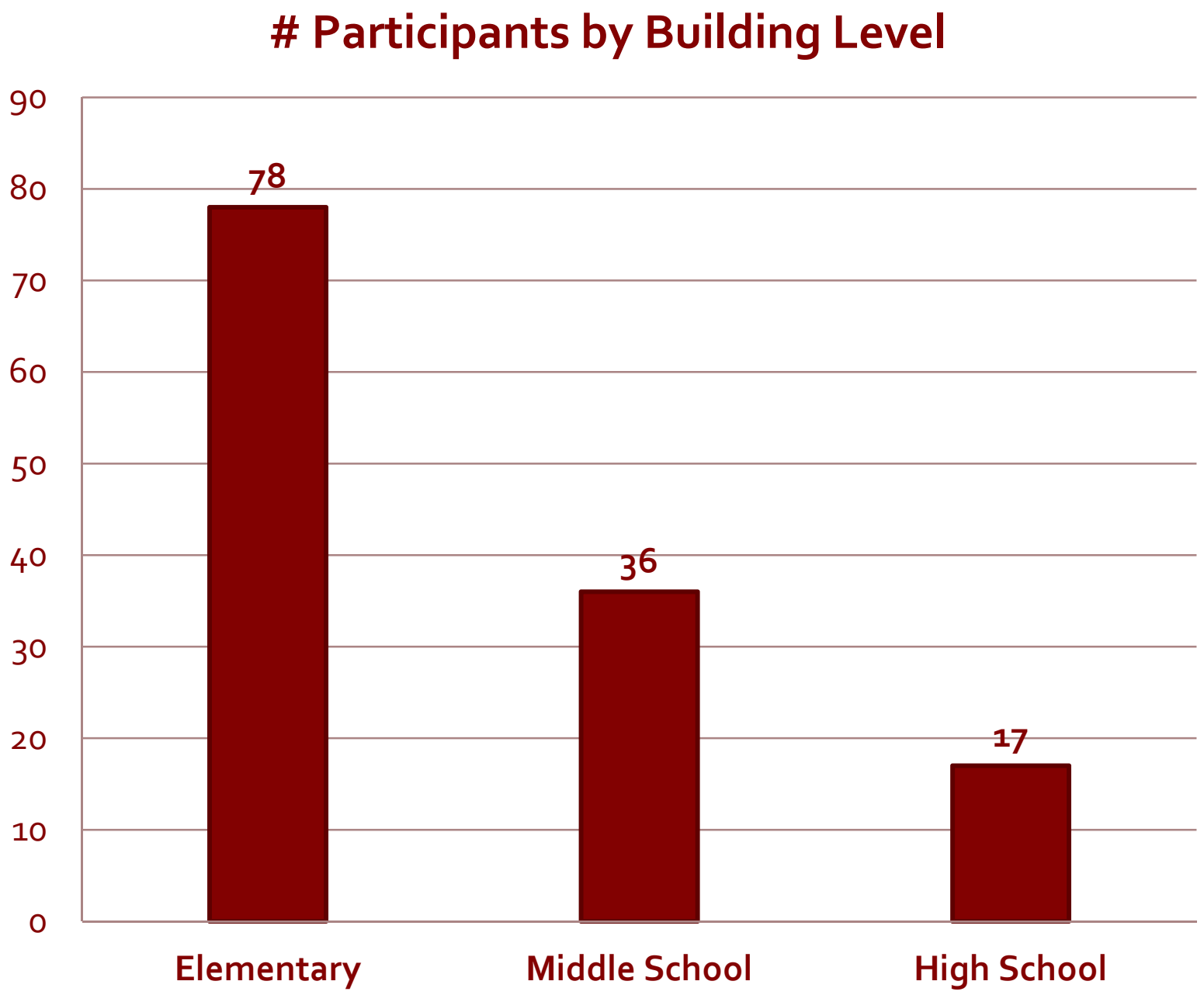
# COACHING IN THE MOMENT & TA

**Change in Classroom Practices**

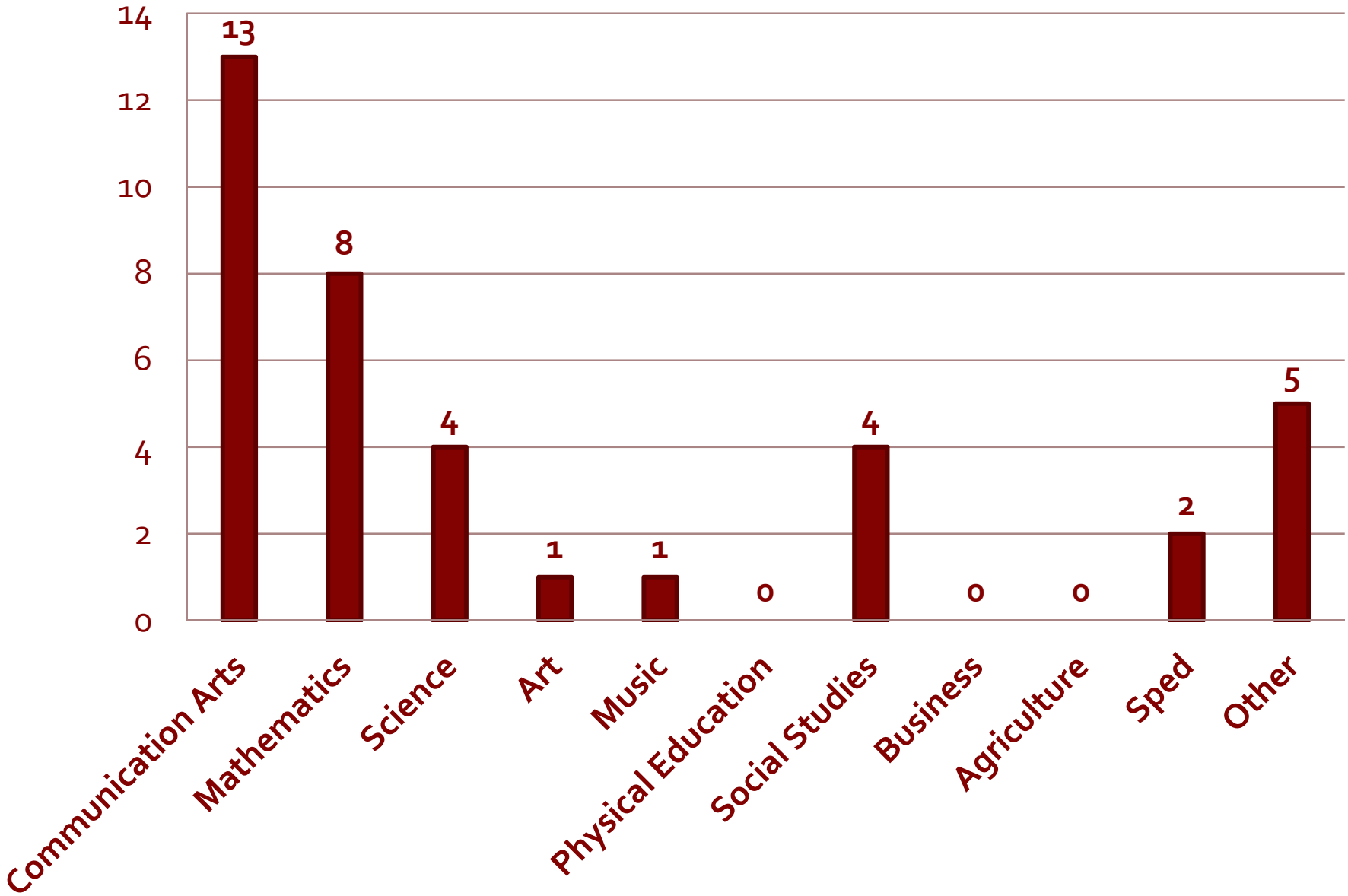
- **In TA, this focused on student engagement, rigor, assessment strategies, student goal setting**
- **With coaching in the moment, a leader and teacher could focus on any or all of these practices**

