



TEACHING & LEARNING NEWSLETTER

A monthly newsletter designed for **Norwalk Educators**

Thermostat vs. Thermometer

Jimmy Casas recently shared a great resource about emotional intelligence. Emotional intelligence can be cultivated both in ourselves and in our students. The domains and definitions below have been adapted by Daniel Goleman and come from *Leadership 2.0* by Bradberry and Greaves (2012).

Self-awareness The ability to accurately perceive your emotions in the moment and understand your tendencies across situations.

Self-management Using awareness of your emotion to stay flexible and direct your behavior positively. This means managing your emotional reactions to situations and people.

Social awareness The ability to accurately pick up on other people's emotions and understand what is really going on with them.

Relationship management Using awareness of your emotions and those of others to manage interactions successfully.

As you consider these four domains, it is important to understand that each of us is strong in particular areas, and the key is to grow them all. Because we are capable of fooling ourselves or inflating or underestimating our own skills, Casas suggests sitting down with a trusted friend, colleague, or companion to talk through the reality of how you might be rocking or struggling in any of these areas in all aspects of your full life. - *Continue to next page*

Here's what's new in this issue:

THERMOSTAT VS. THERMOMETER

FALL FASTBRIDGE

ENGAGING IN THE PLC PROCESS

TEACHING & LEARNING DEPT.

NEW TEACHER SPOTLIGHT!

Having a conversation about these domains with your students would also be a great idea! Consider a thermometer; it takes a temperature at any given time. While it is important to gauge our own and others' "temperatures", we need to strive to be thermostats. When it comes to taking this analogy deeper into Goleman's domains, we can understand that there is a role for gauging both the temperature of yourself and a room. Awareness is critical to effectively understand what emotion is really occurring, but simply marking the temperature is only half the equation. The strongest leaders can set the temperature (thermostat) for themselves as well as that of a space and adjust when the air gets too hot or too cold. Thermostats are regulators and they keep the temperature at a desired level through action. Take some time to think about how you set the temperature of your classroom. Another great book about emotions is *Permission to Feel: Unlocking the Power of Emotions to Help our Kids, Ourselves, and Our Society* by Marc Brackett.



FALL FASTBRIDGE

Fastbridge fall benchmarking has now been completed in grades K-8. While this is only one data point, the results do give teachers some things to consider as they plan for instruction and intervention. Consider the following:

- Progress towards Healthy Indicator #3 - 80% of students meeting benchmark
 - 65% of our K-6 students have met the fall benchmarks
 - You can see individual building results in Panorama and look at grade level and classroom data in Fastbridge.
- For students who didn't meet the CBMR benchmark, are you progress monitoring weekly and analyzing progress monitoring data to determine effectiveness of interventions?
- Work with your PLC to find ways to incorporate Tier 2 instruction into your classroom - not all tier 2 work happens in a separate intervention time.
- Work with your instructional coach if you need additional support in planning tier 2 instruction- they are great thought partners!

ENGAGING IN THE PLC PROCESS

A REFLECTION

In August, our teacher leaders engaged in learning about strengthening the PLC process. We were reminded that when we come together as a PLC it is critical to engage in recurring cycles of collective inquiry and action research to achieve better results for the students we serve (Marzano, Warrick, Rains, & DuFour, 2018). Our students benefit when we all take equal ownership in the PLC process. It is not up to any one person but rather it is our collective efforts that will result in an increase in student learning.

The table below represents some of the most important work our teams can do as we focus on improving student learning.

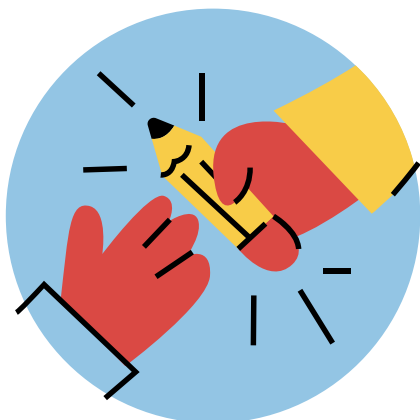
1. What is it we expect students to learn?	2. How will we know when students have learned it?
<ul style="list-style-type: none"><input type="checkbox"/> Identify priority standards for the unit<input type="checkbox"/> Determine Success Criteria--how will students know they are learning?<input type="checkbox"/> Create and/or agree on common assessments (pre, formatives, summative) for the unit	<ul style="list-style-type: none"><input type="checkbox"/> Bring student work/common assessments to PLC<input type="checkbox"/> Discuss criteria for success for student work/common assessments<input type="checkbox"/> Review, discuss and score a small sample of student work together

