VERONA PUBLIC SCHOOLS

New Staff Orientation

August 24 & 25

HBW Media Center



Verona Public Schools

Today's Agenda: August 24

- 8:10 Breakfast
- 8:30 Welcome from our Superintendent, Rui Dionisio
- 8:40 Verona Mission Statement/Strategic Plan
- 8:45 Dr. Marzano's Teacher Evaluation Model
- 10:00 Break
- 10:15 Dr. Marzano's Teacher Evaluation Model
- 11:30 Lunch
- 12:30 Student Growth Objectives (SGO)/Student Growth
- Percentiles(mSGP)/AchieveNJ
- 1:15 Gmail/Google Sites, Verona Website (Print UbD Unit)
- 2:15 Verona Bus Tour
- 3:00 Closing, VEA President, Chris Tamburro



Verona Public Schools Mission Statement

"The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences."



Strategic Plan

In order to support our mission, we will...

- 1. Secure adequate financial resources,
- Foster a healthy and respectful school culture consistent with our core values,
- 3. Partner locally and globally to expand opportunities for our school community,
- 4. Continue to implement a rigorous, integrated curriculum with authentic experiences and assessments,
- Provide a meaningful professional development program for all staff and
- Provide upgraded, sustainable buildings, grounds and technical infrastructure.



Break into groups of four

Brainstorm/Record Ideas on Big Paper

Share (Whole Group)



- Introduce Marzano Domain #1
 - -Classroom Strategies & Behaviors
- Present Three Categories
 - -Routine Events
 - -Addressing Content
 - -Enacted on the Spot (Engagement)
- Take recorded ideas from Brainstorming Session and Post Underneath one of the Three Categories



2014 Marzano Teacher Evaluation Model Learning Map





Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating **Learning Goals and Feedback**

- 1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebratir

ELEMENTS

DQ6: Establi Rules and Pr

Layout of

4. Establishir Routines 5. Organizing

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: **Developing Effective Lessons Organized** into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DESIGN QUESTION

DQ2: Helping Students Interact New Knowledge

- 6. Identifying Critical Content
- 7. Organizing Students to Interact with New

DOMAIN

- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Helping Students Process New Information
- 11. Helping Students Elaborate on New Information
- 12. Helping Students Record and Represent Knowledge
- 13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

- 14. Reviewing Content
- 15. Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Helping Students Examine Similarities and Differences
- 18. Helping Students Examine Their Reasoning
- 19. Helping Students Practice Skills, Strategies, and Processes
- 20. Helping Students Revise Knowledge

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot CATEGORY/

DQ5: Engaging Students

- 24. Noticing When Students are Not Engaged
- 25. Using Academic Games
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

- 33. Demonstrating "Withitness"
- 34. Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

- 36. Understanding Students' Interests and Background
- 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

- 39. Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students

DQ4: Helping Students Generate and Test Hypotheses

- Discuss First Category: Routines
 Take a look at the Domain #1 Map
 - -DQ #1, #6 along with its elements
 - How do our ideas about effective teaching match up?
 - Did Dr. Marzano include all of our ideas?



- Discuss Second Category: Content
 Take a look at the Domain #1 Map
 - -DQ #2, #3, #4 along with its elements
 - How do our ideas about effective teaching match up?
 - Did Dr. Marzano include all of our ideas?



- Discuss Third Category: Engagement
 Take a look at the Domain #1 Map
 - -DQ #5, #7, #8, #9 along with its elements
 - -How do our ideas about effective teaching match up?
 - Did Dr. Marzano include all of our ideas?



Break!!



"The Art of Teaching"

- Distribute "The Art of Teaching"
 - -Chapters = Design Questions #1-#9
 - Show DQ #2 and Chapter 2 correlation



Dr. Marzano - Domains 2, 3, 4

Marzano Art and Science of Teaching Teacher Evaluation Model Learning Map



Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information with Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- 59. Adhering to District and School Rule and Procedures
- 60. Participating in District and School Initiatives



Daily Lesson Plan & Informals



Verona Public Schools Office of Curriculum, Instruction & Assessment

121 Fairview Avenue PHONE (973) 571-2029 Charles R. Miller Verona, New Jersey 07044
FAX (973) 571-6779
Director of CIA

Good morning,

The Administrative Team will be conducting <u>monthly</u> <u>informal</u> <u>visits</u> in your classroom throughout the school year. These visits will be unannounced; therefore, it is important that your plans are available daily in your classroom. This will allow us to accurately determine what is being taught during the specific class ported.