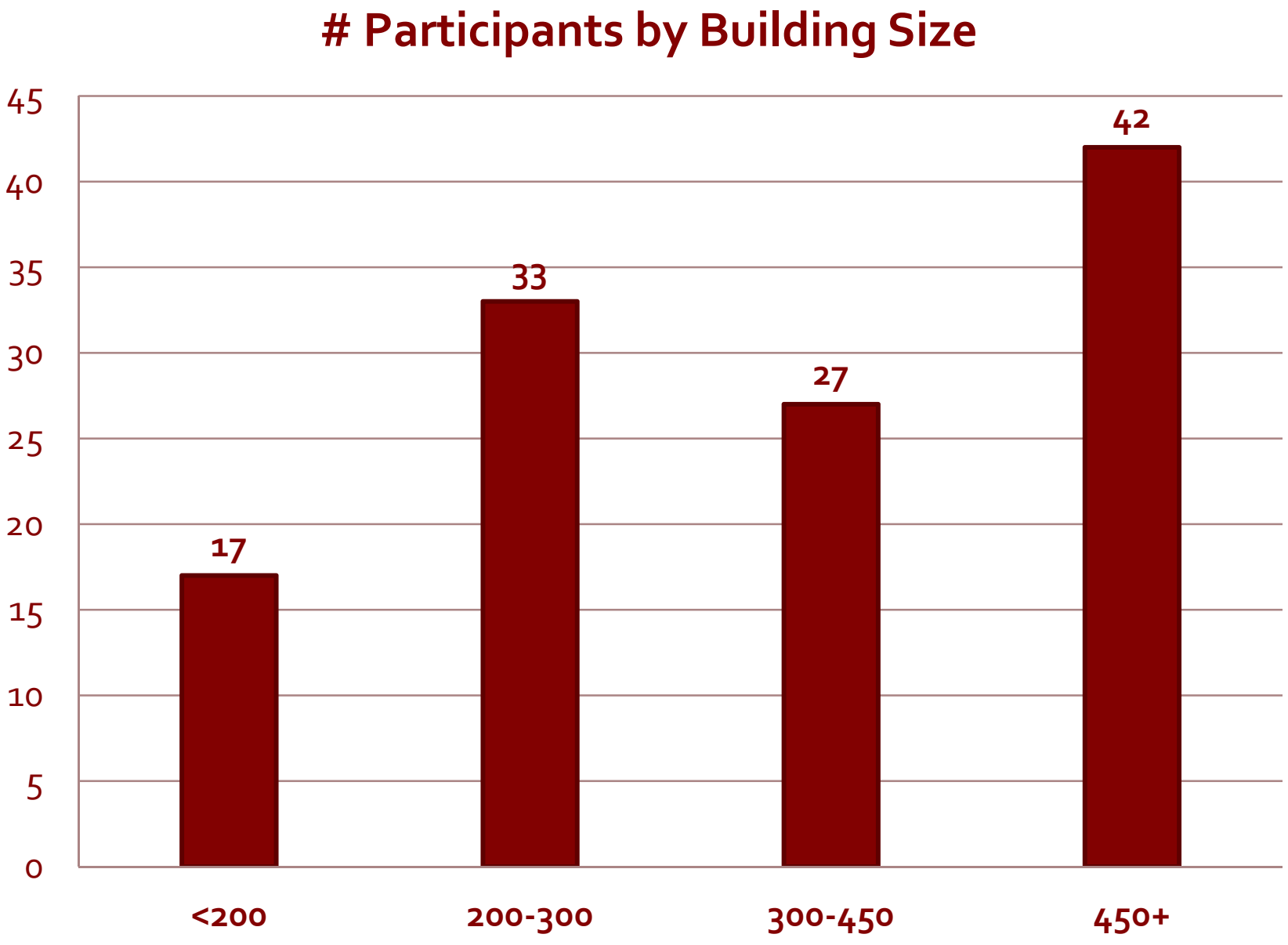
# MISSOURI TEACHER ACADEMY 2015-2016

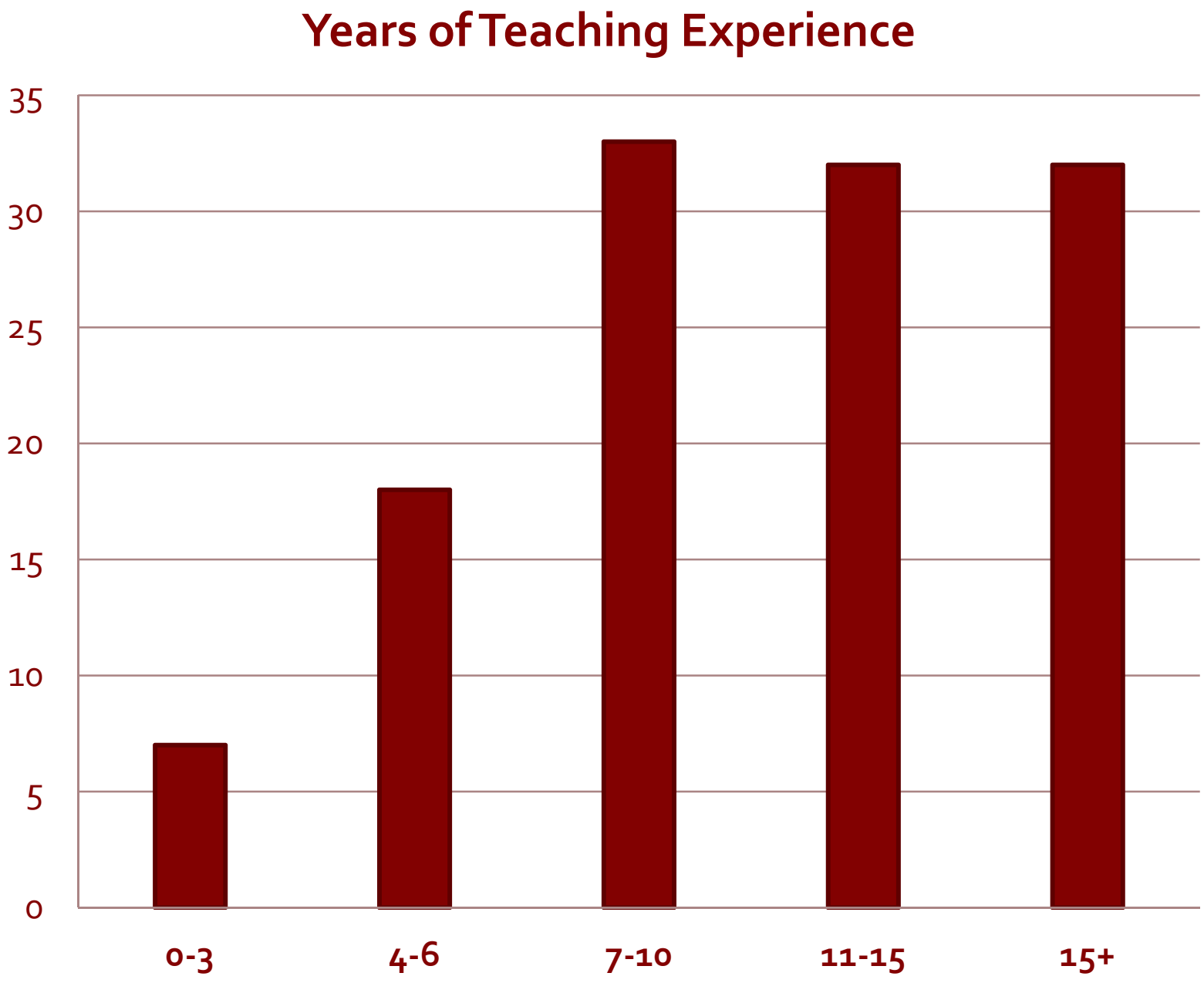
## PARTICIPANT DEMOGRAPHICS


# Participants by Building Level
90
80
70
60
50
40
30
20
10
0
78
36
17
Elementary
Middle School
High School

# # MS and HS Participants by Content Area




# Participants by Building Size
45
40
35
30
25
20
15
10
5
0
17
33
27
42
<200
200-300
300-450
450+


Years of Teaching Experience
35
30
25
20
15
10
5
0
0-3
4-6
7-10
11-15
15+

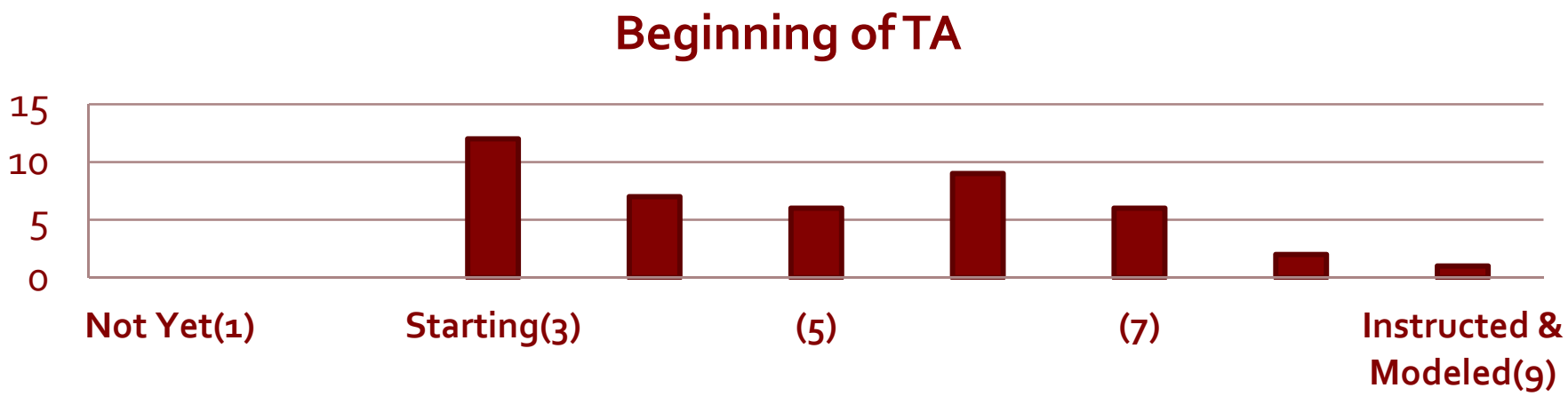
# BEYOND THE DEMOGRAPHICS

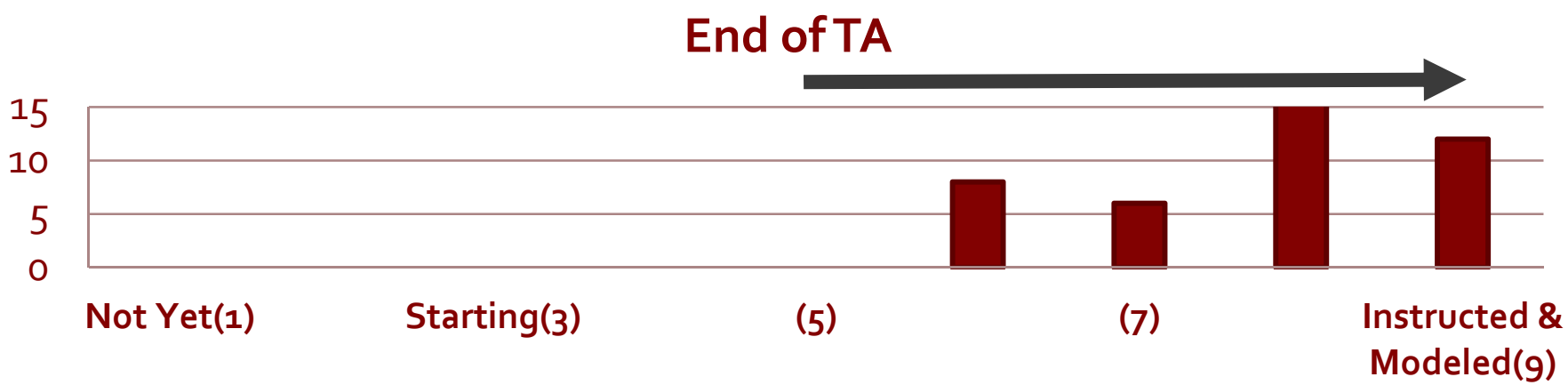
- Educators with a Growth Mindset
- Buildings/Districts focused on Building Capacity
- Educators considering retirement
- Teams
- Assistant Principal

