

Haycock Parent Coffee

January 13, 2023

**EVERY STUDENT
EVERY VOICE**



**Haycock Elementary School
2022-2023**



SEL and Screenner Results



What is SEL?

Social-emotional learning (SEL) is the process through which **all young people** acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain relationships
- make responsible and caring decisions

Social Emotional Learning Across a Lifetime

- Families are our students first SEL teachers.
- SEL skills develop across a lifetime.
- Schools and families can partner to support the growth of SEL skills and wellness for all students.



What Does the Screener Measure?



Domain	Supports & Environment	Skills & Competencies	Well-being
Topic	Valuing of School Supportive Relationships Belonging Cultural Awareness & Action	Responsible Decision-Making Self-Management Social Awareness Relationship Skills	Challenging Feelings Positive Feelings
Item	EX: “Overall, how much do you feel like you belong at your school?” Topic: Belonging Domain: Supports & Environments		

Additional Considerations

The SEL Screener is...

- a report of your student's experiences at *a particular moment in time*.
- a display of student strengths as they relate to SEL

The SEL Screener is not...

- a stand-alone assessment
- an evaluation of mental health

SEL Screener Parent/Guardian Report

Report includes:

- Name of Topics with a Description
- Average Ratings by Screener Topic

Ratings	Description
4.30-5.00	High Strengths
3.50-4.29	Strengths
2.00-3.49	Medium Strengths
Below 1.99	Low Strengths
"No Rating"	Student did not respond to questions for the topic.

Understanding SEL Strengths

- Share with your student strengths noted in their report. Point out strengths you notice in daily life.
- Ease into a conversation with sentence starters using words, pictures, or symbols

“I notice you do(insert skill) well. What do you think you do well?”

- Offer your student choices to support their learning and decision making.

“Was it easy or hard for you to say hello to(name a friend) today?”

FCPS Framework for Engaging and Student Centered Math Instruction



FCPS Framework for Engaging & Student-Centered Mathematics Instruction

*"An excellent mathematics program requires effective teaching that engages students in **meaningful learning** through **[student-centered]** individual and collaborative experiences that promote their ability to make sense of mathematical ideas and reason mathematically."*

-NCTM, 2014, p.7

FCPS Foundational Beliefs about Teaching and Learning Mathematics

NCTM, 2014, p. 11

- The role of the teacher is to engage students in tasks that promote reasoning and problem solving and facilitate discourse that moves students toward a shared understanding of mathematics.
- The role of the student is to be actively involved in making sense of mathematics tasks by using varied strategies and representations, justifying solutions, making connections to prior knowledge or familiar contexts and experiences, and considering the reasoning of others.
- Mathematics learning should focus on developing an understanding of concepts and procedures through problem-solving, reasoning, and discourse.
- An effective teacher provides students with appropriate challenges, encourages perseverance in solving problems, and supports productive struggle in learning mathematics.
- Students can learn mathematics through exploring and solving contextual and mathematical problems.
- All students need to have a range of strategies and approaches from which to choose in solving problems, including, but not limited to, general methods, standard algorithms, and procedures.

Eight Mathematics Teaching Practices

Establish Mathematical Goals to Focus Learning

Implement Tasks that Promote Reasoning and Problem Solving

Build Procedural Fluency from Conceptual Understanding

Facilitate Meaningful Mathematical Discourse

Pose Purposeful Questions

Use and Connect Mathematical Representations

Elicit and Use Evidence of Student Thinking

Support Productive Struggle in Learning Mathematics

Eight MTPS and the Shifts

Shift 1: From stating-a-standard or learning target toward communicating learning intentions

Shift 2: From Routine Tasks towards reasoning tasks

Shift 6: From teaching so that students replicate procedures toward Build Procedural Fluency from Conceptual Understanding

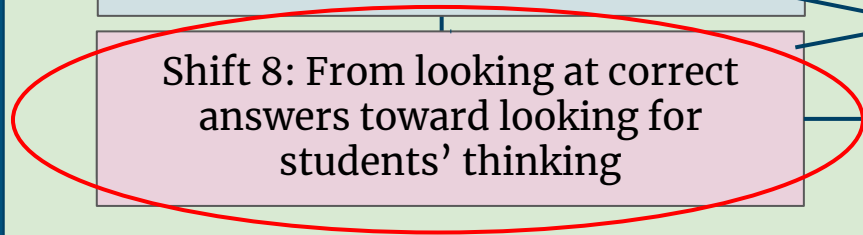
Shift 4: From show and tell toward share and compare

Shift 5: From questions that seek expected answers toward questions that illuminate and deepen student understanding

Shift 3: From teaching about representations toward teaching through representations.