The only criteria we have for your plans are listed below:

- 1. Clearly stated Daily Objective(s) and connection to the Standards
- List of procedures/activities for the lesson (e.g., Warm up, Teacher led PowerPoint, think-pair share, video clip, teacher led discussion, exit card).
- How do you know if your students have met the objective(s)?

Please note that your <u>Daily Objective</u> is neither your learning goal nor your transfer goal. We have created a chart below that summarizes the differences between the three concepts.

	Transfer Goal	Learning Goal	Daily Objective	
Definition	The effective use of understanding, knowledge, and skills we seek in the long run.	A statement of what students will know or be able to do over a period of time.	A specific, measurable and short-term statement that articulates the student-learning outcome of a lesson.	
Time period	Unit of study	More than one class period	One class period.	
Example (Math)	Students will be able to independently use their learning to solve real life situational problems that require applying basic addition.	Students will be able to solve basic single digit addition problems (0-9).	Students will be able to apply the double plus strategy when solving using simply addition problems.	
Example (English)	Students will be able to independently use their learning to develop an argumentative essay that introduces a claim with supporting evidence.	Students will be able to construct a clear concluding statement/paragraph that summarizes the argument presented.	Students will be able to apply the strategy of "re-stating" their thesis statement when beginning a concluding paragraph.	

We look forward to visiting your classroom and learning from you throughout the school year!



Informal Classroom Visit Template for 2015-16

Your username (cmiller@veronaschools.org) will be recorded when you submit this form. Not cmiller? Sign out

Teacher's Na	ne					
Class/Subjec	t					
Date						
Month	De De	y 💿	2015	0		
Strengths						
						1
Recommendat	tions					
						1
☐ Send me a co	py of my res	oonses.				