# MISSOURI TEACHER ACADEMY 2015-2016

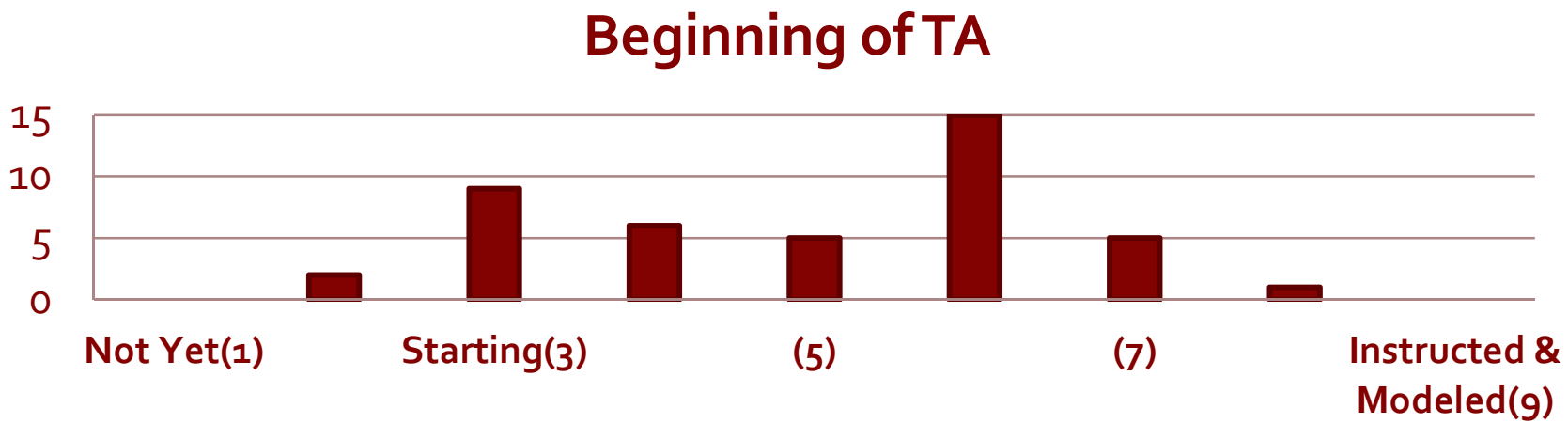
## PARTICIPANT REFLECTION SURVEY

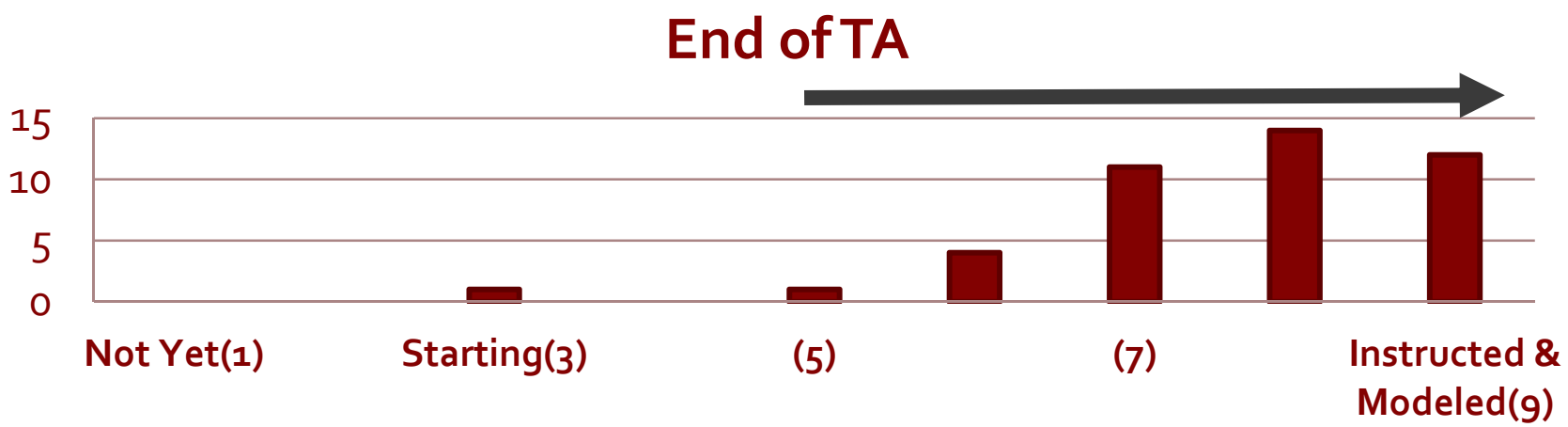
# I know high yield research based instructional practices that produce student learning.



