

**GERMANTOWN SCHOOL DISTRICT  
NOTICE OF BOARD OF EDUCATION MEETING  
District Administrative Offices - Board Room  
N104 W13840 Donges Bay Road  
Germantown, WI 53022**

**February 12, 2018  
7:00 p.m.**

**AGENDA**

- I. Meeting Called to Order and Pledge of Allegiance
  - A. Official Meeting Notification
  - B. Roll Call
  
- II. Approval of Agenda
  
- III. Citizen Comments:

Community Members are invited to share their questions, comments, or concerns with the School Board. When speaking, citizens should state their name for the record. The presentation time frame shall be determined by the Board President once an indication of the number of people wishing to speak is made. Wisconsin law authorizes the school board to receive information from members of the public. Where possible, the Board will answer factual questions immediately or may provide a written response if information is not available. If a response would involve discussion of Board Policy or decisions which might be of interest to citizens not present at the meeting, the Board may place the item on a future meeting agenda. **Comments which may be injurious to school district personnel or other individuals will not be allowed.**
  
- IV. Approval of Minutes
  - A. January 29, 2018 Board of Education
  - B. January 29, 2018 Closed Session
  
- V. Correspondence, Reports, and Information Items
  - A. Rockfield First Grade Penguin Presentation
  - B. Student Representative Report
  - C. IIC Updates
  - D. Tech Ed Fundraising Update
  
- VI. Building Committee
  - A. Update on items discussed at February 12, 2018 committee meeting.
  
- VII. Transportation Committee
  - A. Update on elementary attendance area determinations.
  - B. Update on remaining items discussed at February 12, 2018 committee meeting.
  
- VIII. New Business
  - A. Discussion and action to approve donations.
  - B. Discussion and action to approve high school overnight travel request.
  - C. Discussion and possible action regarding professional development with PEAK.
  
- IX. Closed Session: The Board will entertain a motion to convene in closed session pursuant to Section 19.85(1)(c),(e),(f) and (g) to discuss the District Administrator's evaluation and contract, employee issues, to consider an administrative employment matter and possible voluntary settlement of that matter and/or related litigation, and the sale of district owned property. The Board may take action in closed session or may motion to reconvene into open session to take further action, if necessary and appropriate, and/or to entertain a motion to adjourn the meeting.

**GERMANTOWN SCHOOL DISTRICT  
GERMANTOWN, WISCONSIN 53022  
MINUTES OF THE BOARD OF EDUCATION  
January 29, 2018**

1. The meeting of the Board of Education was called to order by Board President Bob Soderberg in the Germantown High School tech ed room at 7:00 p.m. Superintendent Jeff Holmes read the official meeting notification. Roll call: Soderberg – yes, Medved – yes, Loth – yes, Borden – yes, Barney – yes, Spies – yes, Larson - yes.
2. Motion by Barney, second by Borden to approve the agenda. Motion carried.
3. Motion by Larson, second by Spies to approve the January 15, 2018 Board of Education meeting and closed session meeting minutes. Motion carried.
4. The Board of Education recognized the JW Speaker Corporation of Germantown as the first Platinum Sponsor of the Germantown School District Tech Ed program and introduced Jamie Speaker who presented the Board with the first \$25,000 installment of a \$50,000 total donation to the program.
5. Jeff Holmes recognized district employee Matt Connor who has finished college and will be leaving the district to enter military Officer Candidate School.
6. Jeff Holmes provided updates and highlights from the State Education Convention.
7. High school assistant principal Matt Jolliff along with teachers Jake Davis, Mark McClellan, and Christel Callen, and several parents of special education students in the district, gave a presentation on special education and co-teaching.
8. Recommendation from Finance Committee to invest in the equipment set forth in the Equipment Purchasing and Funding Report and award the purchases to the vendors as stated in an amount not to exceed \$1.2 million and charge these purchases to the appropriate accounts in the general fund as approved by the Board of Education on December 18, 2017. Motion carried.
9. Recommendation from Finance Committee to eliminate summer school fees beginning with the 2018 summer school program year. Motion carried.
10. Finance Committee Chair Michael Loth updated the Board on remaining items discussed in committee including student fees, the monthly ADM referendum report, Menomonee Falls Swim Club, the 2016-2017 financial audit follow up, and a Food and Nutrition Department report.
11. Motion by Spies, second by Larson to approve no new open enrollment seats for the 2018-2019 school year due to high enrollments, limited classroom space, and ongoing construction in all schools in the district. Motion carried.
12. Motion by Barney, second by Spies to accept the resignation of Aurelia Schumacher, assess liquidation damages, thank her for her service, and approve posting and filling the vacancy. Motion carried.
13. Motion by Spies, second by Barney to approve the overnight travel request for five students to travel to Green Bay, WI March 16-18, 2018 to attend the Key Club District Leadership Conference with all costs paid through club funds. Motion carried.

