

CHS PDC
11/26/12

In attendance--Dave Aiello, Gene Gladstone, Angie Caracciolo, Stephanie Martin, Emily Grady, Josh Meyers, Joyce Bell, Marci Pieper, Dan Gutchewsky

Debrief of NHS

Made more sense to do it at the end, parents could stick around, perhaps more faculty could have stuck around. African American Achievement Committee met right away, some would have liked to have mingled longer.

Kids complained needing to go to play practice and then come back.

Seems like it worked better, same approach next year.

Planning for December Mtg.

Summer Reading Committee--5 minutes

ISTE Nets--20 minutes

Business (Dan)--15 minutes

There is time to do some PD, but it needs to be meaningful and not thrown together at last minute. More to come.

Debrief from PD Needs Survey

Gene attempted to clump

Most interest in technology, then small group discussion, small group book study, school-wide book study.

Still a variety of interest throughout.

9th grade cohort is strong and seems like would like to have time. Currently focused on trying four strategies and could definitely see using the time well.

Dave showed five strands:

Technology, Brain, Differentiation, Studentship, Grade Level

Have three time slots and then multiple choices in each strand at each time period.

Scheduling/selections could be determined by the sign-ups.

Also utilize some cyber-cafes for technology stuff.

Maybe two time-slots makes more sense than three.

If leading a session, runs interference to attending a session. Preparation for a longer session could be difficult for the presenter.

Let's use backward design. . . id sessions, check on interest and then execute scheduling.

Technology	Brain-Based Pedagogy/Differentiation	“Studentship”/Grade level issues
Ti-Nspire - ‘nuff said	Differentiation- Quick strategies to engage all learners	Supporting vs Enabling - are we ‘stealing their struggle’ too often?
Google Tools - things that employees should know and regularly use	What is the research? - Some of the literature about the brain and learning, time to dig into the research and discuss it	SST model - what factors <u>can</u> we control, and <u>how</u> do we impact change within the factors that we control?
Web Page (Centricity) - the website provided for each teacher, could be two levels: basic and intermediate	How to apply ‘Brain-Based’ learning ideas - Lab Classroom 5 key strategies	Mindsets - how does one’s attitude affect one’s learning and achievement?
Powerschool - tips and tricks, lesser known features	The science behind learning and memory - what can psychology help us understand about these very basic ideas	Grade level expectations - can we reach some minimum agreements and abide by them?
General tech tips and tricks - the kind of stuff that different teachers have picked up through different experiences	Culturally responsive teaching - how these good practices apply to all students	We are using SIFs, but is there a way to develop protocols to differentiate between grade levels and varying needs?
SMARTBoard training - refreshers and new-to-some with plenty of hands-on time		School-within-a-school for the 5% who just don’t seem to ‘get’ it?
		How to address the needs of increasing numbers of students with significant emotional/psychological issues.