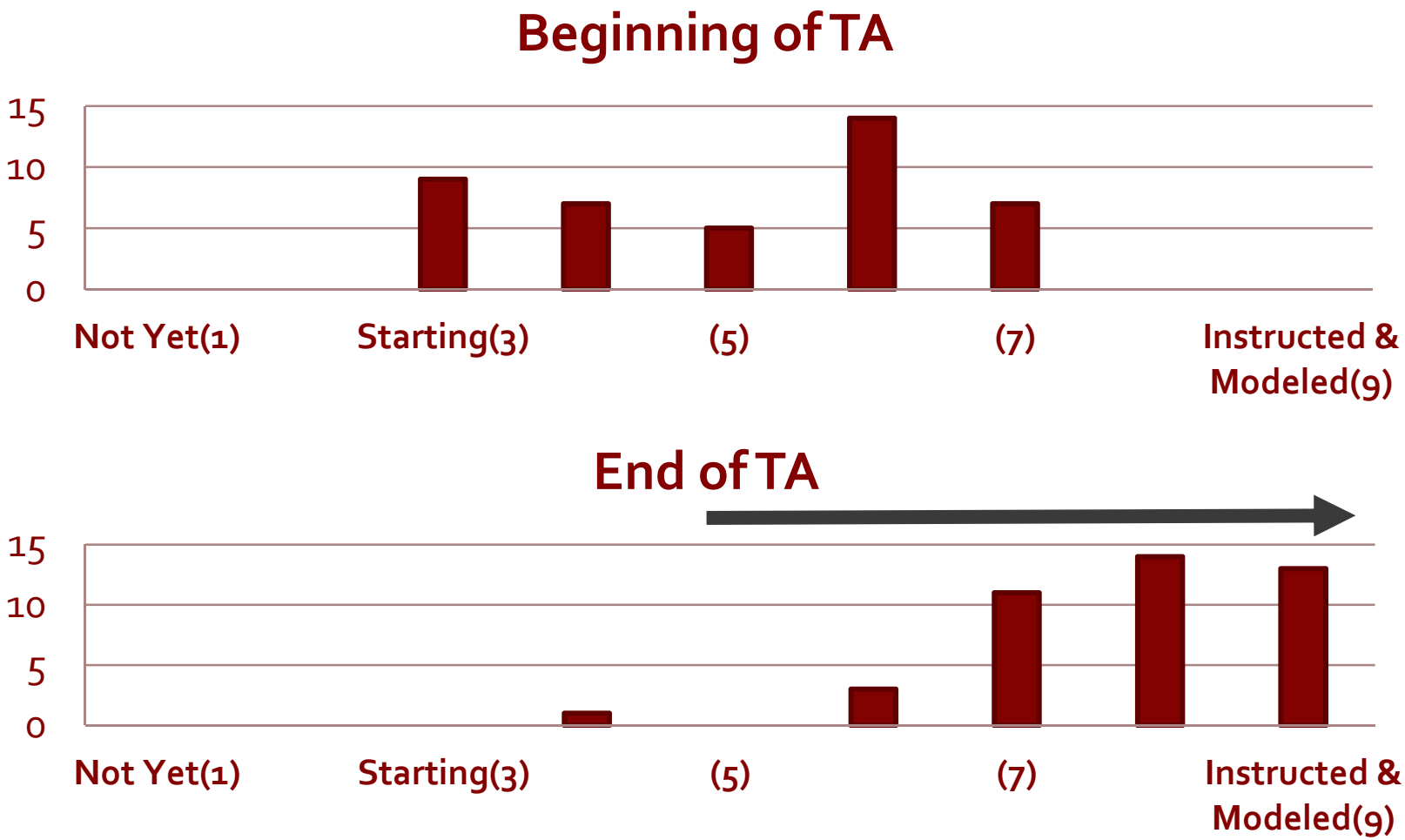



# I <u>use</u> high yield research based instructional practices that produce student learning.

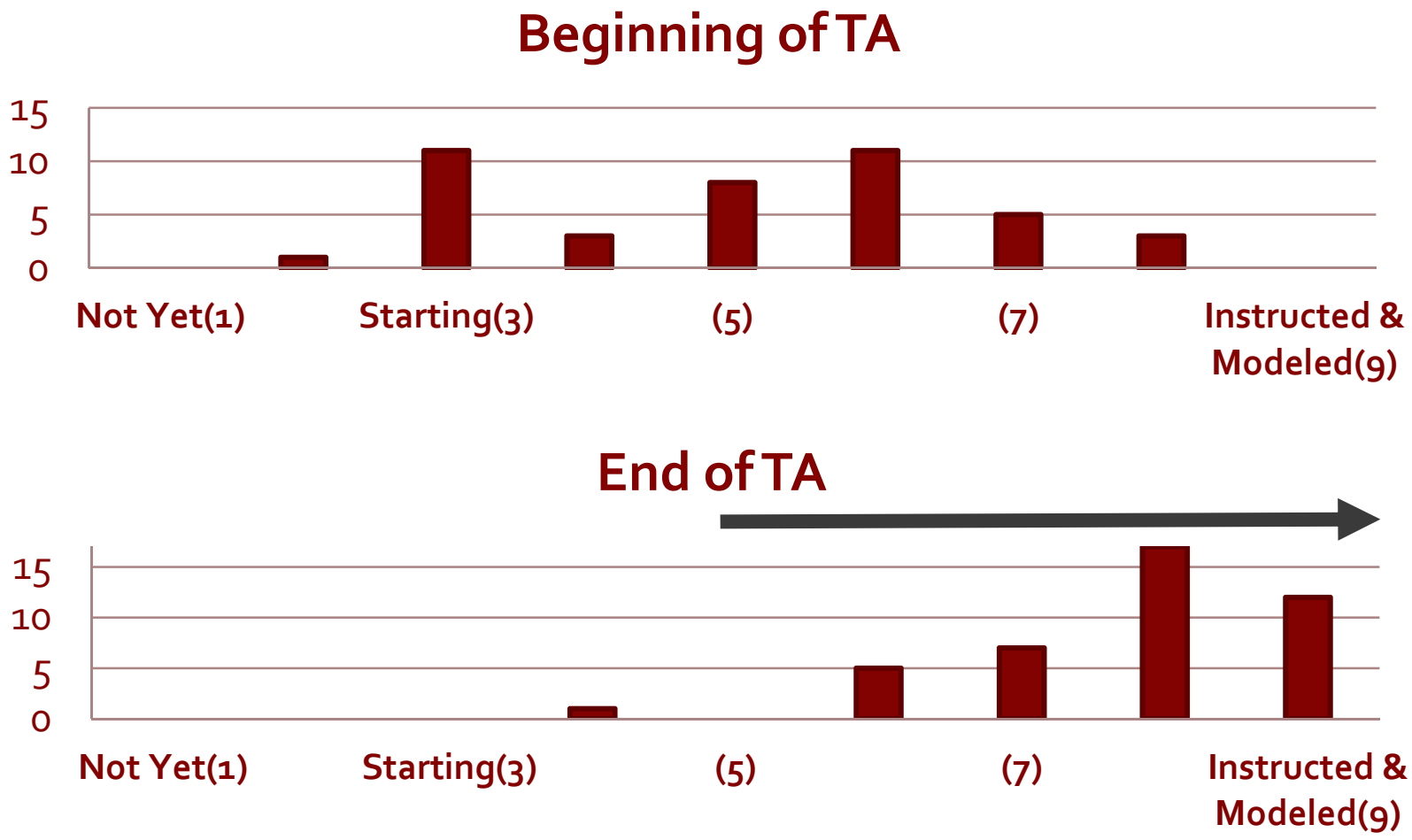


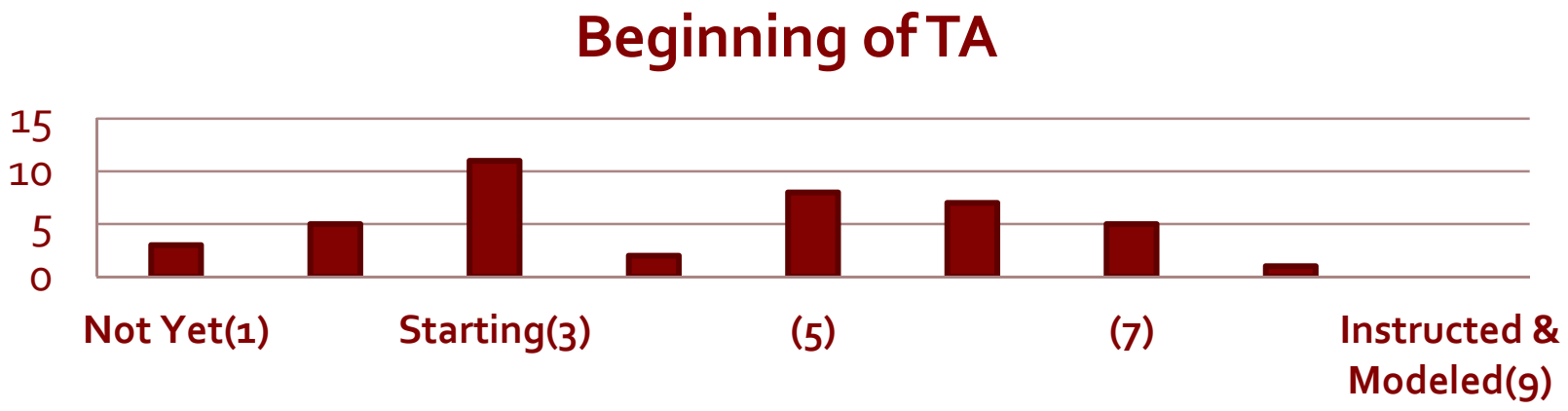
# I <u>know</u> high quality research based strategies to engage learners.

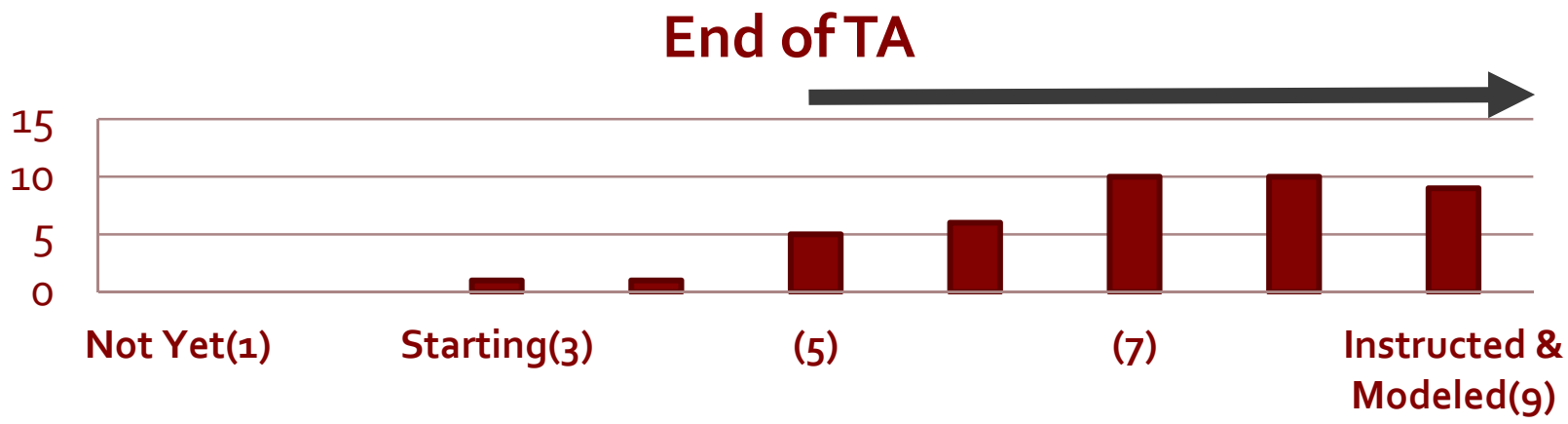


# I <u>use</u> high quality research based strategies to engage learners.

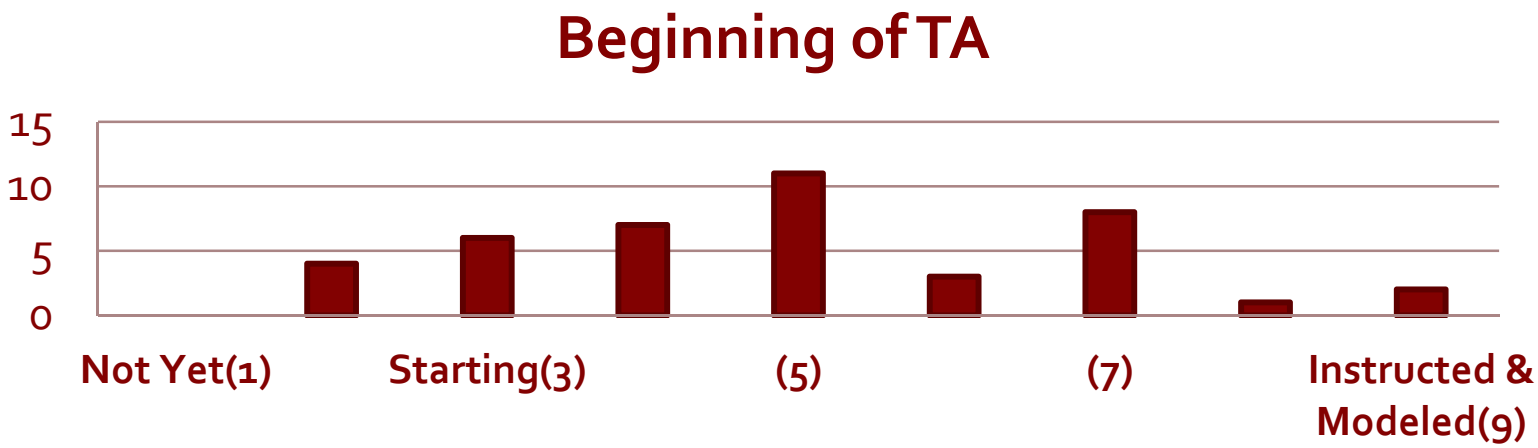


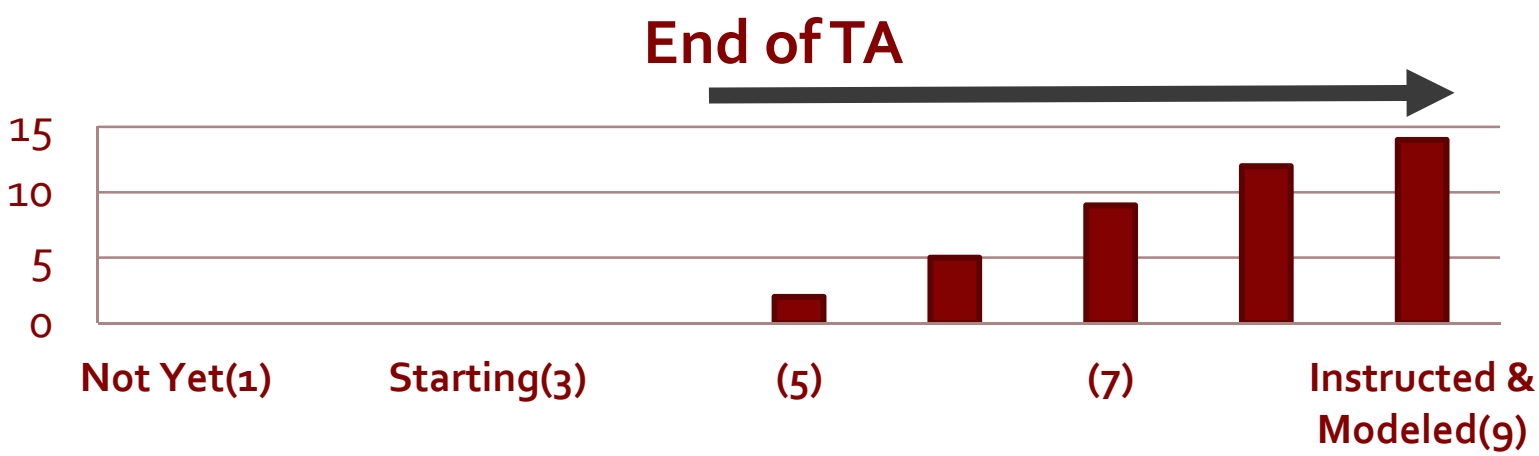
# I <u>use</u> research based strategies to guide my reflection on instruction.



