Transcript

So as I get going and moving forward, what's next? We've looked at what was the original plan. We've looked at what changes have occurred and where the current state of the school and where I'm at. So really, it brings up, you know, where we're going next. A lot. Some things have changed, but a lot hasn't changed. I am reconnecting with those prior teachers that have been gone and they're back and working on that. And we're getting that up and running again, because they really wanted to do those and they were excited to do it. So that's that's actually going to be happening and we're working on that for the spring semester and some of the summer planning that we're doing. As we look back at my PL plan that I put together, wanting to develop stronger problem solving skills, that is still key and focused in everything that I'm doing and everything we're doing. We haven't lost track of that. And that PL plan outline that we put together, still using a lot of key pieces of that some of the details have changed. But we're still using what we're doing there. We're giving teachers time to learn things, and I'm working on that. And that ongoing support. One of the things I talked about was with the summer work working with these teachers, and we've been working with them and I'm continuing to work with them. This was something had not on my radar at all. But it's come up and then I'm using that plan on using those things that we learned to re-configure that plan. And to put it together to use that giving these teachers support. We're actually working with them over the course of a year or more to keep them going and get them going. And then those same things I'm learning in that Community Engagement Initiative I'm actually applying in class with my new role as the department chair, and we're doing that. And then we're creating this active engagement and modeling it and showing teachers how we're doing it. So in my department meetings, I'm actually modeling a lot of these things that we're doing, and putting that into play for them. And then making things specific. One of the other things that I'm doing, if you look at this, this is a whole outline, putting together using iPads in the CTE program. So taking a lot of what we did as we realized we need to do things better and what we're doing on computational thinking, great, awesome, using it in these core classes, but then the CTE classes, some of the teachers are awesome and they're doing these really deep reflective processes. And students are learning to apply what they're learning, and they're being innovative and they're being authentic. And then some of them are just, hey, here's a textbook, read this, learn about this principle and then spit it out on a test. And we've all got iPads. So I've actually been putting together a whole plan and using that and working it taking the same thing that I did is I put the computational thinking planning together, and then doing that with the iPads and using in CTE. So as you see things in here, like, you know, getting to why do we do this? And how do we do these things intentionally and phasing it in steps where they're

learning how to work with their learners to use their iPads in an authentic way to get to get to deeper learning and that computational thinking. So while we're still talking about this idea of computational thinking, which is breaking a problem down and then breaking through the steps well in CTE, you do that in a very authentic way as you work on it in a career based environment. And so I'm taking that and how do we use the tools we've got, and how do we use this iPad in those CTE environments to do that authentic work and reflect on it? Things like making videos. Yes, we have video classes. But let's say it's a business course or finance course, how to use video with the iPad to bring in an authentic learning to get deeper into the learning into this business or finance concept, and use that video in an authentic manner. And that's really what we're getting at. So, again, like I said, not losing focus of that computational thinking and deeper learning, but it's taken on a whole new life as we move forward. And I'm reworking plans that work with my curriculum director and our whole curriculum team, as we put together these new things to work with our department inside.

So we're getting to work with teachers that are outside of my school, and help them develop and do some things and work on that. And then I'm helping teachers inside as well. So reworking these plans as we go into working on this It's actually starting to take hold because we've got more and more teachers that are starting to use their iPads and they're seeing some results in things. We have a group of some standard testing called Precision Exams that we're able to do some baseline work with. It's not a they're not getting graded on how well students do the precision exams, but I'm working with them to use it as a way to gauge the advancement of the students and really pick and choose those things. And then using the iPad, in those authentic projects and those authentic ways, we've got some PBL training coming up. There's a lot of things going on, that we're really moving in some neat directions. But I'm able to take this that I did here with our PL planning, and then tweak that and turn it into a new plan that's working on bringing these iPads in and using them well inside the class. So the students aren't just okay, well, let me put the iPad away and get out pencil and paper, and we're going to go take a test over finance or we're going to take a test over anatomy. We're going to actually do things more authentically and and that's really great.