Observations & Final Evaluation

		1.1// 1/0					
	NON-TENURED TEA	CHER OB	SERVATION/		HEDULE 15-1		
				OBS # 1 PRE&POST - LONG OBSERVATION	OBS #2 POST ONLY - LONG OBSERVATION	OBS #3 POST ONLY - SHORT OBSERVATION	FINAL EVALUATION
NAME	GRADE/SUBJ.	SCHOOL	TENURE DATE	DUE 11/30/15	DUE 2/8/16	DUE 4/11/16	DUE 5/2/16
BRK							
Casale, Dana	Resource	BRK	9/1/2019	GV1	RR1	GV1	RR1
FNB							
Rodgers, Maria	Nurse	BRK/FNB	9/1/2018	AL1	RR2	GC1	GC1
Connallan, Kelly	SE/LLD	FNB	9/1/2019	GV2	AL1	GV2	GV1
FOR							
Rhodes, Catherine	LDTC	FOR/LAN		FM1	FM1	FM1	FM1
Peri, Vincent*	MUSIC	FOR/LAN	9/1/2016	HF1	JM1	CM1	HF1
Kaithern, Kaleigh	77% KDG.	FOR/LAN	9/1/2017	JM1	HF1	JM1	JM1
LAN	SPEECH/LANG	LAN	9/1/2018	FM2	FM2	FM2	FM2
Arlotta, Theresa		LAN		HF2			
Graziano, Tina Martorana, Lori	SE (ABA) LSS-ELEM	LAN	9/1/2018 9/1/2017	HF2 HF3	GV1 GV2	GV3 GV4	GV2 GV3
Abate, Dara	4	LAN	9/1/2017	HF4	SB1	GS1	HF2
HBW	7	LAIV	3/1/2019	nr4	381	631	nrz
Conlon, Susan	5 ELA - Carnegie	HBW	9/1/2019	DG1	SB2	DG1	DG1
Santaniello, Lauren (MLOA)	7 ELA - Carnegie	HBW	3/1/2013	DG1	SB3	DG1	DG1
Palmer, Norma	NURSE - Olmstead	HBW	9/1/2018	GC1	YM1	DG2	GC2
Chohan, Kirpa	7 MATH - Olmstead	HBW	9/1/2018	GS1	YM2	GS2	GS1
Harth, Julia	5-8 STEM - Carnegie	HBW	9/1/2019	GS2	DG1	GS3	GS2
Quispe, Liz (MLOA)	6 MATH - Carnegie	HBW		DG3	GS1	CM2	GS3
Sarett, Lisa	6 MATH - Olmstead	HBW	9/1/2017	GS3	YM3	GS4	GS4
Heiser, Colleen	7 MATH - Carnegie	HBW	9/1/2017	GS4	GS2	DG4	GS5
Macagnan, David	8 Math - Olmstead	HBW	9/1/2019	GS5	GS3	YM1	GS6
Barnes, Jessica	SE - Olmstead	HBW	9/1/2017	YM1	GV3	GV5	GV4
Benshoof, Lindsay	SE (ABA)	HBW	9/1/2018	GV3	GV4	DG5	GV5
McMinn, Bethany	7 SE - Carnegie	HBW	9/1/2019	GV4	GV5	DG6	GV6
Castiglione, Kathryn	8 SS - Olmstead	HBW	9/1/2017	SB1	YM4	SB1	SB1
Kratzman, Phillip	8 SS/G&T - Carnegie	HBW	?	SB2	DG2	SB2	SB2
Ortiz, Consuelo	Spanish (MLOA) - Carnegie	HBW		SB3	DG3	YM2	SB3
Qin, Yan (Jenny)*	MANDARIN - Olmstead	HBW	9/1/2016	CM1	YM5	SB3	SB4
Rodzen, Yvonne	8 ELA - Carnegie	HBW	9/1/2017	SB4	DG4	SB4	SB5
Bernstein, Edith	French (40%)	HBW	9/1/2017	SB5	YM6	DG7	YM1
Catalano, Danielle	6 SS - Olmstead	HBW	9/1/2018	YM2	SB4*	YM3	YM2
Chamma, Dara	5 ELA - Olmstead	HBW	9/1/2018	YM3	SB5	YM4	YM3
Makar, Youstina (MLOA)	French - Olmstead	HBW		YM4	DG5	SB5	YM4
VHS						î	
Burns, Marla	LDTC	VHS	9/1/2017	FM3	FM3	FM3	FM3
Cali, Alexander	PHYSICS	VHS	9/1/2018	GS6	JC1	GS5	GS7
Fineman, Corey	PHYSICS/AP ENV.	VHS	9/1/2018	JC1	GS4	TL1	GS8
Geist, Kristi	MATH	VHS	9/1/2018	GS7	JC2	TL2	GS9
Harris, Casey	SCI	VHS	9/1/2018	TL1	GS5	GS6	GS10
Scott, Nathan	CHEMISTRY	VHS	9/1/2018	GS8	JC3	TL3	GS11
Swatkowski, Matt	SE (SCI)	VHS	9/1/2017	GS9	GV6	GV6	GV7
Vogel, Alissa	SE (ELA)	VHS	9/1/2018	GV5	JC4	GV7	GV8
Benz, Maria	Media	VHS	9/1/2019	SB6	TL1	JC2	JC1
Bubay, Monica Roshong, Mitchell*	SPANISH (60%) BUSINESS	VHS	9/1/2019 9/1/2016	JC2 JC3	CM1	SB6 TL4	JC2 JC3
Wiemken, Ryan	MUSIC (60%)	VHS	9/1/2018	JC3 JC4	CIVII	JC1	JC3 JC4
Calvo, Jessica*	SPANISH	VHS	9/1/2018	CM2	SB6	TL5	SB6
DeMaio, Taylor	LA	VHS	9/1/2016	TL2	SB7	JC3	SB7
Schram, Jessica	SS	VHS	9/1/2017	TL3	SB8	JC4	SB8
Bresnan, Patrick	55*	VHS	9/1/2017	TL4	SB9	JC5	TL1
Ma, Claire	MUSIC	VHS	9/1/2019	TLS	JC5	TL6	TL2
DISTRICT			7.7.2.2.2				
Shapiro, Theresa	SCHOOL PSYCH	DISTRICT	11/26/2017	FM4	FM4	FM4	FM4
					110000		



Pre-conference Form



Name: _____ Date: ____

Pre-Conference Form: Formal Observation

This is the pre-conference form for the first round observations for the 2015-16 school year. Please complete questions 1 through 4 and be prepared to discuss them at the pre-conference. Thank you ©

1. Clearly state the Daily Objective(s) and their connection to the Standards.

List of procedures/activities for the lesson (e.g., Warm up, Teacher led PowerPoint, think-pair share, video clip, teacher led discussion, exit card).

