

<p>How does AL interface with Multi-Level Systems of Support (MLSS)/Response to Intervention (RTI) in your district?</p>	<p>What gaps do you see in your district? Would you add anything to the gap analysis worksheet?</p>
<ul style="list-style-type: none"> • RTI doesn't include needs of AL well (RTI model in district?) • State report card - what does it value • Varies in different buildings within the district & with different teachers. • It is interfacing really well - interventions include A.L • A.L is not recorded (data collection) as well compared to the struggling students • Use workshop model in K-5 and daily breakout RTI 6th to 12th (Belleville) • Weekly enrichment groups (K-4) - 30 minute weekly (during RTI time) <ul style="list-style-type: none"> ◦ During regular math time for Tier 2 (small groups) • At the table for monthly RTI meetings - both AL & struggling learners are discussed • AL are listed on grade level documents so they are at the forefront too. • Oversight in meetings - deficit models used - AL reps are underrepresented in meetings - focus is on special ed and struggling students. 	<ul style="list-style-type: none"> • Add a line about districts documenting services • Assessments that are fair and responsive to factors such as students: (race, gender, etc) • How do we share the responsibility of our roles - we are spread too thin for all 5 areas, what systems are in place? • Universal expectations across all domains <ul style="list-style-type: none"> ◦ Common language ◦ Collective Ownership for teachers and administration • Is the "Design" of school meeting the needs of all learners - how do you make the schedule work? • Social and Emotional missing • PD on equity • Leadership services and programming consistent all year • Creativity programming • Visual & Performing arts • Lack of identification and programming
<p>Who is getting missed in the identification? Why are they getting missed?</p>	<p>What can be done?</p>
<ul style="list-style-type: none"> • Leadership • Creativity - too dependent on parent referral • Quiet kids and Parents • 2E • All underrepresented groups - come in behind • Comfort level - hyper focus on some areas • Parent follow through • Bias in assessments • Lack of programming • Anxiety so assessments don't measure the ability 	<ul style="list-style-type: none"> • Match teachers to students - academically, creative, leadership, etc. • Open communication • Honesty • Awareness • Family Outreach
<p>How is educator effectiveness affecting your evaluation</p>	<p>What thoughts or questions do you still have?</p>
<ul style="list-style-type: none"> • Use CESA 6 Effectiveness Project I feel the information is more reflective and helpful for "regular" classroom teachers, but my role has a lot of more than just face time with kids or 	<ul style="list-style-type: none"> • Identification without labeling? Especially with moving from one year to the next and one school to the next • How does differentiation affect rates of

planning lessons

- We (Eagle) use a model similar to CESA6 and it provides good information to teachers but it is the beginning of prof. development/review. It combines with other tools to help teachers improve their craft. Has nothing to do with compensation.
- It takes my time to document all facets of my job, summary year documentation is time consuming.
- Evaluation based on working with teachers not students
- Evaluated more on our program effectiveness, etc.
- We are an independent school so we don't officially use Ed. Effectiveness. It could be helpful to review it during PD.
- Collaborative aspects of coordinator position make for rich reflections on Ed. Effectiveness standards.

identification?

- Is Instructional coaching part of our role?
- How do we build awareness among administration and board?
- How do we ensure administration and board hold high expectations for all learners (and appropriate level of instruction)
- How do we truly meet the needs in leadership, creativity, music, etc. with so few resources (times, funds, etc.)?
- How to incorporate services for creativity, Arts, and leadership into the school day? Not after school