



**Team ASI and TAAAC Elementary Teacher Advisory Council
Agenda**

Date: October 24, 2019

Time 5:00-6:00

Place: TAAAC Office

Topic/Item	Time Allocated	Topic Leader	Objective
1. Welcome	5:00 - 5:05 PM	Russell Leone	Communication
2. Covering Classes	5:05 - 5:15 PM	Maureen McMahon Dawn Lucarelli	Information and Discussion
3. Community Circles	5:15 - 5:30 PM	All	Information and Discussion
4. Writing Rubrics	5:30 - 5:35 PM	Michele Batten	Information and Discussion
5. F&P Progress Monitoring	5:35 - 5:40 PM	Michele Batten	Information and Discussion
6. ALPs Portfolios	5:40 – 5:50 PM	Maureen McMahon Dawn Lucarelli	Information and Discussion
7. For the Good of the Order	5:50 - 6:00 PM	All	Communication

Next meeting: Thursday, November 21, 2019

ASI and TAAAC Elementary Teachers' Advisory Council
October 24, 2019
5:00 to 6:00 p.m.
TAAAC Offices

Attendees: Maureen McMahon, Michele Batten, Dawn Lucarelli, Russell Leone, Christina Baker, Robin Beers, Richard Benfer, Carol Cox, and Rebecca Huber.

Follow Up Agenda Item	Person Responsible	Action

NOTES

Covering Classes:

- AACPS currently has 40 teacher vacancies, Special Education adds another 30-40 open positions. Teacher candidates are in the hiring process but delayed as a result of the new Maryland State reference check requirement. The teacher shortage is county-wide and at all levels (elementary, middle, high).
- AACPS is conducting job fairs, focusing on December college graduates, and creative recruiting opportunities. Candidates with any undergraduate degree will be considered. AACPS will cover the cost of those enrolled in the resident teaching certificate program. Long terms subs and retire rehires are being called on to help launch new teachers.
- In order to balance classroom coverage, consideration is being given to avoid offering professional development on Monday's and Friday's which tend to be days absences increase. Principals should rotate coverage and avoid tapping the same teacher multiple times in one week. This is particularly problematic in small schools. Discussion ensued about who should be asked to cover classrooms. As a school-based decision, teachers should talk to their principal first, then the regional superintendent and discuss at their school's faculty council.
- New teachers need to be able to go to their PDs and not miss opportunities because of lack of availability of subs. School's in need of funds for reading training should contact Michele Batten.

CSEFEL Training:

- CSEFEL training is offered through a combination of face to face training and online training. There are four cohort classes, training was intentionally staggered in order to assist with substitute scheduling/planning and reduce the number of teachers out of the classroom on training days.

Community Circles:

- Schools should make time for and be deliberate about scheduling community circles, if trained. Members shared their feedback about how their school creates a meaningful experience. Four Seasons, for example, schedules a reset mindfulness exercise after recess.
- It was noted that structured play is a good relationship and community building experience. Students learn to take turns, problem-solve and how to take risk in a structured game setting.

Writing Rubric:

- In follow up to feedback on the writing rubric, documents were reviewed and discussed. It was clarified that the AACPS rubric itself is not meant for students (the unit of study document is intended for student use). The rubric was developed with teachers and is a diagnostic tool used to guide instruction. Discussion ensued about event sequence and alignment to fidelity of studies. Jane Friend will revisit the rubric with literacy teachers in her upcoming literacy symposiums. Exemplars are being developed. Noted, teachers should not be rewriting the AACPS rubric.

F&P Progress Monitoring:

- The testing window was moved as a result of feedback from TAAAC. Dates are scheduled by the manager of assessments in coordination with multiple offices.

- F&P may take the place of guided reading groups during the window. Guided reading groups are to resume after the F&P window.
- There are times that not every reading group is meeting every day. Consistency is important. Take into consideration the guided reading opportunities across the entire week. Keep learning fun.
- A question was raised regarding availability of substitutes and stipends for the Striving Readers Grant. Teachers should inquire with their principal. Sharon Stratton, Director of Instruction, may also be contacted.
- For students with IEPs, the most recent F&P results may be included as a data point for the IEP meeting.
- F&P is conducted formally two times a year to record student progress. It was noted that a child's progress can be monitored at any time through various tools.

ALPs:

- Approximately 4% of AACPS students have been identified as gifted and talented.
- The portfolio is intended to assist in identifying gifted students. The artifact collection process (two artifacts per marking period) was discussed. Maureen and Mary will do a deeper dive into the process.
- A memo was sent to principals on August 15 about gathering data on gifted and talented students. Gifted and talented is now included on the ESSA report.
- The group discussed student anxiety, student workload, and day-to-day social emotional well-being. Administration discourages over scheduling and students from taking too many AP classes. Parental influence was discussed, opportunities to inform parents about student wellness such as the Family Involvement Conference and periodic newsletters were discussed.
- The Advance Learning e-Handbook located on Blackboard is a resource for school teams and is updated on a regular basis https://blackboard.aacps.org/bbcswebdav/xid-1880858_1

For the Good of the Order:

- No additional matters were brought to the group's attention.

Next meeting: November 21, 2019

Respectfully submitted by Christina Hardy