14. Motion by Larson, second by Spies to approve the overnight travel request for 34 DECA students with a minimum of two appropriate advisors/chaperones to travel to Lake Geneva, WI March 5-7, 2018 to attend the DECA State Conference and Competition with transportation and advisor costs paid through Board funding. Motion carried.
15. Motion by Larson, second by Spies to approve the overnight travel request for 60 choir students and ten appropriate advisor/chaperones to travel to Merton, WI on February 24-25, 2018 to attend an overnight choir retreat at Camp Whitcomb Mason with all costs paid through club funds. Motion carried.
16. Motion by Larson, second by Spies to approve Type B contracts for currently eligible Germantown School District administrators for the 2018-2020 school years (two years) with any salary increases from the 2017-2018 school year to be determined later through the District's new wage and salary determination system. Motion carried.
17. Motion by Larson, second by Spies to enter into closed session pursuant to Section 19.85(1)(c) to discuss the District Administrator's evaluation and contract. The Board may motion to reconvene into open session to take further action, if necessary and appropriate, and/or to entertain a motion to adjourn the meeting. Motion carried.
18. The Board entered into closed session at 8:11 p.m.
19. The Board returned to open session at 9:37 p.m.
20. Motion by Spies, second by Barney to approve a two-year contract for District Administrator Jeff Holmes. Motion carried.
21. Motion by Larson, second by Borden to adjourn. Motion carried.
22. Board President Soderberg declared the meeting adjourned at 9:38 p.m.

Jayne Borst  
Recording Secretary

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Lester Spies  
School Board Clerk

## GERMANTOWN SCHOOL DISTRICT

**TO:** All Board Members

**TOPIC:** IIC Update

**FROM:** Brenda O'Brien

**BOARD MEETING:** February 12, 2018

**DATE:** February 6, 2018

**AGENDA ITEM:** V.C.

The following are agenda items that will be discussed at the Instructional Improvement Council (IIC) on February 14, 2018.

### **High School Physical Education Course Changes**

Greg Siegert, Physical Education Department Chair, will be proposing new courses for the 2019-20 school year to maximize the new facilities.

### **English Materials Request**

Andrew Kavanaugh, English teacher at Germantown High School, is requesting a change to the summer reading materials for Honors English. He is requesting 95 copies of *The Nick Adams Stories* by Ernest Hemingway for \$11.50 per copy. The total budget for this request is \$1,100.

**Description of story:** Ernest Hemingway's "Big Two Hearted River Part 1" and "Big Two Hearted River Part 2" are both short stories that follow the protagonist, Nick Adams, as he ventures alone into Michigan's Upper Peninsula to fly fish for trout. Nick has returned from World War 1, and the whole plot of the story, which is basically Nick hiking, setting up camp, and then fishing the river, is symbolic of him recovering from the trauma he experienced from the war. The river symbolizes his subconscious, the often mentioned "swamp" at the far end of the river, which Nick is currently afraid to fish, represents him someday coming to terms with his most painful memories. The story ends on an optimistic note, as the methodical nature of fishing seems to rejuvenate Nick, and he mentions that he will soon be able to fish "the swamp.."