3. How do you know if your students have met the objective(s)?

4. Please identify at least 6 "Potential" Marzano Elements that are evident in your lesson.





What are SGOs?

SGOs

SGOs are long-term academic goals for groups of students set by teachers in consultation with their supervisors.

When functioning at the highest level, SGOs promote:

- Reflective and collaborative teaching practices;
- Alignment among standards, instruction, and assessment; and
- Improvements in student learning.



SGO Evolution

SGO Implementation Challenges and Evolution of Guidance

Year One Compliance

Meet regulatory requirements

Learn the process

Year Two

Quality

Improve assessments
Increase collaboration
Diversify starting point data
Differentiate targets

Year Three Ownership

Improve assessments
Increase collaboration
Increase integration
Increase innovation

- Using quality assessments
- Fostering true collaboration
- Setting appropriate targets using better data

- Using quality assessments
- Enhancing collaborative opportunities
- · Moving beyond compliance



Complexity & Rigor "Our District Goal"

Understanding Rigor (cont'd) Understanding Rigor (cont'd)

Which level of the DOK wheel each activity represents and why it fits that level.

Choose two insects that you have observed and compare them.

Level 2: Basic Skills and Concepts

Name a food group.

Level 1: Recall and Reproduction

Create an in-depth character analysis, including textual and historical support for choices and perform said character.

Level 4: Extend Thinking

Identify two examples when a fork would not be the right utensil to use and explain why.

Level 3: Strategic Thinking and Reasoning



SGO "Road Map of Success"



Verona Public Schools: "Road Map of Success" for the SGO Process 2015-16

What are your starting points?

SGO Form: Step #1

- Consult with your <u>Evaluator</u>;
- Principal makes final determination to approve SGOs

SGO Form: Step #5

makes

Mid-Point Check-In SGO Form: Step #6

Consult with your evaluator to discuss SGO rating

SGO Form: Steps #8,9

September/October
Beginning of Unit

October 31

February 15
Middle of Unit

March 15 Find of Unit

April

Choose/Develop a Quality Assessment Set ambitious, yet achievable student growth objectives