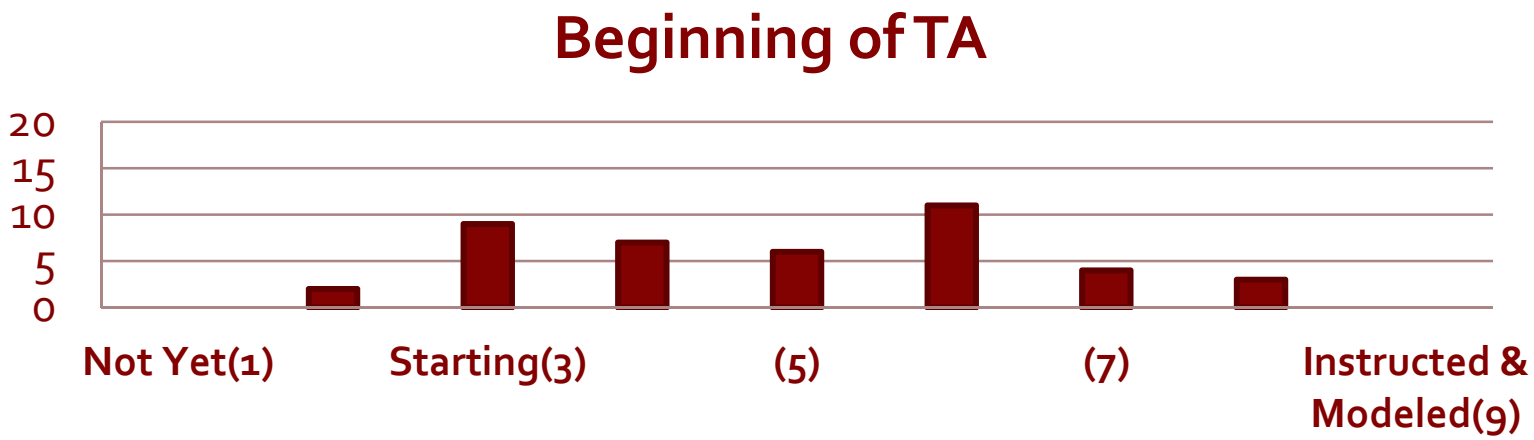



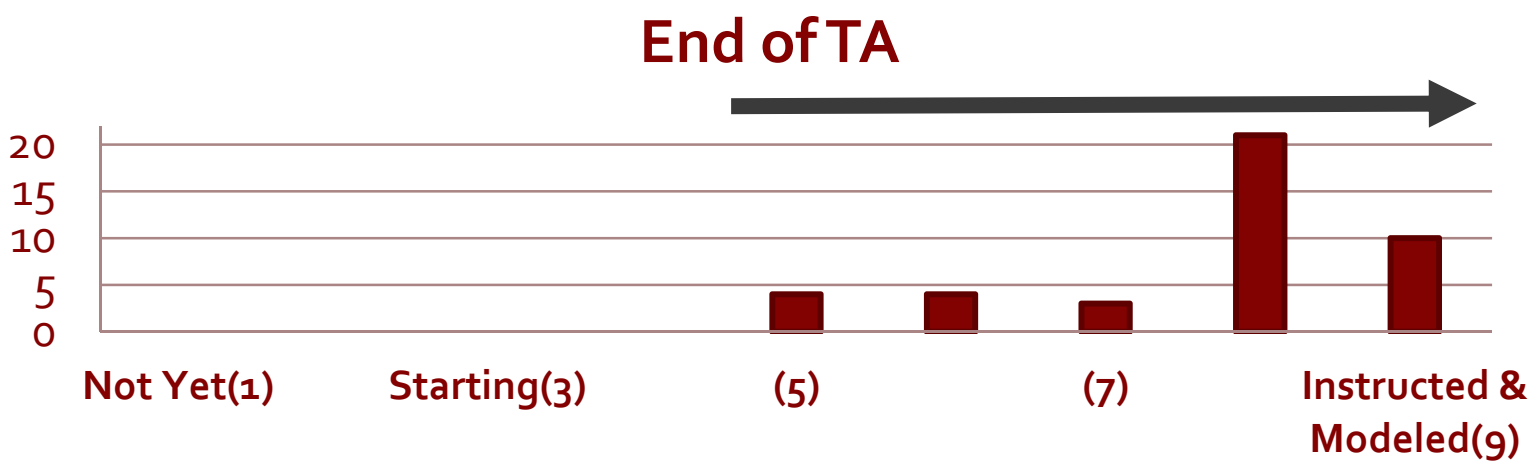
# I <u>use</u> evidence from student learning to guide my reflective practices.



# I <u>use</u> evidence gained from my reflective practices to adjust my instruction.



# GROWTH IN PRACTICE

| | |
|---|---|
| *I know high yield research based instructional practices that produce student learning.* | **+2.77** |
| *I use high yield research based instructional practices that produce student learning in my classroom.* | **+2.70** |
| *I know high quality research based strategies to engage learners.* | **+2.74** |
| *I use high quality research based strategies to engage learners in my classroom.* | **+2.74** |
| *I use research based strategies to guide my reflection on instruction.* | **+2.86** |
| *I use evidence from student learning to guide my reflective practices.* | **+2.76** |
| *I use evidence gained through my reflective practices to adjust my instruction.* | **+2.76** |

# **Participant written reflections** – high frequency themes

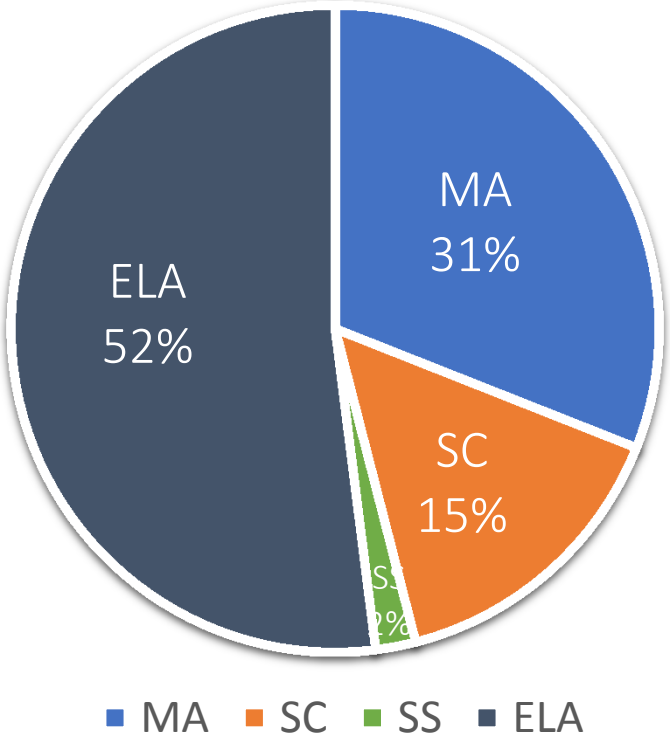
- Increased use of research-based practices and strategies
- Value of action research (plan-do-study-act)
- Noticed levels of engagement increasing in classroom
- Value of networking with other professionals (collaboration and problem solving)
- Increased access and use of instructional resources

- Increased reflection on teaching practices and levels of student learning
- Increased focus on student learning data and specifically "growth"
- Increased dialogue and sharing of research-based practices with colleagues at school
- Increased levels of confidence in what constitutes high quality instruction
- Increased levels of motivation to continue learning due to observations and levels of impact

# MISSOURI TEACHER ACADEMY 2015-2016

## ACTION RESEARCH PROJECT

# Action Research Content Area Focus

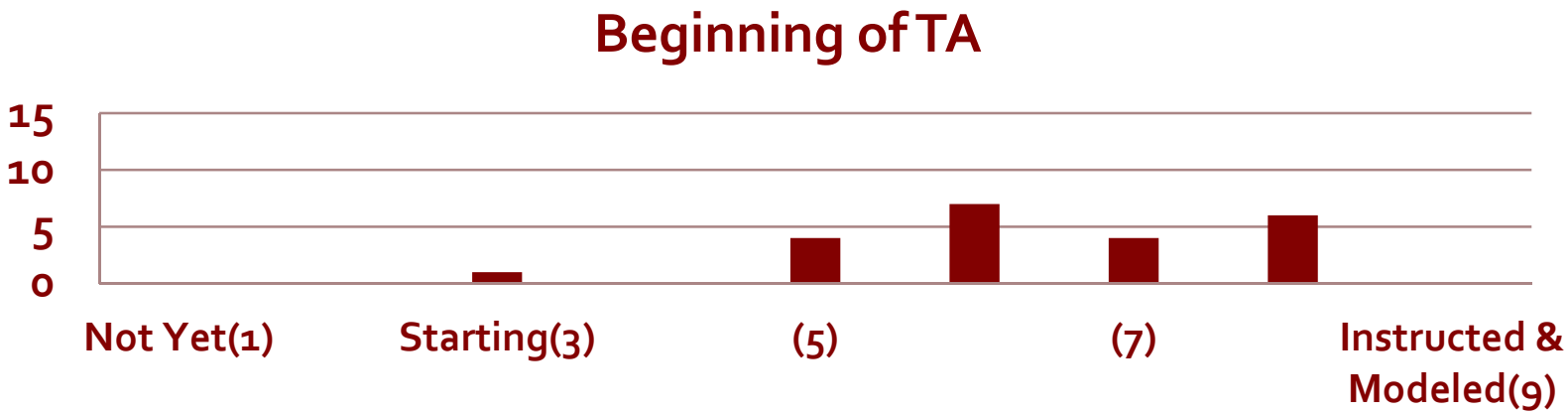


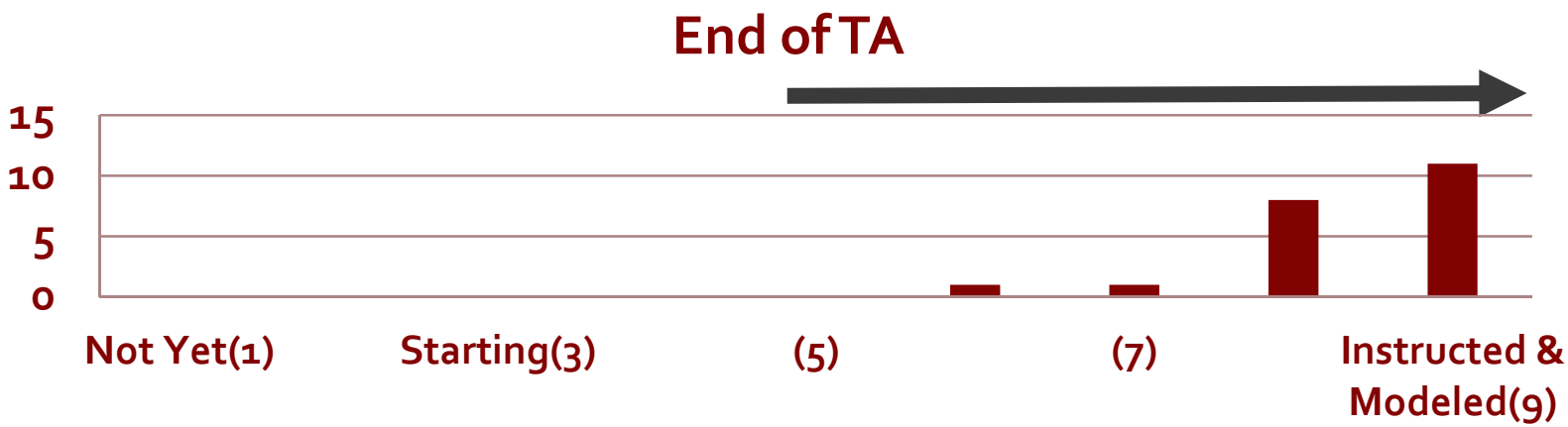
| Robert Marzano<br>9 Proven Strategies | | John Antonetti<br>8 Qualities of Engaging Work | | John Hattie<br>High Effect Size Practices | |
|---|---|---|---|---|---|
| Identifying Similarities and Differences | ✔ | Personal Response | ✔ | Student Self-Assessment | ✔ |
| Summarizing and Note-taking | ✔ | Clear and Modeled Expectations | | Teacher Clarity | ✔ |
| Reinforcing Effort and Providing Recognition | | Emotional and Intellectual Safety | | Feedback | ✔ |
| Homework and Practice | | Learning with Others | ✔ | Concept Mapping | ✔ |
| Nonlinguistic Representations | ✔ | Sense of Audience | | Classroom Discussion | ✔ |
| Cooperative Learning | ✔ | Choice | ✔ | ***Of the 20 identified high effect practices, these 5 were most commonly documented by TA participants as being applied during the action research period.*** | |
| Setting Objectives and Providing Feedback | ✔ | Novelty and Variety | ✔ | | |
| Generating and Testing Hypotheses | | Authenticity | | | |
| Cues, Questions, and Advanced Organizers | ✔ | | | | |