Shift 8: From looking at correct answers toward looking for students' thinking

Shift 7: From mathematics-made-easy to mathematics-takes-time

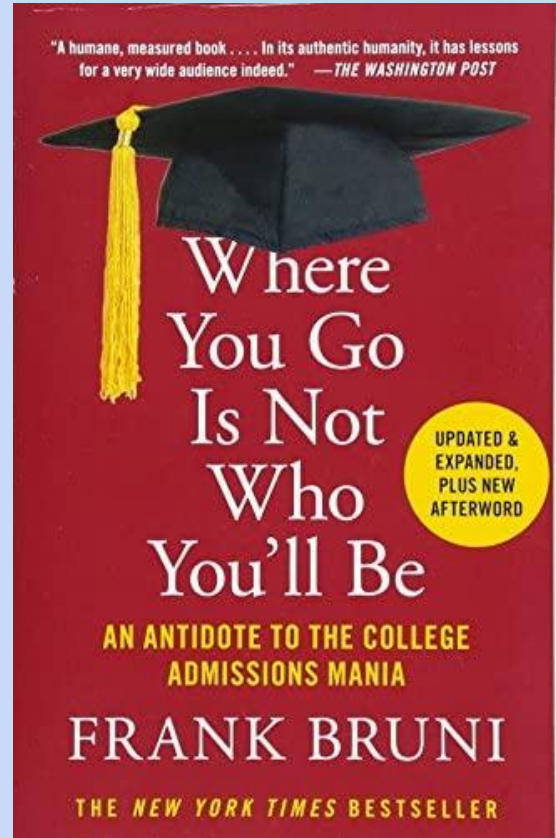


Parent Book Study



PARENT BOOK STUDY

- WHEN WILL WE MEET AND HOW OFTEN?
- WHAT IS THE BOOK ABOUT?
- IF I AM INTERESTED IN JOINING THE BOOK STUDY, HOW DO I JOIN?
- ANY QUESTIONS?



Attendance Matters!

ATTEND TODAY ACHIEVE TOMORROW!



Visit: www.fcps.edu/attendance

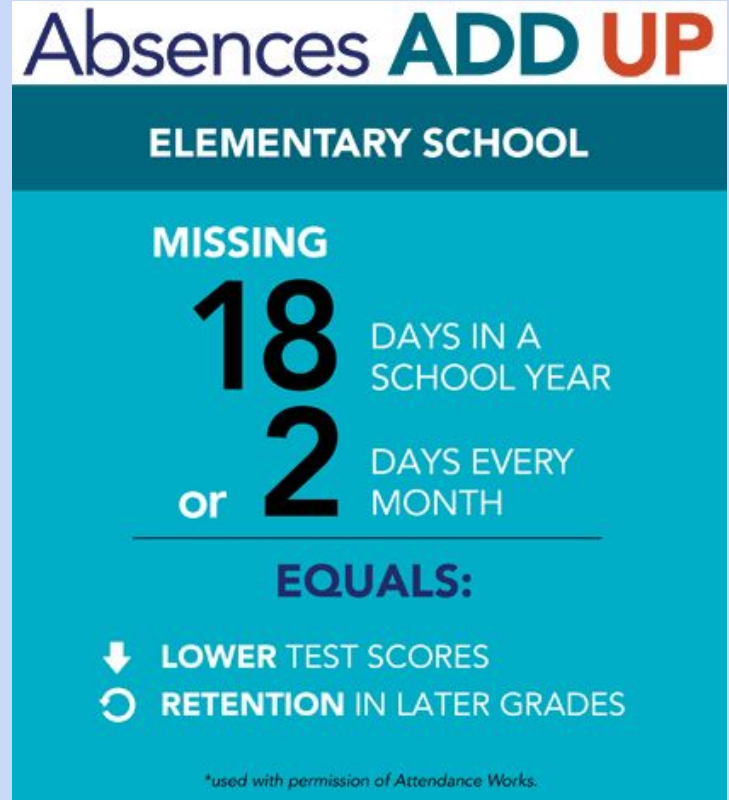
WHEN DO ABSENCES BECOME AN ISSUE?

	SATISFACTORY 9 or fewer days
	WARNING SIGNS 10 to 17 days
	CHRONIC ABSENCE 18 or more days
	

Importance of Attendance

Children who show up for school regularly **develop fundamental reading and math skills while building a habit of good attendance that will carry them into college and careers.** Research shows that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

When do absences become an issue?
Satisfactory, 9 or fewer days; Warning Signs, 10 to 17 days; Chronic Absence, 18 or more days.



Meet our new Counselor Intern



Ms. Teresa Padgett

tpadgett1@fcps.edu

Upcoming Important Dates

Friday, Jan. 13- PTA Restaurant Night at Bolay Kitchen

Monday, Jan. 16- Martin Luther King Day- school holiday

Tuesday, Jan. 17- Iowa Test (6th graders taking 7th grade math)

Sunday, Jan. 22- Lunar New Year

Tuesday, Jan. 24- Evening Band Concerts in the gym (details to come)

Wednesday Jan. 25- End of quarter- 2 hour early release at 2:05 for students

Thursday, Jan. 26- Student Holiday/Teacher workday

Friday, Jan. 27- Student Holiday/Teacher workday

Monday, Jan. 30- McLean Pyramid Parent Information Night at McLean HS- see information below

Thursday, Feb. 2- PTA Bingo Night



Questions...

