

## District Support Visit Report

County: Garrett

Schools visited: \_\_Northern Garrett High School and Accident Elementary School

Number of classrooms visited: approximately 15 classrooms in high school; these included ELA, mathematics, science, social studies, fine arts, and CTE

12 classrooms at the elementary school, ranging from pre-K to fifth grade

Central Office Personnel in Attendance: (six central office; the additional central office staff member attended the forum in the afternoon)

Number of teachers who participated in visit: Approximately, ten high school teachers and ten elementary teachers attended the briefing after classroom visitations.

At the forum, there were approximately 20 teachers/administrators

### Summary of resources provided by MSDE that district personnel and teachers reported as most helpful:

The teachers who attended the EEAs found the resources helpful, including the manuals that helped guide them through the EEA resources.

The flash drives sent to principals were also particularly useful in getting Common Core Resources.

While the units and lessons were helpful to some teachers, in many cases the length of the resources were overwhelming; breaking down the resources in more manageable “pieces” would be helpful.

Many teachers reported that they had not really explored the BlackBoard site yet.

PARCC materials have helped them better understand the shifts.

Teachers particularly appreciated “face-to-face” support.

### Summary of resources that district personnel and teachers reported they would like from MSDE:

Teachers felt that the development of “gap lessons” to help them fill in the gaps as they transition to the new standards would be helpful. This was particularly important to special educators.

They would like more videos/vignettes to help them understand what instruction on certain standards “looks like” (especially in mathematics)

More UDL strategies for teachers would be helpful.

BlackBoard has been problematic for some (especially the SLO modules)

More short professional development modules (15-20 minutes); not all teachers knew that there were videos available as follow-ups to the EEAs.

Additional resources for parents on the Common Core would also be helpful

More support with technology – including more technology, more assistance in using technology effectively

More opportunities to work with other teachers across the state on successful practices

More information about what is working in the Break-Through Center and participation of MSDE personnel who work with those schools in summer professional development.

More guidance on integrating STEM in the classrooms

## Summary of Best Practices

Special educators are included in all professional development opportunities

Teachers were adamant that increasing expectations is important for student achievement; give us time to address increased expectations

The use of Professional Learning Communities is useful in building internal capacity