VGO Form: Steps #2,3,4 Adjustments made to SGOs with approval

Administer postassessment, review results, and score. SGO Form: Step #7

SGO in Sheets for 2015-16



Verona Public Schools Student Growth Objectives

	Name			School				
Grade	Cou	urse/Subject		Number of Stud	dents Int	Interval of Instruction		
Student Growth	Objective				-			
	centage of students in eac core by Month 15th, 2015.		will meet what target in ti	ne space below, e.g. "	X0% of students in e	ach preparedness grou		
1. Starting Poin	ts and Preparedne	ss Groupings						
State the type of infor	mation being used to dete	rmine starting points a	nd summarize scores for	each type by group.				
Refer to VGC	STUDENT DAT	A Worksheet	i i					
Must include Student on previous assessme	Names (or Intitials) and onts, etc.)	lata collected (conside	r ASK scores, IOWA Score	s, SAT Scores, COGAT	scores, Grades in p	revious classes, Grades		
2. Student Grou	ping and Growth	Targets						
Use the table to provi	de more detail for each gr	oup.	p.		190			
(Preparedness Group e.g. Low, Medium, High)	Number of Students in Each Group Target Score on SGO Assessment					
	High							
	Medium				58			
	Low							
	Student Growth C		there standards are being	n emphasized	:D			
a) Name the content s		e the rationale for why	these standards are bein	g emphasized.				
a) Name the content s b) Name and briefly d	Student Growth C	e the rationale for why	these standards are bein	g emphasized.				
a) Name the content s b) Name and briefly d 4. Scoring Plan	Student Growth C	te the rationale for why exsessment method.			vel.			
a) Name the content s b) Name and briefly d 4. Scoring Plan State the projected sc	Student Growth (tandards covered and statescribe the format of the a press for each group and w	te the rationale for why exsessment method.	ents will meet this target		The second second	eving Tärget Score		
Name the content s Name and briefly d Scoring Plan Rate the projected sc	Student Growth (tandards covered and statescribe the format of the a press for each group and w	te the rationale for why assessment method.	ents will meet this target	at each attainment le	The second second			
a) Name the content s b) Name and briefly d b) Name and briefly d 4. Scoring Plan Bate the projected sc Preparedness Groun High	Student Growth (tandards covered and statescribe the format of the a press for each group and w	te the rationale for why seesament method. The percentage of student Target	ents will meet this target Teacher SGO Sco	at each attainment le e Based on Percent	of Students Achie			
a) Name the content s b) Name and briefly d 4. Scoring Plan State the projected so Preparedness Grou High Medium	Student Growth (tandards covered and statescribe the format of the a press for each group and w	te the rationale for why seesament method. The percentage of student Target	ents will meet this target Teacher SGO Sco	at each attainment le e Based on Percent	of Students Achie			
a) Name the content s b) Name and briefly d 4. Scoring Plan State the projected so Preparedness Grou High Medium Low	Student Growth (standards covered and statescribe the format of the a standards for each group and w Students in Group	the the rationale for why issessment method. The percentage of student target Score	ents will meet this target Teacher SGO Sco	at each attainment le e Based on Percent	of Students Achie	eving Target Score Insufficient (1)		
4. Scoring Plan State the projected sc Preparedness Grou High Medium Low 5. Approval of 5	Student Growth (standards covered and state sscribe the format of the state specified the format of the state specified the state of t	the the rationale for why assessment method. The percentage of student Target Score	ents will meet this target Teacher SGO Sco Exceptional (4)	at each attainment le e Based on Percent	of Students Achie			
4. Scoring Plan State the projected sc Preparedness Grou High Medium Low 5. Approval of 5	Student Growth (standards covered and statescribe the format of the a standards for each group and w Students in Group	the the rationale for why assessment method. The percentage of student Target Score	ents will meet this target Teacher SGO Sco Exceptional (4)	at each attainment le e Based on Percent	of Students Achie			
4. Scoring Plan State the projected so Preparedness Grou High Medium Low 5. Approval of S Administrators approv	Student Growth (standards covered and state sscribe the format of the state specified the format of the state specified the state of t	the the rationale for why assessment method. The percentage of student Target Score Diective ment used to measure	ents will meet this target Teacher SGO Scor Exceptional (4)	at each attainment le e Based on Percent	of Students Achie Partial (2)			
a) Name the content of Name and briefly display to the Name and Name	Student Growth (standards covered and state escribe the format of the state escribe escribe escribe the state escribe esc	the the rationale for why assessment method. The thickness of student the stu	ents will meet this target Teacher SGO Scor Exceptional (4) student learning. Signature	at each attainment le re Based on Percent Full (3)	partial (2)	Insufficient (1)		



Student Growth Percentiles

Calculating Student Growth Percentiles



All students can show growth.

 Student Growth Percentiles (SGPs) measure how much a student has learned from one year to the next compared to students with a similar performance history from across the state ("academic peers").

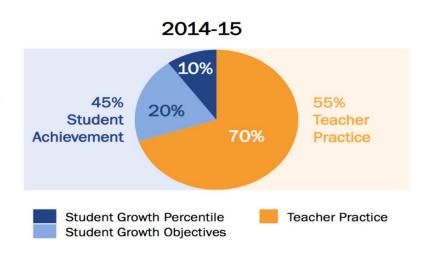


Student Growth Percentiles

mSGP Qualification and Weighting

To receive an mSGP score, teachers must:

- 1. Teach a 4th-8th grade Language Arts/4th-7th-grade* Math class, **and**
- 2. Be the teacher of record for at least 60% of the course prior to the assessment, and
- Have at least 20 separate students with valid SGP scores who are enrolled in the class for at least 70% of the school year before they take the test.
 - About 15-20% of New Jersey teachers will qualify



*SGP will not be calculated for 8th-grade Math for 2014-15.



Final Evaluation Calculation

Scoring the Summative Rating

This section describes scoring for the final summative rating.