**Mr. Kavanaugh's Rationale for Change:** I have decided to teach these stories because they offer a challenging opportunity for new Honors 10 students to learn the importance of symbolism, which lies beneath the surface of good fiction. While most decent fiction utilizes this type of symbolism, Hemingway's stories offer an extreme version of this, making them a valuable teaching tool. Both stories exemplify Hemingway's "iceberg" theory of writing in which the visible portion of the story (the surface level plot) is supported by the invisible portion of the story (the inferences, symbolism, and implications that go unsaid in the story), much like the visible portion of an iceberg is supported by the much larger but unseen underwater portion.

Upon approval, this reading assignment will replace the former *Flight* assignment.

### **High School Physical Science Materials Request**

Becky Chandler, Science teacher at Germantown High School, is requesting new materials for the physical science course. She is requesting one unit titled "Force and Motion" through the company Amplify. The cost for the unit is \$625.00.

**RECOMMENDATION:** For information only. These items will be discussed at IIC on February 14, 2018. All requests will be brought back to the Board for approval at the February 26, 2018 Board meeting.

February 8, 2018

To: Board of Education  
Fr: Rick Grothaus  
Re: Technology Fundraising Activity Report

Cc: Jeff Holmes

Mr. Holmes asked me to put together a report of my work to build relationships and ask for sponsorship from our manufacturing community in Germantown. Following is my report of activity both before and since the November 13, 2017 board approval of the sponsorship campaign materials.

What is most exciting is the sponsorship from J.W. Speaker at the Platinum level - \$50,000. Specific actions are already being taken to respond to their desire to establish externship opportunities for teachers to spend a week in the summer working and learning at JW Speaker. The goal is for teachers to see how business and industry works, and how the academic skills teachers teach apply to jobs in the real world. Conversations have also occurred about partnering with JW Speaker through Co-op opportunities for students and our own GPS or Youth Apprenticeship program to be potentially housed in their facilities.

Conversations continue with TRANE in their desire to partner with us by providing HVAC instructional equipment, lab materials, curriculum, and connections with MATC for potential future dual credit options.

In addition to JW Speaker and TRANE, I have also requested meetings with 23 more manufacturers. 13 businesses so far have accepted my request and met with me. I have made multiple contact attempts with each business, and I am expecting two more meetings soon. I have also identified an additional ten potential partners for my third round of partnership development.

At this point in time, I am hopeful for at least two more sponsorships based on the messages I received in my meetings. Based on my inquiry with the folks at the high school about past partnerships, I believe I have exhausted all past connections. Moving forward will be forging new partnerships with manufacturers that may have no historical relationship with the school district. I have encountered a range of responses from our manufacturing community: from some bad feelings about past experiences with the district, no response, disinterest, skepticism re value added, openness to new opportunities, excitement for new partnership opportunities, and all the way to a recognition of the importance of partnering with the school district and financially supporting our tech ed program.

I have expanded on my partnership work begun last year with the manufacture design team meeting, Ed Summit 3.0 business panel, and participation in Leadership Germantown, with my new work this year of serving on the Chamber of Commerce and Germantown Community Scholarship Fund boards, presentation to Kiwanis, and the fall Tech Ed showcase. Additionally, the current Leadership Germantown class, which includes Dr. Croatt and Mr. Nowak, have identified their service project to help create a network of relationships with community businesses. I have also joined the Workforce Alliance of Washington County, and I have dug in deep with leading the Academic and Career Planning committee for the district. These efforts, along with my personal meetings with local manufacturers seeking sponsorship, is setting the stage for developing ongoing partnerships with our business community.

**GERMANTOWN SCHOOL DISTRICT**

**TO:** Board Members

**TOPIC:** Donations

**FROM:** Jeff Holmes

**BOARD MEETING:** February 12, 2018

**DATE:** February 5, 2018

**AGENDA ITEM:** VIII.A.

Please act on the donation requests described below. The Board of Education should consider acceptance of the donations in accordance with Board Policy 7230 – Gifts, Grants, and Bequests.

1. Accept a donation of four mini-iPads (value unknown) through the Donor's Choose program to Jocelyn Ritger's Rockfield classroom.

**RECOMMENDATION:** Thank the donors for their generosity and approve the donations as listed.

## GERMANTOWN SCHOOL DISTRICT

**TO:** Board of Education                      **TOPIC:** Overnight Travel Request GAPP  
**FROM:** Joel Farren                              **BOARD MEETING:** February 12, 2018  
**DATE:** February 5, 2018                      **AGENDA ITEM:** VIII.B.

