

Engine Checks

August 22, 2016

Learning Target: By the end of this workshop, teachers will be able to differentiate between calming and alerting engine check activities, and devise a classroom program to use engine checks proactively, demonstrated by creating an engine check routine and visual cues that will be taught within the first days of school.

Look fors: I can give examples of engine check activities for levels of alertness
 I can teach the steps of an engine check
 I can discuss when and how to use engine checks for T1 students

Purpose: Unify staff understanding of a shared initiative for teaching self-regulation, and devise a consistent classroom approach

Activity Summary: Staff will complete a sensory-motor checklist and reflect upon engine checks at an adult level. Haley will summarize R. H.'s (Wash. U OT) project for staff discussion. The necessity of proactive engine checks will be connected to the importance of classroom routines and prevention practices. Examples of calming and alerting activities will be shared. Co-teachers/Extended Core will answer and discuss questions for teaching and implementing engine checks, and an explicit model for instruction and implementation will be shared. Examples of when to use classwide engine checks will be discussed, as well as strategies for enforcing limits and holding students accountable.

Notes:

Professional Development Plans

August 22, 2016

Learning Target: By the end of this session, TSS staff will be able to devise an individual professional development plan for the current school year and will demonstrate this by completing their individual professional development plan.

Look fors:

I can write an objective for myself that is observable and measurable, indicates criteria needed for mastery, and gives the conditions under which the learning will occur.

I can create a plan for documenting my progress.

I can save and access my form in google docs.

Purpose: To design an individual professional development plan that is specific to teachers' needs, appropriate in their current level of development, and attainable within one year's time.

Activity Summary: Administrators will share explicit expectations for professional development plans; how to write an attainable and meaningful goal, how to monitor their growth and collect data, where to document progress, and how their results and reflections will be shared at the end of the year. While reflecting on their development of their own self-concept earlier in the week, teachers will practice writing goals in either small groups or pairs. Teachers will have two weeks to complete the plan for approval, and their plan will be put in their google doc PD folder that they created earlier.

Notes: