Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Missouri School Improvement Program
Resource and Process Advisory Committee
Feedback Form

Meeting #2

Small Group Activity #1

Given the information in the presentation regarding engaging students of today, what implications does this have on the processes necessary for education?

The implications for teaching, leading and learning are:

- Teachers must be willing & able to adapt to changing instructional strategies, - those related to student interest. (High engagement)
- Teachers must be willing & able to assume a different "role" in the classroom.
- The idea of what defines a "great teacher" will change & leaders must be trained to evaluate appropriately.
- Learning will be less defined as factual knowledge & will be more focused on the ability to evaluate information & communicate ideas.
- 24 hr learning – self regulation by students and monitoring of student growth
- Student choices with regard to the product they create. Student needs meaningful input into their education to meet the needs of all learners
- Professional Development for new technologies – processes (not necessarily in place of content, but as 50% of instruction)
- Centered around a relevant & rigorous curriculum
- Top down modeling of active learning, project-based processes – embracing diversity
- Digital Literacy vision – incorporating new, emerging and uninvented tech.
- PK-16 continuum – collaboration
- Processes – Communication, critical thinking, collaboration
- How can we make this work logistically? Technology updates? Families in financial crisis? Technology going home? Keeping kids safe? Liability? Insurance?
- Communication was on one sheet, what about face to face communication? People skills? Relationship building?
- Teaching, using, copy rights, legalities of using technology
- Resources? Professional Development? Teachers fearful of technology – at least as saavy as the kids. Resource-library media centers, career ed, gifted ed,
- How can we teach the process standards through technology (more than using technology) learning problem solving, critical thinking, century 21st skills, STEM, Advanced classes
- How can we measure up? Performance or process?

- What about individual strengths that are not technology based? Was the video focused on how students learn?
- Data for those removed in the proposed standards 2009?
- Professional development for leaders, teachers, community
- Pre-Teacher Prep Programs
  - how to harness smartphone
- Curricular Implications (OLD 6.7-10.0)
  - information & communication skills
  - does current show me stnds include 21C skill/knowledge
  - course offerings now
  - career exploratory content
- Assessment – infrastructure – project based learning
- 6.6/13 – or a new standard
  - needs to have tech component, (e.g. cyberbullying) training on cyber safety – how to use student tech to "call for help"
- Leadership – have plan/system/define what good student engagement looks like – determine expectation for S.E. in "our building"
- Gifted – change of definition – a new group/type of student could be called "gifted" due to move to right brain school work
- Incorporate ways students can use technology (H.S. homework, studies)
- Provide P.D. for teachers on using technology & equipment. Technology needs to be incorporated at the college level. Effective teachers lead to effective learning.
- The effectiveness of teachers' ability to move forward in the now of education & the needs of students.
- How deep does learning go towards how teaching occurs (small group, skill based, etc.) We have to address the various learning styles & needs (Differentiated).
- Equipping schools with the technology needed to adequately teach the students of today. Priority of funding towards this need is a must.
- Collaborative learning has to be integrated into instruction to accommodate the social needs of students. Cross collaboration with teachers is needed to better understand & see how students learn all around. Teaching the whole child; to better engage students.
- Encourage the use of technology with education about appropriate use – PD
- Students with Special Needs connect with technology
- Students without available technology are possibly behind others – more technology needs to be available to all!
- Relevancy, Engagement of the students w/hands-on opportunities – cooperative education
- Access to learning on-line for review
- Courses could be taught on-line from anywhere or anytime and taught by anywhere or anyone – schools used for those needing more help.
- Teaching – At the local level, once students are diagnosed via formative assessments, teachers & schools need adequate resources to "treat" individual learners or the flexible groups that result.

- Teaching – Embrace technology: use of technology to assist in providing feedback & increasing engagement.
- Leadership – Utilize data in decision making processes at all levels - - to celebrate & build on successes & problem solve challenges.
- Leadership – Challenge status quo of allocations of resources at all levels.
- Leadership must be attuned to classroom climate
- Engage students, acknowledging that one size does not fit all – differentiation!
- Give students/expect students to process & apply what they've learned
- Technology should be a key ingredient in teaching & learning
- Active learning – also reciprocal learning between teachers & students
- Need for critical learning/reading/research-savvy consumers of information
- What does engagement look like?
- The diversity of the learner including the increasing achievement gap. This is especially evident in preschoolers as they enter school.
- The challenge of how to teach our students & lead our students in a different manner.
- We have to prepare from the policy aspect as well as a financial aspect to encompass new technology goals and objectives.
- Instructional leadership must address all areas from the ground up. A quality plan must be in place that is collaborative and ongoing, with long range goals.
- There is no way to standardize technology in this ever-changing, fast-moving environment.
- There needs to be a focus on performance events
- Job-embedded PD
- Everyone participates – not sit & get!
- Everyone (students included) are viewed as leaders.
- We must be open to the idea that student knowledge doesn't just come from their teacher.
- We must teach so that children of all levels learn & must be able to determine those levels (i.e. level of independence, identify student strengths)
- We have to learn to share their power.
- We have to learn technology tools & FAST.
- Student growth plans – student initiated, setting goals

What processes need to be in place to support teaching, leading and learning that prepares adults to educate our students for the future?

- The ability to provide equal access to technology to all. How do we handle budge implications of this goal?
- Effective professional development for all teachers.
- What is the rationale for taking out process standards that encourage engagement such as Career ed, gifted ed, etc..?
- With having a weighted system, how does that tie into getting them from basic to proficient when the focus will be getting them to basic?

- FRL – how do we address technology with this group? How do we assess readiness for them?
- Professional development. What tools are being used and access to these tools.
- How textbooks are used (electronically vs actual book).
- Extend learning outside of building (clergy, business people, parents). Create parent universities, etc. Ex. Businesses can assist in setting up web pages, facebook, etc.
- Outside individuals to be mentors, role models to instill relevancy (work, ethics, accountability, etc. They can also provide practical projects for students.
- Create & provide more internships for H.S. students to develop career readiness.
- Technology supports and training
- Teachers need to be or learn to be a facilitator
- Best practices on what to do if students do not learn the material or if the students are ready to move ahead
- HS – more partnerships with business to give actual work experience before college
- Re-evaluate use of Carnegie Unit
- Professional Development: to diagnose & differentiate, to effectively & efficiently use technology
- Understanding & ability to use all tools available for teaching & learning – benefits of those tools
- Relationship – building training for teachers & conflict resolution skills
- PD based on needs assessments, not just surveys
- Increase level of implementation of professional learning communities
- Instruction on how to help students write appropriate learning goals & how to implement them
- Instructional leadership must address all areas from the ground up. A quality plan must be in place that is collaborative and ongoing, with long range goals.
- Connect to post-secondary & career ed
- Pre-Service teacher preparation – what is higher ed's accountability/involvement in making sure teachers understand Common Core standards?
- Teacher mentoring programs within districts to support the concept of teaching ALL students. A process needs to be in place to match-mentor/mentee – an effective model.
- We need evaluation systems in place so that everyone understands what's expected of them.
- Districts need quality curriculum in place before so time can be spent work on establishing relationships (trust & respect)

What questions do you have at this time?

- How do we account for the lack of technology resources in the student's home?
- How do keep education equal when the home tech. access is so different.
- How is gifted redefine & addressed in this new world?
- How do we determine acceptable communication.
- Will districts be able keep technology necessary.
- Gaining (attaining resources) How?
- How can schools implement a technology plan that transcends people?

- What would the structure look like to ensure that these technological tools lead to learning that results in development of 21st Century Skills?
- What measures are in place to ensure that ALL students are successful? And show growth
- 7.2 why was gifted removed from MSIP standards? What research backs this decision?