High School German teacher Jennifer Zimmerman has submitted an overnight travel request for 20 students to travel to Ismaning, Germany, June 2 – June 17, 2018, with a minimum of two appropriate advisor/chaperones. The students will participate in the German American Partnership Program (GAPP) and will be staying with host families and attending partner school Johann-Andreas-Schmeller-Realschule in Ismaning. All costs will be funded through club funds and participants.

**RECOMMENDATION:** Approve the overnight travel request for 20 students and advisor/chaperones to travel to Ismaning, Germany, June 2 – June 17, 2018, to participate in the German American Partnership Program with all costs paid through club funds.

## GERMANTOWN HIGH SCHOOL

### OVERNIGHT FIELD TRIP REQUEST FORM

**Name of Person Completing this Form:**

Aurelia Schumacher-Casey

**Explanation of Field Trip:** GAPP Germany Exchange  
 Students will be immersed in the German culture while staying with host families in Ismaning for 16 days. They will attend school and go on field trips in the area. Students will cover all costs.

**Date Submitted to Building Principal:**

11/14/2017

**Date Submitted to Superintendent's Office:**

**Location of Field Trip (Be Specific):**

Partner school: Johann-Andreas-Schmeller-Realschule in Ismaning, Germany / host families in Ismaning

**Number of Students on Field Trip:** 20

**Date(s) of Field Trip:** 6/2/2018-6/17/2018

**Number of Advisors on Field Trip:** 2

#### BREAKDOWN OF FIELD TRIP COSTS FOR STUDENT AND FOR ADVISOR

	FOR STUDENTS		FOR ADVISORS	
	Board Funding Portion	Club Funding Portion	Board Funding Portion	Club Funding Portion
Registration	\$ -	\$ -	\$ -	\$ -
Transportation		\$ 32,360.00		\$ 3,236.00
Lodging	\$ -	\$ -	\$ -	\$ -
Meals	\$ -	\$ -	\$ -	\$ -
Other (please list)	\$ -	\$ -	\$ -	\$ -
Field trips	\$ -	\$ 5,000.00	\$ -	\$ 500.00
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
<b>Total Cost</b>	<b>\$ -</b>	<b>\$ 37,360.00</b>	<b>\$ -</b>	<b>\$ 3,736.00</b>
Total Students or Advisors from Above	20	20	2	2
Cost Per Student or Advisor	\$ -	\$ 1,868.00	\$ -	\$ 1,868.00
<b>Grand Total Cost</b>	<b>\$ 41,096.00</b>	<b>\$ 41,096.00</b>	<b>\$ 41,096.00</b>	<b>\$ 41,096.00</b>



## Guidelines for the Implementation of the German-American Partnership Program

### PREAMBLE

The German-American Partnership Program (GAPP) is part of Germany's foreign cultural and education policy. It is jointly administered by the Educational Exchange Service (PAD) of the Standing Conference of Ministers of Education and Cultural Affairs of the States of the Federal Republic of Germany, the Goethe-Institut New York, and GAPP, Inc.

The Program is funded by the German Foreign Ministry, which also holds responsibility for the overall concept. Additional funding is provided by the US Department of State.

### 1. OBJECTIVES

**The Program has been designed to achieve the following goals:**

- The establishment of a long-lasting interest in the partner country and the deepening of the relations between Germany and the USA
- Promotion of German language studies at high schools in the USA
- Expanding students' and teachers' knowledge of the partner country
- Intercultural encounters of participants
- Acquisition and improvement of proficiency in the target language
- Continuing education for exchange coordinators

### 2. SCHOOLS

#### 2.1 Application Process

German and American secondary schools interested in a reciprocal and ongoing partnership are eligible to participate in the Program.

Participating American high schools and German secondary schools receive financial subsidies upon application if one of the following conditions is met:

- The American school offers German language classes.
- In case the German program at the American school has been discontinued, or in case German classes are planned to be introduced in the future, schools may apply for a grant if they incorporate a jointly planned teaching project into their exchange visits.

