

# Vision in Action (VIA)

Wednesday, October 11, 2017

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## WELCOME

Dr. Johnson called the meeting to order at 10:45 a.m.

**District Improvement Plan Review and District Equity Plan** – Dr. Johnson stated the focus of today's meeting is the District Equity Plan.

- Staff quality, retention, and professional development are what we will focus on.
- The end goal is whatever we put in place is what we will do.
- All students must receive equity instruction.
  - Data shows that students of color are not receiving the same level of education.
  - Teachers with five years or less experience are assigned to provide instruction in areas and in classrooms *with high populations of minority and economically disadvantaged students.*
  - Equity access and excellent teachers are important for all students.
  - Where are we with our teachers in teaching these students?
- Equity Gap Calculation – The gap between the highest poverty campus and the lowest poverty campus.
- How do we ensure that all students receive a high quality education from every teacher?
  - Look at exit interviews for trends as to why educators are leaving LVISD.
  - What impacts their decisions?
  - Where is the most glaring need for how teachers teach our students?
- What is effective teaching? What does it look like?
- The committee was divided into three groups. Each group was asked to write down their definition of, *What is an Effective Teacher?* using chart paper provided. Handout provided, "What is your district's definition of effective teaching?" Each group was given one of the three categories taken from the handout: 1. Teaching Performance, 2. Student Learning, and 3. Student Engagement.
  - Define what data you will use to determine effective teaching performance.
    - How do you measure it? Write out how you can measure it.
    - What is the progression of it?
    - What evidence can I produce to show the teacher is measuring the progress?
  - We need to have a clear definition (or gist) of what an effective teacher looks like.
- Share Out – Each group provided responses.
  - **Definition of Effective Teaching** – Know how to reach all students; know how to engage students; meet the needs of every student by using data to drive instruction; be able to manage a classroom in order to facilitate student-centered instruction; organized and prepared; know the content/TEKS; build relationships with students; be involved with the students; be flexible; be actively engaged with students and content; organize and plan lessons with student needs in mind (differentiation); and change with different approaches
  - **Definition of Student Engagement** – Students are engaged when they take ownership of their learning; focused and actively involved on an appropriate level; teacher actively monitors and observes student behavior during activity; participation; student feedback; and student success on assessments.
- It has been heard that when students are not successful, the reasons have been placed on the students rather than the teachers being responsible.
- Think – At my campus, do I believe that all teachers are effective in all three areas (*teaching performance, student learning, and student engagement*)?
- Next Step – Conducting a Root Cause Analysis
  - Teachers with 5 years or less experience – The problem is not with the teacher but that the teacher has a limited amount of experience.
  - What problems do we (LVISD) have in attracting excellent teachers?
  - How do we support the excellent teachers we already have?
  - How do we retain excellent teachers so they will not go somewhere else?

- Why? What is the evidence of the why? Continual process of why.
- Share Out – Attracting and retaining quality teachers.
  - Attracting – Student demographics (*fear of the types of students in the district*); behavior of students; community misconception (*negative public perception from the media's projection of Bellmead*); general word of mouth from teachers; salary; those who want to work with economically disadvantaged students; and increase in salary after five years.
    - Dr. Johnson stated that a comparison of the highest five years of salary with districts comparable in size shows La Vega ISD is very competitive in salary.
  - Support – Personalized training; value and recognize people's strengths; positively support weaknesses; value feedback; support more valuable PD opportunities that are more specific and different from previous years with more breakout sessions; personalized training for specific teachers; standardized curriculum does not allow teacher to be creative; lack of teacher voice and individualization in the classroom; lack of classroom management and resources; more personalized training for help with class; and too much formal assessments.
    - Dr. Johnson asked what PD feels repetitive? Example: PD for myON and for Stride Academy. These programs are not used with SPED curriculum; therefore, not beneficial to SPED staff. Separate PD would have been more beneficial to SPED staff and to the district.
    - Provide an online survey to determine effectiveness of PD; what needs to be improved; and what PD topics are teachers interested in?
    - PD is needed for dealing with emotionally disturbed students. A positive approach in using effective tools that will work in dealing with these students while providing quality instruction.
  - Retaining – Give praise, commendations, and recognition for outstanding teachers; positive environment; relationships; student relationships; stipends for longevity; praise, kudos; small gifts such as a card or gum; build positive support; less "gotcha" mentality; valuable PD; leave because of better pay in other places with better situations/students; allow teachers to be more creative; listen to teacher feedback; too much formal assessment; and there is lots of standardization among staff.
- The last task is to come up with a problem statement. Make connections to the 2017-18 District Improvement Plan.
- Share Out – Problem Statement
  - How can we change public perception of our student population?
  - Attracting excellent teachers – Potential applicants see LVISD as a district with a difficult student population. How do we know?
    - Perception from hearing other teachers talk about LVISD.

## ADJOURNMENT

The meeting ended at 12:18 p.m.