

**Elementary Associates Meeting**  
**Ontario, California October 12, 2017**

**Conference updates**

NCC – Some schools have closed for a period of time due to air quality. Redwood school will be meeting at the church as soon as possible. In the meantime, counseling for staff and students/families is being offered by conference personnel and local pastors. A suggestion was made that outside professional counselors are needed since the conference personnel and local pastors are also impacted by the disaster. (Crisis grief counselors from Loma Linda, Focus on the Family website, Keith Driberg's team, Lori Holms at LLA)

NCC updates will include ways to help such as donations of iPads, eBooks to replace textbooks, etc.

Recommendation: contact Larry Blackmer to include fire disaster in NAD email notice for support and prayers.

**MAP Debrief**

Dr. Driberg's presentation explained the process very well, showing how all the parts work together. Dr. Driberg is looking for grant money to pay assistants to help schools with resources on the website, which is a great resource for proctor information and explanation for parents. 28 schools and approximately 1050 students are participating in the testing this year, which was a surprise for the pilot year.

Payments: Billing is based on student participation in the testing. The list of participating schools and students is uploaded to NWEA. Once students start the test, the school/conference is charged for those students. If some students do not test, there will be a credit. If other students are added (not too many), there will be an additional charge for them. Current and future billing will be processed through the Union.

Pam – What is the main reason why we are doing this testing?

- For instructional data to help the teachers know how to teach to each child.

**Multi-grade In-service:**

Martha thought the pace of the in-service slowed down after lunch on Monday. "We need to make the agenda the best that we can to make it valuable and relevant."

Suggestions for next workshop:

- Miki suggested the topic of *Empowering Teachers to Know How to Listen* based on conversations that might come up in certain grades.
  - Who could be good resources for this? Teachers in the classrooms and/or counselors who were referenced for grief counselling.
- Eileen – Based on the feedback, we need to provide opportunities for networking between grade-level teachers, maybe in the afternoon to keep them active.

Eileen experienced a great teachers' retreat where they were asked to bring a book that they had read, something new in the classroom, a resource that they could share, innovative stuff in the classroom, something they needed help with or a question they had. This might be a good way for the teachers to interact.

- Pam agreed that teachers want to learn from other teachers.
- Vicky said to give them a list of the three or four things to bring and share, and let them choose one. Also, group the teachers not only by grade-level, but also by subject, such as Bible curriculum.
- Steve suggested table topics as a way for the teachers to interact, rotating every 10-15 minutes for two hours, and then networking for the rest of the time.

Next year the workshop recycles back to K-2 and 1-4, so we need to make the agenda work for all grade levels.

Timing: Should the time of the workshop change? On the feedback, several teachers said they wanted the schedule to be all day Sunday and leave early on Monday to avoid getting home so late on Monday night and then struggling through the school day on Tuesday.

- All day on Sunday? All attendees would have to stay at the hotel for two nights. Hit to the budget.
- Start mid-morning on Sunday? Those traveling may have trouble arriving on time, and if they have to stay at the hotel, we have not solved the problem of the increase in budget.
- End later on Sunday? Extend the agenda to 6:00 pm on Sunday. This may work to get the extra time, allowing a shorter agenda on Monday.
- Consensus: Stay with current time schedule and maybe go as late as 6:00pm on Sunday.

### **Transitional K**

SECC TK Classroom - LLA has eighteen TK in the classroom (largest group) using CREATION Kids curriculum. (Since this is a preschool curriculum, will the children end up being taught the same material duplicate times?) LLA is only using the curriculum for the TK at the center, so content is not being duplicated, but it is not certain what will happen down the road. Teachers like to see that they are exposing the students to the content, and children have different levels of understanding at each age level.

### **Impact of TK:**

- Students who attended TK were rated as more engaged by their teachers, compared to their peers.
- TK is effective for all groups of students.
- Impacts of TK are smaller at the end of K except for letter and word identification skills.
- Standalone classrooms were not significantly different from TK/K combination classrooms in their impact; half-day and full day classrooms showed similar effects.