#### 2.2 Terms and Conditions of the Exchange

The recommended group size is 10 to 20 students. Visiting students and host students should be around the same age.

Exchanges take place annually or every other year and need to be planned as reciprocal events.

The duration of an exchange visit is at least 16 days (including arrival and departure).

A minimum of two weeks is to be spent with host families, including at least 10 days of school attendance at the partner school. During this time, American and German students are to attend classes together or to work on a joint project or theme.

Each implementation of a reciprocal exchange must incorporate a specific theme the schools have agreed upon. This theme may be the basis for a more elaborate project, for which additional funds are available upon application.

Travel around the host country, as well as to neighboring countries, cannot be part of the GAPP exchange visit. Therefore, such travel is the sole responsibility of and subject to agreements between coordinators and the parents of the students.

### 2.3 Duties of the Host School

The host school should play an active role in the welcoming and hosting of the guests. This goal can be met by:

- Making welcome and farewell of the guests a special event at the school
- Involving the guest students in classes and extracurricular activities
- Integrating the foreign guests as resource persons, e.g. in other German or English classes, as well as in geography, history, and social studies classes
- Informing and involving other institutions, including the local media

### 3. TEACHERS

#### 3.1 Program Coordination

Participating schools nominate a Program coordinator who is responsible for the Program and its implementation at the school, as well as for the planning and evaluation of the exchange. The coordinator must be named to the Educational Exchange Service (PAD) and to GAPP, Inc. The duties of the coordinator include:

- Introducing the Program at the school
- Obtaining the necessary information and distributing it to participants and interested parties
- Documenting the Program and its implementation
- Cooperating with parents and out-of-school entities

#### 3.2 Accompanying Teachers

One or two teachers, depending on the group size and the school's regulations, will accompany the student group. For a group of more than 10 students, two adult chaperones are required.

The person responsible for the coordination does not have to be an accompanying teacher.

In addition to German and English teachers, teachers of other subjects, as well as school administrators, are welcome to participate in the exchange.

Accompanying teachers ideally have a good knowledge of the partner language.

After completion of the exchange, either the exchange coordinator or the accompanying teacher is required to submit a report on the exchange experience and the allocation of received funds to GAPP, New York or to PAD, Bonn. The reports will be used for the further development of the Program, and possibly for publications by GAPP and the PAD.

**Accompanying teachers assume the following duties:**

- The planning, implementation and evaluation of the exchange
- Participating students are to be carefully prepared for the exchange, in particular for living with a host family and their role as representatives of their country
- Teachers must make sure that they are available to the students at all times during the stay at the partner school and with the host families
- Teachers are expected to act as a contact person for their students as well as for teachers and parents of the partner school
- The host families are to be involved in the organization of the exchange at an early stage, in order to prepare them for their role as hosts and to encourage them to participate in the Program.



#### **4. STUDENTS**

##### **During their time at the partner school, students should:**

- Participate in classes and in everyday school life
- Participate in family life and converse in the target language as much as possible
- Observe the rules and regulations established by the families and the school.

##### **During the return visit the students should:**

- Host the students of the partner school and include them in curricular and extracurricular activities.

#### **5. HOST FAMILY**

Host families are of particular importance to ensure the success of the school exchange. For the duration of the guest students' stay they assume the parental role and the responsibility for proper supervision.

##### **Therefore host families should:**

- Be involved in the school's preparations for the exchange as early as possible
- Include the guest students in their family life and spend leisure time together
- Whenever possible, communicate only in the language of the host country
- Participating students and host families are encouraged to submit evaluation reports.

#### **6. FINANCIAL SUPPORT**

If the above-mentioned program criteria are met, both American and German accompanying teachers, as well as their students, qualify for subsidies.

- American and German accompanying teachers receive air fare subsidies from funds of the German Foreign Ministry, calculated as a flat rate depending on the average regional fare. Groups of more than 10 students receive two teacher grants.
- American and German students receive airfare subsidies depending on their region of departure.
- Additional funds for projects based on the specific theme the schools have agreed upon have to be applied for separately with the PAD, Bonn or GAPP, New York respectively.

