

# SEPTEMBER STAFF DEVELOPMENT

— A NEWSLETTER FOR THE SEWARD STAFF —

## GREATNESS REQUIRES SACRIFICE

Welcome back everyone!

I hope the transition to a new school year has gone smoothly for all of you. I have enjoyed reconnecting and getting a first-hand seat to the great things that you all do every day. I found an article from Jon Gordon that was originally printed near Memorial Day. He recognizes the great sacrifices that our soldiers have made and make every day to keep this country free. I am eternally grateful for these people. I also acknowledge that we all have the capacity to achieve greatness in our professions and in our personal lives, however this greatness also requires sacrifice. The article from Mr. Gordon below highlights greatness that can be part of all our lives.

I purposely chose the the band background this week as I think about our students who are in countless activities and how they make sacrifices of their time to be part of something great. I get to see the band march onto the football stadium, and the football team run out onto the field with the cheerleaders cheering them on and I am reminded of the sacrifices of our students and staff to get them to this opportunity. I am thankful to each of our coaches and activity sponsors who sacrifice their time to create moments for students. Thank you for all that you do!

Whether we are talking about the ultimate sacrifice our heroes made for their country or other kinds of sacrifice that people make every day for the good of others, it is the sacrifice of oneself that leads to true greatness.

Besides our Memorial Day heroes, greatness can also be found in every corner of the earth, in class rooms, locker rooms, kitchens, farms, laboratories, hospitals, non-profit meeting rooms, factories, and in the hearts and actions of those who serve and sacrifice for a cause greater than themselves.

- Great scientists invest their lives in finding cures for cancer and other diseases.
- Great teammates sacrifice for each other.
- Great leaders selflessly serve their teams and organizations.

- Great managers give everything they have to bring out the best in others.
- Great marriages often sacrifice what each person wants for what the marriage needs.
- Great parents give of themselves to their children.
- Great social activists and entrepreneurs sacrifice money, brain power and resources to find new ways to improve the health of people in developing countries.
- Great nurses and doctors give their all to help their patients recover and keep them alive.
- Great folks in ministry sacrifice themselves to love and care for others.
- Great teachers sacrifice their time and energy to improve the lives of their students.
- Great athletes, actors and musicians sacrifice thousands of hours of practice to develop their talents that ultimately entertain and inspire audiences.

The list goes on...

So, if you want to be great, I hope you realize it's not about what you can accumulate for yourself, but rather how much of yourself (your time, your energy, and your talents) you can give to others.

You may not give your life for your country, but you can give your life to a cause greater than yourself.

You can give yourself selflessly to others and become great in their eyes.

You don't have to be great to serve and sacrifice. But you have to serve and sacrifice to be great.

How will you sacrifice and serve today?

## **TEACHER EVALUATION FOCUS: PROVIDING AND COMMUNICATING CLEAR LEARNING GOALS**

Staff,

In this section of the newsletter, I plan to showcase one indicator each month from our strategic plan. It is my hope that through the PLC process, staff development, staff meetings, and the implementation of the model, we will develop a common understanding of the content and expectations of our new teacher evaluation model.

The language in our model regarding this indicator states- "The teacher posts, orally reviews and connects learning goals to the lesson. The teacher references scales to support students in moving to the next level."

Our staff developed the following criteria regarding Learning Goals:

2.1 The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- Teacher has a learning goal posted so all students can see it.
- Teacher's learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.
- Teacher makes reference to the learning goal throughout the lesson.



- Teacher utilizes a scale or rubric that relates to the learning goal posted so that all students can see it.
- Teacher makes reference to the scale or rubric throughout the lesson.

#### Student Evidence

- Students can explain the learning goal for the lesson.
- Students can explain how their current activities relate to the learning goal.
- Students can explain the meaning of the levels of performance articulated in the scale or rubric.
- Students can show their growth in relation to the scale/rubric.

We know that this indicator will require many more conversations about what these learning goals and scales look like as well as implementation in the elementary school where you teach every subject. However, to start working on this indicator, narrow your focus and think about one class/subject you teach. Think about what you want your students to know when they leave your class as well as how you can help students monitor their understanding of your learning goal. Be vulnerable and be willing to take feedback from your students, ask them- when you read this goal, what do you think our focus for today will be? This feedback can help you revise your goals down the road.