# MISSOURI TEACHER ACADEMY 2015-2016

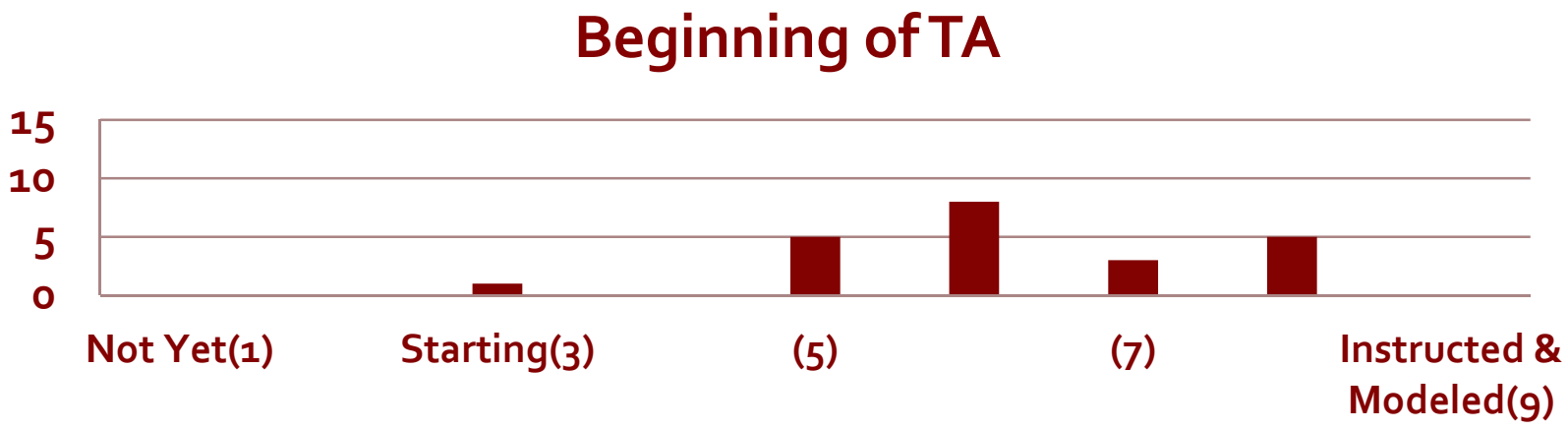
## PRINCIPAL FEEDBACK

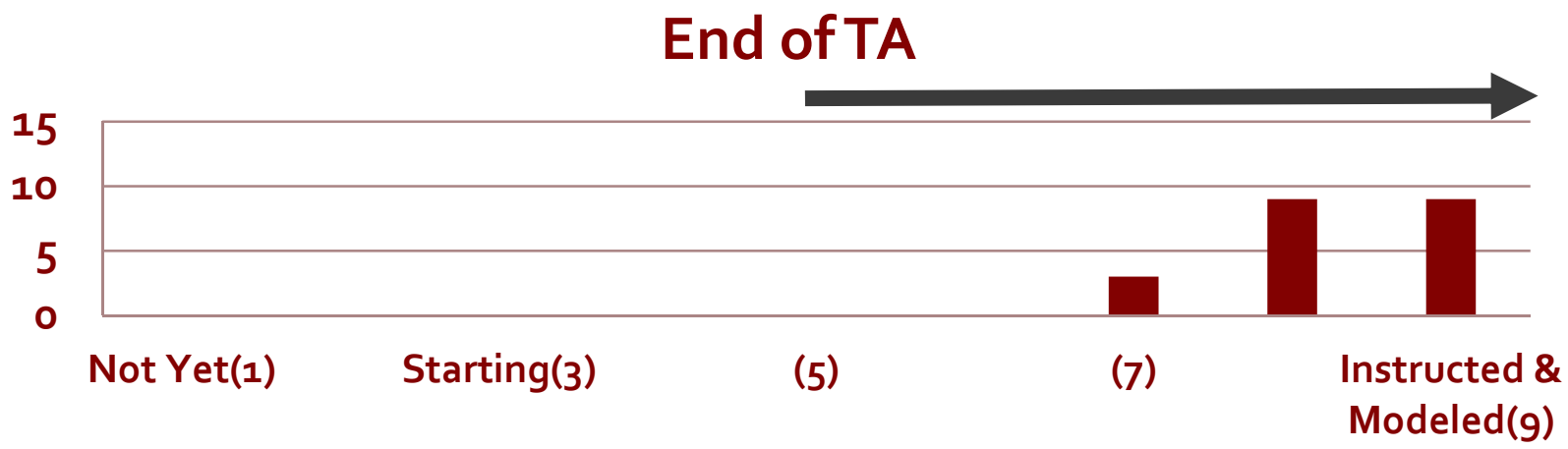
# Knows high yield research based instructional practices that produce student learning.



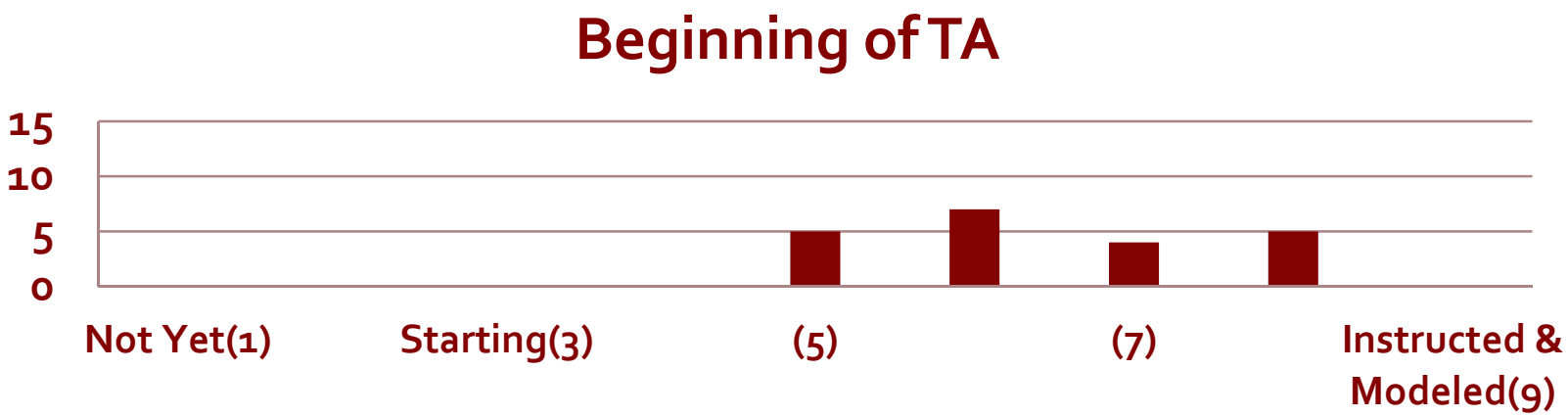



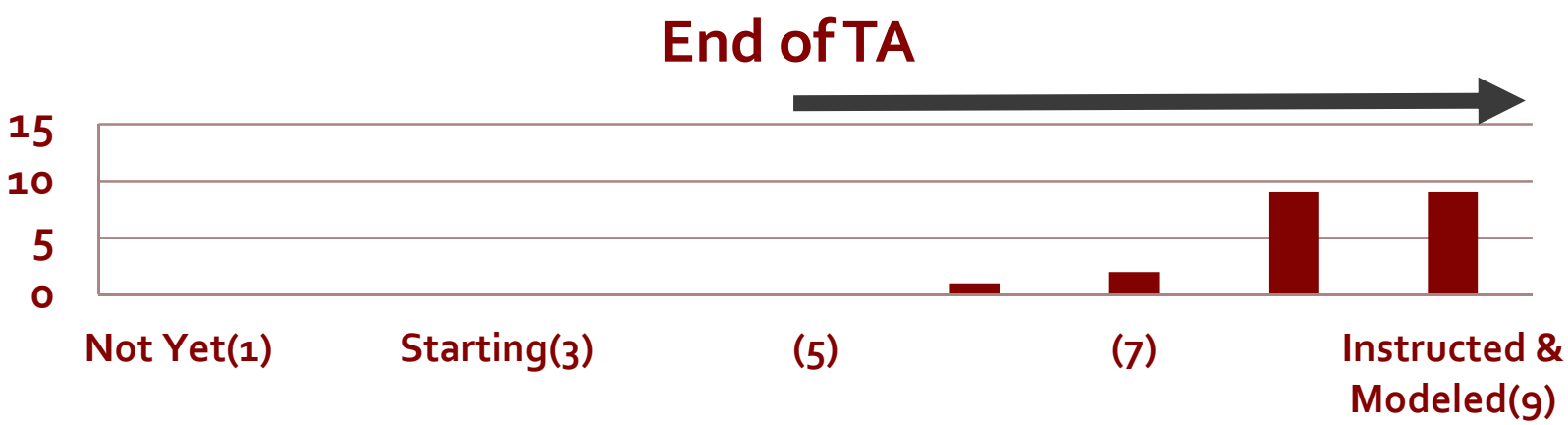
# Uses high yield research based instructional practices that produce student learning.