# German American Partnership Program

## **GUIDELINES FOR THE IMPLEMENTATION**

**Newly Revised June 2012**

**GOETHE  
INSTITUT**

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Feedback about Spence and Renee's Work in the Germantown School District

1/27/18 - 2/3/18

(Individual responses are separated by the italicized print)

**From teaching staff:**

I wouldn't say I "signed myself up" for this opportunity and was more-so asked to do it, but I am glad [a teacher] gave me the opportunity after it was all said and done. From day one I have wondered how PEAK tools/strategies could be utilized in the Physical Education setting and I am astonished with how many actually work/how many I was already using!

Although there were many things Renee gave me feedback on (launch buttons, transitions...) the one that stuck out was allowing time for processing. I often rush through my directions/instructions so that students can maximize their MVPA (moderately to vigorously physically active). This strategy was used in the next hour right after Renee visited and I already noticed the improvement of instructions/directions, when I allowed time for my students to process the information. Taking an extra minute to allow students to process the information, saves time in the transitions of the lesson and allows for more time in the activity. This semester, I will focus more on strategies to allow my students to process the information through PEAK.

*SMALL GROUPS and CHOICE were AMAZING!!! Thank you so much for finding a way to help us with what we need on a classroom level. The length allowed us to touch on topic-giving us a refresher (we had done weather scaffolding before).and new ideas as well (how to present new terms). After our meeting I told someone we could have easily met for 2 class periods...but as I've reflected a bit on this...maybe we meet start of year for the one hour in small groups on topics we want to work on...and then have a two hour follow up later in the year?!? With PEAK?? Then we could reflect on what we implemented in our classrooms and get some more to expand what we started with. Thanks again for setting this up,*

I found it helpful and Renee seems to always have a good strategy in mind when talking about parallel assessment. I will be very busy organizing my objectives and categorizing my test into these objectives so that I can fit the parallel assessment in a more organized way for my students.

*I think the idea of small group stuff was good. I know for me personally, I left with a few more questions than I came in with. I think that was because with the limited time we had, the focus ended up being placed on two teachers who had initial questions. I thought some very good information was shared...but I'm not sure we got to the part that I wanted the most. My recommendation is to do things like that again, but perhaps with more time.*

It was my pleasure to work with Spence. A few of my students came to me with some anxiety issues. I wanted to talk with Spence about suggestions in helping these students and for future students since I, unfortunately, think childhood anxiety issues are on the rise. He had some good ideas about this. He suggested I make students double check their work; so much so that it becomes a habit. He also suggested using Turn and Talk to build confidence. By having students turn and talk, anxious students are able to hear others' ideas, parrot back those ideas if needed, and share their ideas in a smaller, less stressful situations. One thing he said that really stuck with me is that when students are talking in my classroom it should be to cement learning, not to check if they are learning.

*So this was my third time having Spence and/or Renee in my classroom, so we really just discussed how challenging it is to reach the introvert in large group discussions. It was more of just a discussion on how they feel, etc and how it can impact their involvement in class. I think this is always a challenge in an English course. I use a variety of strategies for these students, and Renee agreed that these were effective and would help, but they will always be hard to reach. It was nice to have a professional dialogue on the topic.*

Thank you for allowing the elementary specialists the time to meet with Spence. It was definitely a good experience to have it geared toward just us.

*Thank you for the opportunity for working with Spence. I was nervous going into the situation as I was not sure what to expect. However, having the recent training with you (math) I had some great ideas that I wanted Spence to observe and provide feedback.*

*In my classroom, I recently implemented using brain warm-ups to begin our school day. This is a good transition to prepare my students' minds to begin math. Our current Bridges Math Unit is about multi-digit addition and subtraction strategies. So, my students practice their math facts with a partner using our old operations timed test. The students work with their math partner and take turns solving equations. One student is solving the equations while their partner is rolling a dice. Once a one is rolled they switch roles. I allow my students about five minutes to "play" this game. When they are done, I have my students reflect upon the growth they have made. We do a one minute reflection about if they can complete more problems/are getting quicker at knowing their basic facts. For this activity, I was seeking feedback on the process and Spence was able to say that the students knew what they were doing and it was well executed. He also liked how we did a brief reflection. Overall, I felt confident in this process and hearing Spence validate what I was doing was reassuring.*