Resources for TK can be found at:

- [www.air.org/resource/impact-transitional-kindergarten-California-students](http://www.air.org/resource/impact-transitional-kindergarten-California-students)
- <https://cpin.us/regions> (California TK training modules)
- [www.mydigitalchalkboard.com](http://www.mydigitalchalkboard.com)
- YouTube videos (Transitional K)

Assessment tool for California – <http://drdpk.org/drdpk.html> covers all areas of learning and development. Teachers can use it to talk to parents who think their child is ready to advance. The rating scale helps parents to understand where/if their child fits in in the classroom. Teachers are excited about this resource because they have data to back up the child's placement.

Pam – What happens when the child has gone through all the assessments and they are ready, but they are not 6 years old yet?

Gesell assessment (<https://gesellinstitute.org/>) gives age of readiness. This helps parents to see where the child is. (Follow Steve on SECC Education Twitter!)

Coreen – Who does the assessment? In SECC a teacher is trained and does the assessment. (Gesell Institute for one-week training)

Most importantly, parents must understand that TK is a two-year program – the first year being TK and the second year being Kindergarten. (Few children are ready before the age of six.) Remind the parent that TK is a grade. TK and Kindergarten may be in the same classroom where the child gets exposure to the material, but that does not mean the children are proficient and ready to advance to first grade. The children in TK are not required/expected to do the same work, even though they are exposed to it. When they get to Kindergarten, then they will perform.

Developmentally six is legally allowed in CA. Very few children are actually ready. Do not restrict children from advancing before age six, but recommend to the parent that the child stay and be allowed to learn at the normal place.

TK report. A visual for parents to see what the child can and cannot do.

Report card and PPT (Steve)

### **Encounter Debrief**

For best results at the trainings, follow the pictures/instructions supplied by Miki in the PowerPoint and the equipment/materials list provided by the Union.

The equipment/materials list from the Union will include the following changes:

- Rectangle tables instead of round tables, using the ends and one side, leaving the front of the table open. (six people per table)
- Presenter setup: one long table in front and one table to the left and to the right, making an enclosure.
- Different color markers to be supplied by the Union as shared supplies.
- Different color paper per teacher (regular weight) on top of the white paper stack on the table.

- Three plates with two cups, two bags of soil, and 2 seeds on each plate – enough for one per person.
- Dots – the object is to find someone of the same dot color at another table across the room. Each table will have all one color of dots – one at each place. Put different color tables next to each other so that the same color is not near.
- Cookies – provide a variety and double the cookies so that teachers can still choose the same type if they want.
- Hula hoops – add to the list of items the conference supplies.

Hawaii Conference included some pastors and had 2 full days of training. Kindergarten teachers were included in training, even though the curriculum is only for grades 1-8.

CAUTION must be taken on inviting pastors, ideally it would be the best, but we do not have the budget neither the space to house them. Lanelle has requested no more than 100 teachers per conference. Some conferences are going over this limit and that makes it difficult for all. Please stay with your teachers only at this time.

Hawaii placed the name tags on the table and lanyard on the bags. This may be a good option for others as well.

Activity sheets were placed under the stack of white/colored paper.

Trainers are very happy with the curriculum; students love it; classroom spirituality has risen. Only drawback is the prep time for teachers – it's a killer.

Lunch was catered. The Union has pledged to cover the cost for this training – hotel, materials, lunch, and travel.

Sign-in sheet is a must. The training needs to be taken very seriously. If the teacher or pastor does not attend the whole training, they should not be given credit/access to the curriculum. For instance, a teacher in Hawaii was not able to attend the training, so that teacher was not given access to the curriculum and was **unmarked** in Dashboard as being trained. To maintain the high standard that we have set for *Encounter* Bible curriculum, the teachers must have access to periodic and on-going training. This is one area that we do not want to be lax in.

### **8<sup>th</sup> Grade Graduation**

Steve – What do you do in your conference when students are not eligible for 8<sup>th</sup> grade graduation? One school had six kids not marching – they were academically ineligible. Do your schools look at 8<sup>th</sup> grade graduation like high school graduation?

- If the student can go to 9<sup>th</sup> grade, they can march and are given a diploma of completion.
- They are too old to stay in eighth grade; it will do more harm to stay, so they are given a “Certificate of completing 8 years of elementary school.”

Sample of completion certificate (Pam)

Adjourned by 12pm.

THANK YOU TO ALL.