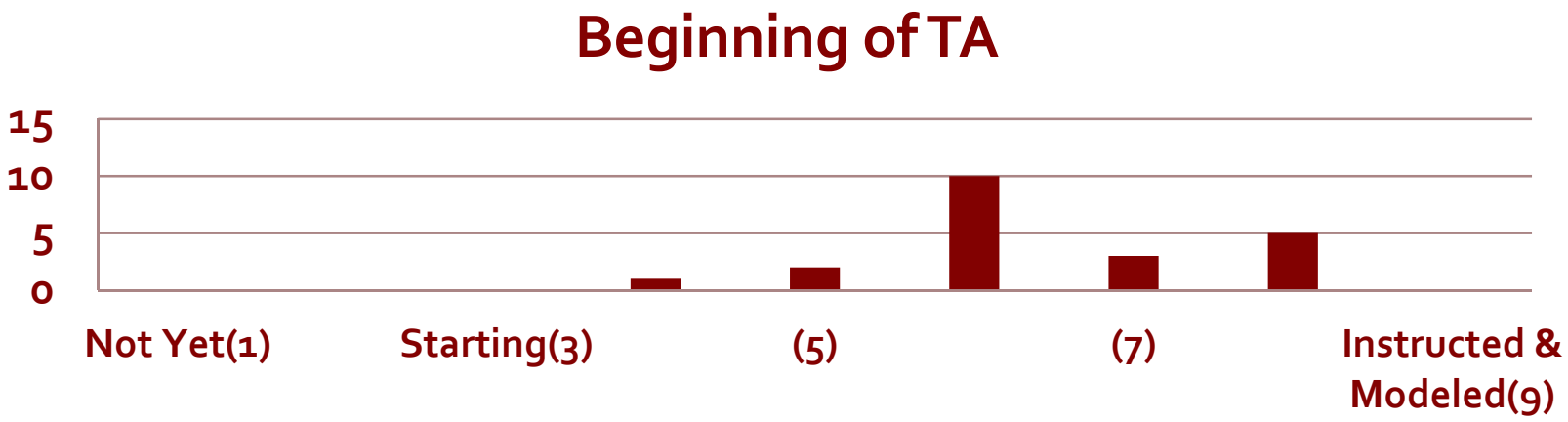



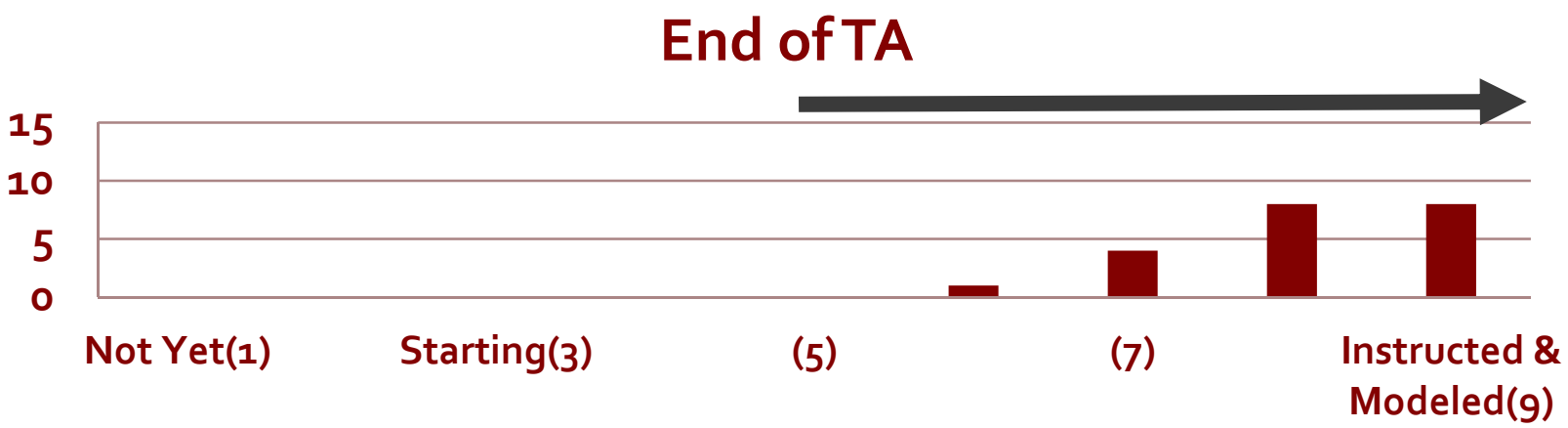
# Knows high quality research based strategies to engage learners.



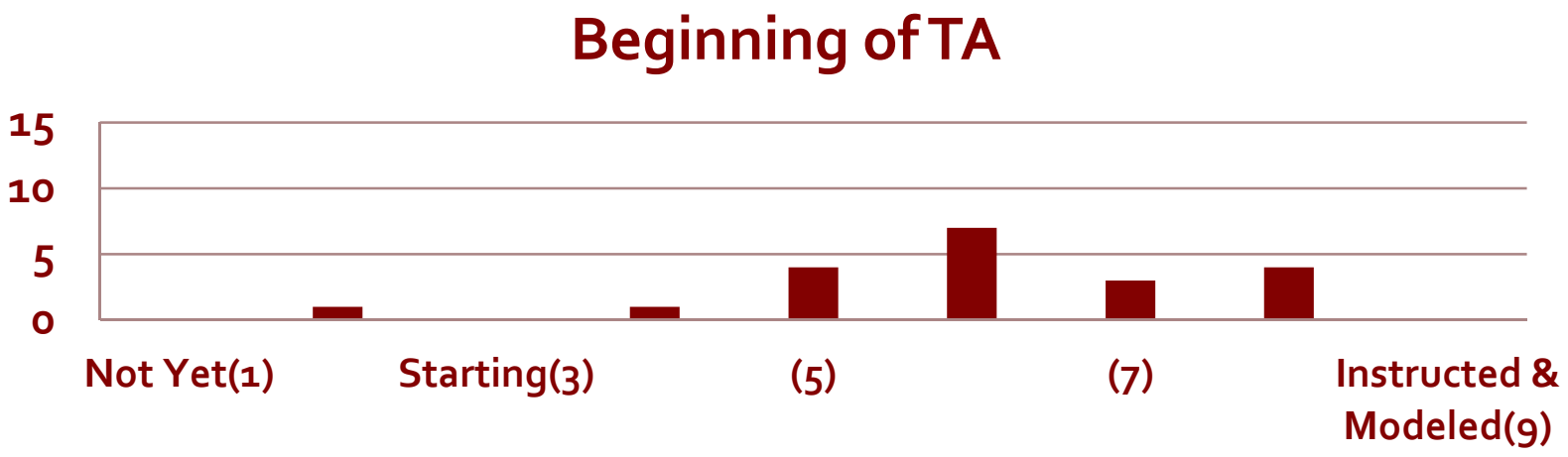



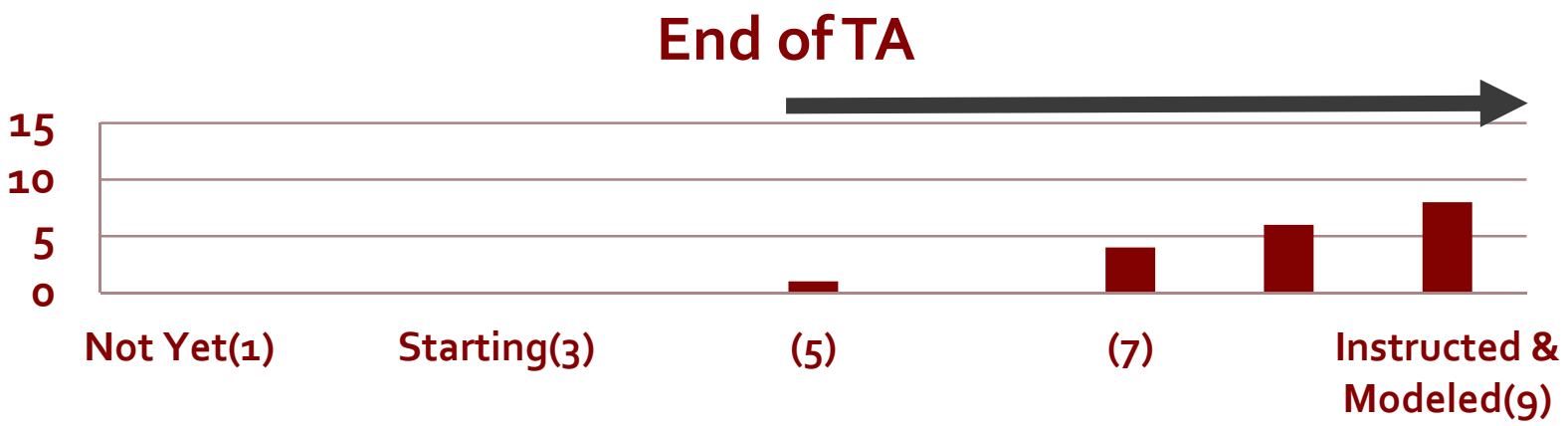
# Uses high quality research based strategies to engage learners.