*Another item Spence provided feedback for was my process of completing a learning log with my students. This is a newer process in my classroom, and I was not feeling as confident in the process. I had several "ah-ha" moments in our discussion afterwards. A quote that has stuck with me during our conversation was asking the students, "What did you learn to do?" By asking my*

*students this question it will allow them to reflect upon their learning in a specific way and their response will make them dig deeper into their learning. Also, I know that I should have my students reflecting constantly throughout the day after instruction in all curricular areas. This will eventually have my students writing and conversations include the important vocabulary and strategy names I have instructed. One final "ah-ha" moment I experienced was through the use of my learning log, I can incorporate the idea of paragraph writing. This is a skill that continues to challenge my students, and I can use our daily learning logs as a teachable moment when needed. Spence acknowledged that he liked how I also am having my students reflect about following "The Wildcat Way" of being safe, responsible, and respectful. My students keep their learning log in their Growth Mindset folder, so every Friday they look at how their week compared to the previous week. Spence said that is a good way for my students to monitor their own choices.*

*Overall, this has been a wonderful experience and his feedback about improving the process of the learning logs was very helpful. Thank you again for the opportunity to not only further my understanding, but to help my students be successful.*

### **Reflection:**

It is simply the most inspirational Professional Development I have been part of. I think that inspiration that comes in these forms is what busy teachers need to motivate implementing different strategies. PEAK learning systems promotes taking risks with classroom activities, but with these risks, making sure that students feel safe. Everything revolves around the 6 keys:

- Safety
- Success
- Freedom and Independence
- Valued Purpose
- Love and Belonging
- Fun and Enjoyment

Reflecting on my first semester in the Germantown School District, I found myself proud of looking back and seeing how much I have fostered these 6 keys into my classroom environment. I feel that because of this building of trust and relationships with students that I find success with bringing new strategies into the classroom. I also refer to PEAK training systems to help me implement new learning strategies with the clearest possible direction giving. This promotes safety for all students to be able to understand what is being asked and expected of them without confusion or frustration.

I left the full day of training with an array of ideas that can be integrated into my classroom immediately. These strategies include:

- **Give and Get** - information exchange
- **Total Recall** - spiralling back to dig deeper into content - review
- **Concept Bundles** - students describes certain concepts in hopes of partner guessing it correctly. This is a wonderful tool for practicing academic language usage orally and promotes collaboration.
- **Vocabulary Grids** - students describes certain vocabulary in hopes of partner guessing it correctly. This is a wonderful tool for practicing academic language usage orally and promotes collaboration.

After two full days of training and choosing PEAK Learning Systems as my book study, along with a tool I use for Educator Effectiveness, I have learned so much. It is hard to find a tool such as this that can be used with so many ages and content areas. It proves that engagement in the classroom can be attained throughout trying different PEAK strategies and modifying them to your classroom needs. I look forward to continuing to integrate different strategies and communicate my implementations and reflections in my *PEAK of the Week* online forum.

### **From an administrator:**

[A teacher working with an administrator] both felt this was a very good use of time! We talked through what we are trying to accomplish with our Wednesday mornings for professional development and Renee had given us a list of activities/strategies we could introduce or in some cases reintroduce to staff. We have found it is very helpful to go through an activity and have the staff do it so they can see how it could be used in class. Here is what she had talked about and what [we] will work together on presenting to staff:

- search and rescue
- 12/1- this has students have to "defend" with positive attributes
- Annotating- looking for something specific in the text
- T-chart
- Vocabulary power grid
- Dominoes
- 5 liners

I asked specifically around feedback for all students to be responding and she suggested:

- established partners, as we talked we thought we should have these shared with specialists so they could also use these partners
- choral in a complete sentence or thought
- more movement when possible
- whiteboards

- Total Directed Learning- write it out, have it somewhere in the room
- Have students respond if they agree or disagree then turn and talk and explain why

I will use the above suggestions when I have post-observations with staff members because I have noticed that many could get more students involved [in answering questions and responding to prompts].