Practice

Student Achievement

Teacher Practice

Based on classroom observations



Student Growth Objective (SGO)

Set by teacher and principal

Student Growth
Percentile
(SGP)

Based on state assessment performance

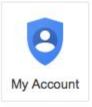
Teachers of grades 4-8 LAL and 4-7 Math Summative Rating

Overall evaluation score

All teachers and principals











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Contacts

More





Today's Agenda: August 25

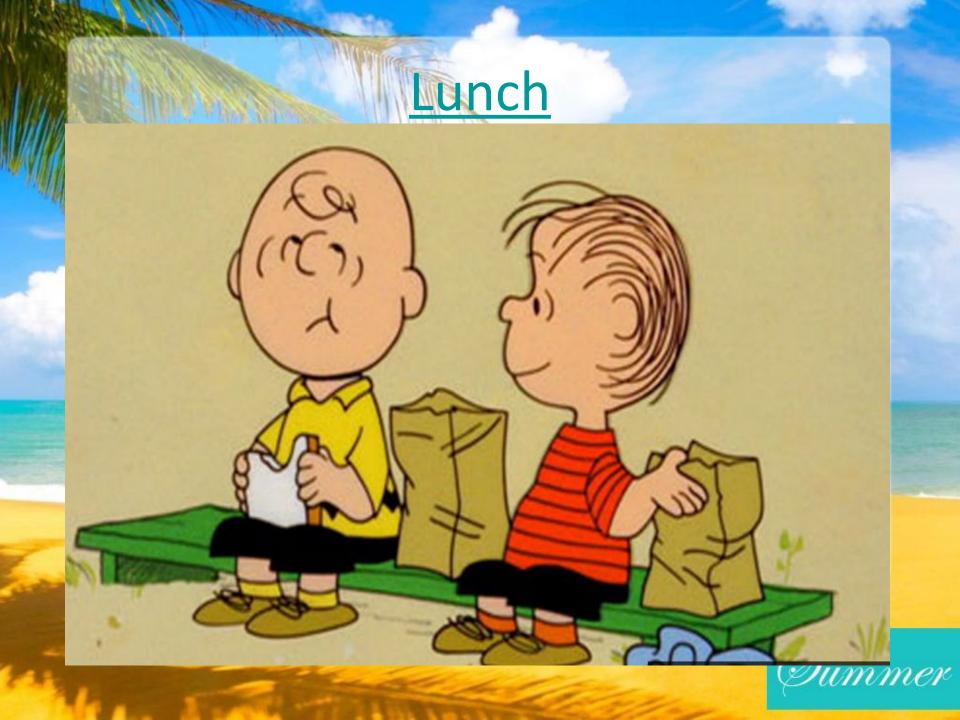
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8:10
       Breakfast
8:30
      Greetings from the Administrative Team
      What is UbD? Why do we use it in Verona?
8:45
10:00
       Break
      What are Stages 1, 2, 3 in UbD?
10:15
11:45
       Lunch
12:45
      Genesis
      Classroom Management Day #1/GCN Online PD
2:05
```

Survey...we would like your feedback!

3:15







Genesis

Genesis School Year: 2015-16 Verona Public Schools Werona High School	Charles Mille 🔒 🔾 🔐 🕡 🕢 🐚 🖣						
Student Data Registration Scheduling Next Year Scheduling Grading Attendance Calendar Transcript Setup Next >>							
Student List Edit Lists Labels Mass Change Next School & Grade Passes Lunch Letters Tuition Vehicles Reports							
Please be aware that you are now working in the 2015-16 School Year							
« Student Data.Student List ▼							
Student Search Address Search Grade Search							
Student Search							
Last Name: Schools: VHS Status:	Active Students Only						
First Name: Student ID: Grades: Gender:							
Birth Date: State ID: Locker: Designated Spec. Ed Flag:							
Vice Principal: Homeroom: Counselor: Student List: T * Dynamic List Has In Process Referral?:							
Counselor: Student List: Toynamic List Has In Process Referral?: Next School: ESL/LEP:							
Program Type Code:							
Search Reset More Search Options							
■ ID Last Name First Name School HR GR Gender Enrollment Status PL							
No qualifying data found.							
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Are you ready for your first day?

- What does classroom management mean to you?
- What do you have planned for your first day?
- Let's look at an example or two ...



GCN Online PD Training

- What does classroom management mean to you?
- What do you have planned for your first day?
- Let's look at an example or two ...



New Teacher Forums: 2015-16

1. Thursday, September 17

Classroom Management

2. Thursday, October 15

1&RS/504/IEP

3. Thursday, November 19

UbD Continued...

4. Thursday, December 10

Reading/Brain-Based Ideas

5. Thursday, January 14

Instructional Strategies

6. Thursday, February 11

Motivating Students

7. Thursday, March 3

Formative v. Summative