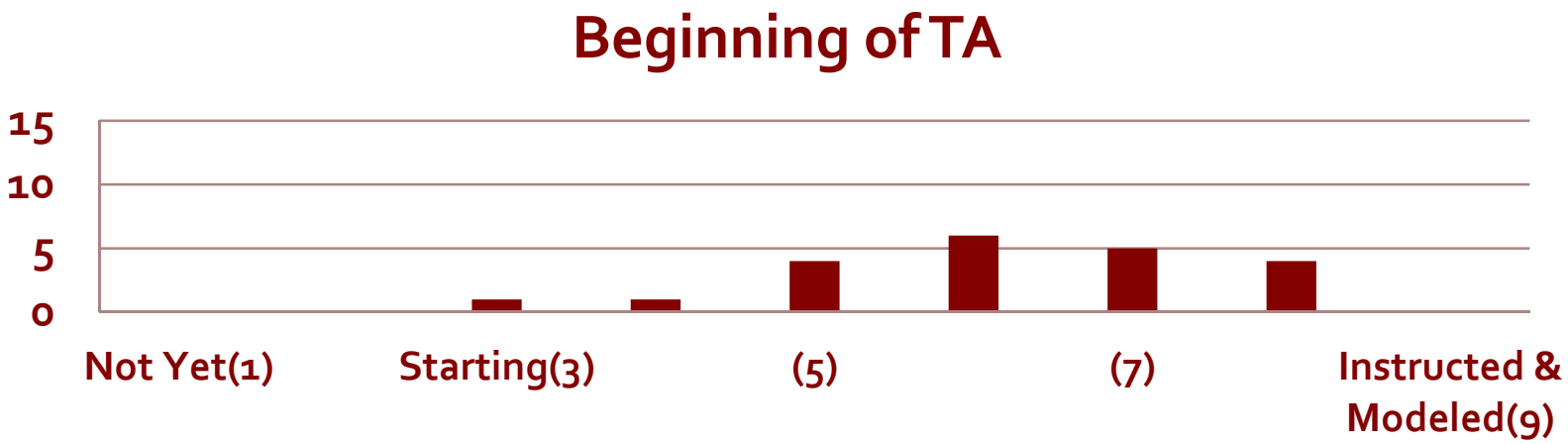



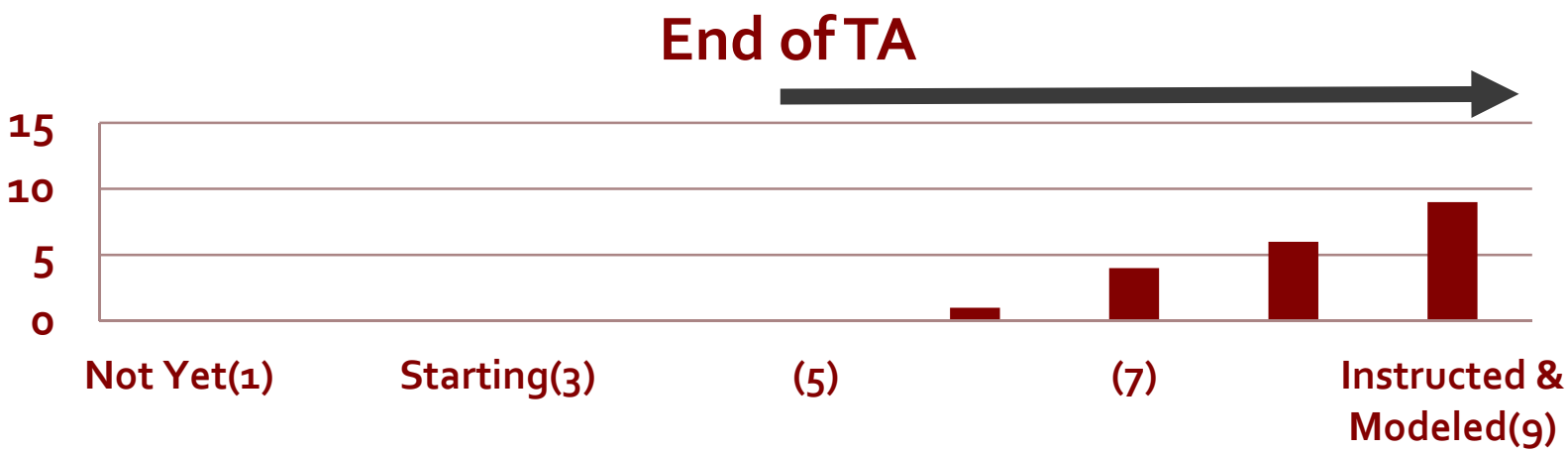
# Uses research based strategies to guide reflection on instruction.



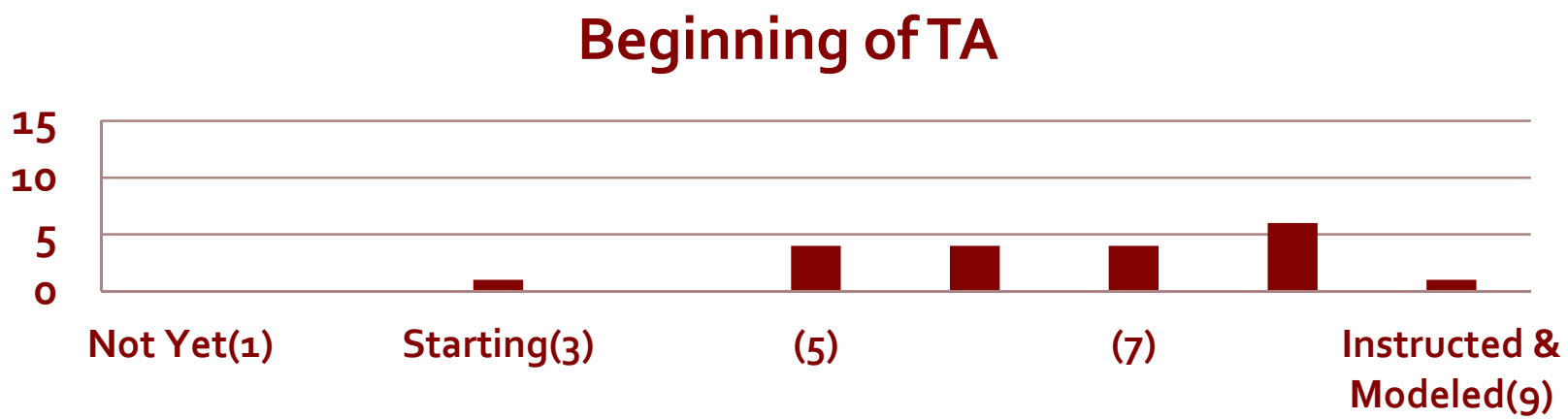



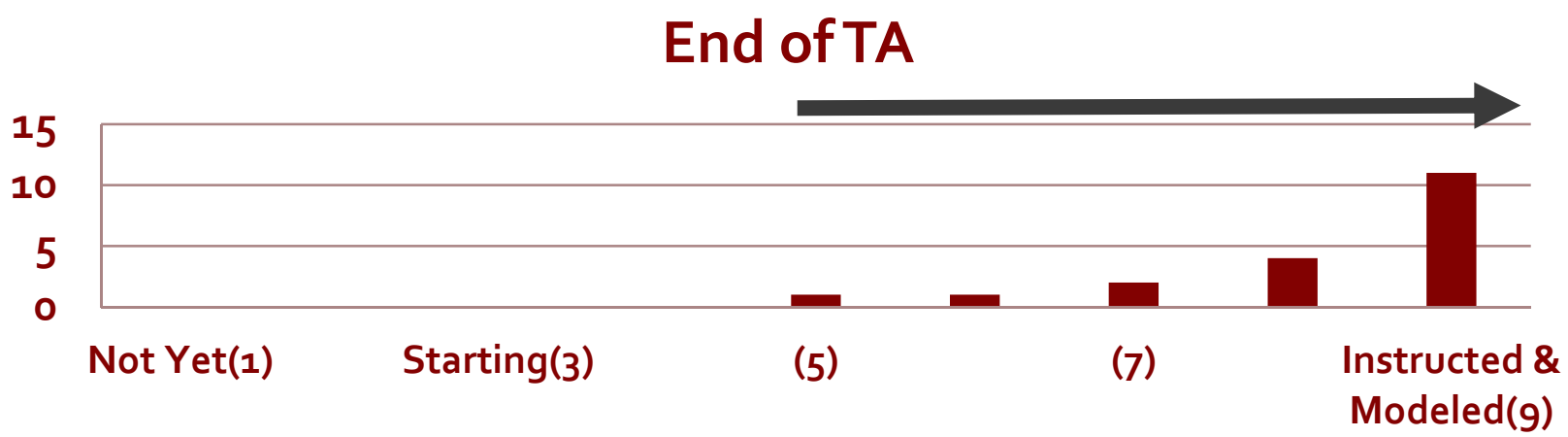
# Uses evidence from student learning to guide reflective practices.



# Uses evidence gained from reflective practices to adjust instruction.



# GROWTH IN PRACTICE

| | |
|---|---|
| *Knows high yield research based instructional practices that produce student learning.* | **+1.97** |
| *Uses high yield research based instructional practices that produce student learning in their classroom.* | **+2.06** |
| *Knows high quality research based strategies to engage learners.* | **+1.81** |
| *Uses high quality research based strategies to engage learners in their classroom.* | **+1.67** |
| *Uses research based strategies to guide their reflection on instruction.* | **+2.00** |
| *Uses evidence from student learning to guide their reflective practices.* | **+1.96** |
| *Uses evidence gained through their reflective practices to adjust their instruction.* | **+1.61** |

# MISSOURI TEACHER ACADEMY 2015-2016

## PARTICIPANT TESTIMONIES

# HIGH SCHOOL TEACHER NORTHWEST COHORT

*I feel that I have increased my knowledge of effective strategies to be used in classroom, as well as being refreshed on strategies that I had used in the past. I believe that my students learned more and became more confident in their abilities throughout the year as a result of teacher academy.*

***I see how going through Teacher Academy made me realize that I was not being as effective in my classroom as I need to be to allow my students the opportunity to reach their potential****. If my students are increasing their knowledge and I am improving my effectiveness, then our school is winning as a whole.*

# THIRD GRADE TEACHER
# SOUTH CENTRAL COHORT

***GROWTH!*** *I grew, with the growth I gained…my students grew. I was able to share ideas and newly gained knowledge with others.*

# HIGH SCHOOL TEACHER
# ST. LOUIS COHORT

*I think the biggest gain from TA was* ***getting to collaborate with other passionate teachers. It fired me back up to be more innovative and engaging which is always critical****. Our leader did an amazing job of ensuring that we left every session pumped up to return to the classroom.*

*In addition, I learned many new valuable strategies to use and tested many new ideas throughout the year.* ***It made my job more fun and that meant it was more engaging for students as well.***

# 5TH GRADE TEACHER SOUTHEAST COHORT

*I believe the benefit of my experience was* ***to improve my instructional processes that led to better engagement and critical thinking for my students.*** *My students were exposed to more resources, strategies, and choices because of what I learned. I was able to use a variety of teaching methods to improve my instruction; therefore improving my students' learning.*

*My students loved being part of the process and learning and implementing new ideas with me. I think the process led to more teamwork and a more concrete understanding of the curriculum*.

# FINAL THOUGHTS

We know the key to success in schools is having a ***master teacher in every classroom***.

Our Missouri Teacher Academy is striving to ***build the capacity*** of our participants to be master educators through high quality professional learning.

# TEACHER ACADEMY – A PROFESSIONAL LEARNING NETWORK

- Collaborate, learn, network
- Deepen content knowledge and pedagogical skills to enhance ***instructional practices***
- Develop skills and strategies to ***elevate student engagement***
- Engage in ***reflective practices*** and ***measure of impact on learning***

# Q & A

Mary Burgess, Howell R-1

Emily Twiehaus, Grain Valley R-V

Heather Gross, Grain Valley R-V

Julie Blaine, Central RPDC

Beccy Baldwin, NWRPDC

Jen Tiller, EducationPlus

Linda Dooling, Office of Educator Quality