<input type="checkbox"/> Create a progression of learning	<input type="checkbox"/> Determine when data needs to be in agreed-upon collection sheet
3. How will we respond when students don't learn?	4. How will we respond when students do learn?
<input type="checkbox"/> Review progress monitoring data and intervention plans <input type="checkbox"/> Review and discuss formative and summative assessments and results that follow an intervention <input type="checkbox"/> Make data-based instructional decisions (tied to errors) <input type="checkbox"/> Bring student work & discuss--how do we know students are performing below proficiency?	<input type="checkbox"/> Plan for enrichment and extension within lessons/units <input type="checkbox"/> Bring student work & discuss--how do we know students are performing above proficiency? <input type="checkbox"/> Make data-based instructional decisions

Now is a good time to reflect individually and as a PLC.

- How is your PLC spending most of its time?
 - (Hint: If most of your time is being spent in question 1, you may want to make a plan for how you can change this.) How often are you bringing student work to your PLC so you can score together using scales?
- How often is your PLC discussing where students are in the progression of learning for a particular standard? Are you sharing instructional strategies with one another?
- Is your PLC having conversations about how to intervene with students who are struggling and/or extend learning for students who have demonstrated they already know and understand the skills and content for a particular standard?

The PLC process assumes that teachers are engaging in collaborative conversations that are focused on student learning and results. How is your PLC doing with this process? What can your PLC do to ensure that your time together is productive and focused on student learning? Reach out to the Teaching & Learning Department or your instructional coaches if you need support.



Teaching & Learning Department

- **Dawn Schiro**, Executive Director of Teaching & Learning
- **Shelly Vroegh**, Teacher Leadership & Mentoring Programs Coordinator
- **Nicole Linderman**, Elementary Curriculum & Assessment Facilitator
- **Christie Beving**, Secondary Curriculum & Assessment Facilitator
- **Lauren Phillips**, Teaching & Learning Administrative Specialist

NEW TEACHER SPOTLIGHT



RACHEL FRELAND

First Grade Special Education Teacher
Oviatt Elementary School

Rachel Freland is a first grade special education teacher at Oviatt Elementary School. She is a Simpson College graduate and this is her second year of teaching. Prior to coming to Norwalk, she taught 4th Grade at St. Joseph Catholic School in Des Moines. Rachel loves the family atmosphere at Oviatt. When she isn't teaching, you might find Rachel cheering for the New York Yankees or attending a country music concert. She also enjoys traveling, basketball, and drinking iced caramel lattes. If you see Rachel, be sure to give her a warm Warrior welcome!



EMILEE ANDERSON

5th Grade Teacher
Lakewood Elementary School

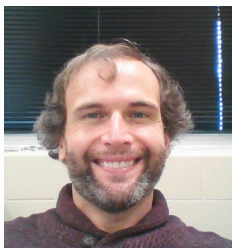
Emilee Anderson is a 5th grade teacher at Lakewood Elementary School. She primarily teaches English-Language Arts and Social Studies. Emilee graduated from Central College and this is her first year of teaching. When she's not at school, Emilee enjoys spending time with her family and friends. She also likes to complete Sudoku puzzles, fish, and write in her spare time. Emilee loves the atmosphere of the Norwalk community and that there have been so many people at Lakewood ready to help her if she needs anything. The students and staff have made her feel so welcome and right at home. We're glad you're a Warrior, Emilee!



JENNA STIEGELMEIER

6th & 7th Grade Math Teacher
Norwalk Middle School

Even though she is a first year teacher, you probably recognize Jenna Stiegelmeier as one of our long-time substitute teachers. This year, Jenna joined the ranks of Norwalk Middle School and is teaching 6th and 7th grade math. Jenna is a graduate of Cedarville University. She loves her teaching team and being on the same campus as her kids this year. In her spare time, Jenna can be found attending her kids' activities, cooking, or watching the Hallmark Channel while drinking coffee out of a real coffee mug. Welcome, Jenna!



JOE SALLen

Level 1 Spanish
Eastview

Joe Sallen, the new Spanish teacher at Eastview, comes to us after teaching for seven years at Boone High School and two years at Knox High School in Missouri. Joe is a graduate of Truman State University. Joe appreciates the family support and engagement in the Norwalk community. A fun fact about Joe is that he is currently working towards getting his miniature poodle certified to be a therapy dog. Welcome to the Warrior family, Joe! We are so glad you are here!