West Irondequoit Teaching Learning Center

Policy Board Meeting

October 1, 2020

The meeting was called to order by L. Westerman at 3:34

Minutes: Jim Czadzeck

In attendance: Janelle Armstrong, Dr. Katrina Arndt, Kristina Bajardi, Christine Baker Marriage, Jim Czadzeck, Karen Finter, Craig Jones, Jillian Leaderer, Chrissy Miga, Lisa Poinan, Melissa Pollet-Swidorski, Dr. Margaret Steckley, Amanda Tabor, Virginia Tate, Darby Thompson, Julie Warth, Betsy Walther, Laura Westerman

Absent: Mark Pringle, Zach Bartlett, Heather Lynch, , Dan Fullerton, Janine Sciarabba, (need to check against end-of-meeting attendance report)

Pre-meeting:

Introduction, overview of Teams, overview of work to complete.

Old Business:

(Quorum is 12 members)

-Motion to approve June 2020 Minutes made by Karen Finter, Second by Betsy Walther

     Minutes were passed unanimously
-Nomination for chairperson. Motion to approve Melissa Pollet-Swidorski as chairperson of the policy board made by Julie Warth. Second by Craig Jones   Motion passed unanimously

New Business:

-Welcome new members: Kristina Bajardi, Christine Baker Marriage, Lisa Poinan and Amanda Tabor. The TLC Policy Board member list will be updated and sent to NYSED.

-Revisiting our TLC needs assessment data: using hybrid, synchronous, and asynchronous models.
-Exploring the WICSD Instructional Blueprint and checking that it aligns with the TLC Narrative.

- Individual exploring and checking. Results shared on a Padlet page.
- Group discussion about strengths and opportunities.
- How does this work support our instructional blueprint?
- Even our needs assessment aligns with the SEL practices and culturally responsive practices outlined in the blueprint.
- SEL opportunities to help with students and for teachers to apply to themselves.
- I like how we are looking outside of our organization to grow and learn from
- Collaboration and Resources. I really appreciate how the GRTCN is collaborating to support area districts to better understand Cultural Competency and Relevance. The opportunities to network and learn from others are great! I also appreciate how our own staff is stepping up to offer much needed PD through Book studies, informational sessions and practical approaches. I wonder how we might run some of these offerings multiple times in order to build capacity through voluntary PD.

- I like that the district is taking into consideration the effect a hybrid model will have on the learning and growth of students.
- I notice a strong emphasis on SEL and cultural competency as ways to build and strengthen classroom/school communities.
    - Opportunities: Are there any aspects of the blueprint that are not addressed in our narrative?
- Connections with the coalition of diversity and inclusion: Could there be a connection made between the new Coalition for Diversity and Inclusion--wherein they could funnel suggestions and ideas directly to a group of teachers organized by the TLC? This group could research and discuss ways to implement ideas.
- Offering multiple instances of a similar sessions
- How can we find a level of cohesiveness among grade levels, departments and/or teams?
- Specialized Support? How to provide more specialized PD support to grade level teams or course teams so that they could implement strategies based on unique need? (To Dr. Steckley's point on #1 - how are we building these practices into more specialized courses/grade levels?) We also may want to build in more Technology support to plan w/the tools so that they are maximized.
- What if we have another shut down - are teachers able to use Teams properly?
- Maximize use of Wednesdays during the school day for instructional technology professional learning.
- Considering the work from last year TLC work, how do we want to continue this work/focus?
    - Asynchronous vs Synchronous Professional Learning - reflections on recent PD

Asynchronous
Strengths
- Go at your own pace   - Could start training at home   - Ability to rewatch and return to the materials.   - Ability to complete on your own time.
Opportunities/Considerations
- Some staff members may learn better from an in-person/small group exploration of the materials together.   - Could we arrange co-viewing meetups?   - Distractions (in life) could interrupt work on this type of PD.   - Possible hybrid option? Asynchronous materials but explored in a small group/cohort.   - How can you practice, get feedback, and explore together (with provided resources).   - Just having someone to talk it through with - processing the information.   - Co-viewing parties? Building a network/team of co-learners.
Synchronous:
Strengths
- Same information at the same time   - Real-time information   - Interaction via PearDeck (or a district approved alternative)   - Time for collaboration built in   - No distractions - sit and get with earbuds in.   - a small group sitting and watching, masked, encouraging discussion in small groups.

Opportunities/Considerations
• More opportunity for collaboration and discussion. • Requires attendance and does not provide opportunity for learning despite conflicts.

-Next steps/new ideas for professional learning:

- Pineapple week - on hold - it does not seem like there will be an opportunity to roll this out considering the distancing/COVID aspects of this year.
  -Introduction of Professional Learning Communities to explore topics they see as an area of need in a small group of colleagues.

  - The PLCs now could fuel Pineapple weeks in the future (we dove into this topic and now join our classroom to see it in action).

Policy Board feedback on PLCs
• Add more language about how the groups can be set up (building specific? Grade level?) • Length of time? The entire school year? How often to meet? Would staff members be more receptive to longer or shorter time frames? Perhaps dependent on the need/focus? • Provide some examples (a template?) of what it can look like or how different PLCs could work out differently. • A nice way to "dabble" and grow. • Base the offerings/ideas on the needs assessment? - Sharing what has been learned with colleagues? A deeper dive on a topic introduced in a more formal PD session? • Similar to PEAK groups? Self-generated topics based on needs they feel are relevant. • Submit proposals via a Form and include people interested in similar topics? Create a "master list" to connect people?

- Meeting closure:
  - Some travel allocation money will be freed up due to conferences and meetings going online.
  - What a rich offering of resources from the TLC!
  - We made it through a Teams meeting - it can be done!!! :)
- Meeting closed at 5 pm
- Next meeting is on December 10th from 3:30-5:00