

## The Functions Processing Page

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<p style="text-align: center;"><u>Function</u></p>	<p style="text-align: center;"><u>What?</u> Key Learnings</p>	<p style="text-align: center;"><u>My Thoughts</u> <u>So What?</u></p>	<p style="text-align: center;"><u>Level of Expertise</u> 4 – I get it and can teach/help others! 3 – I know it and am practicing it regularly! 2 – I am struggling with it and need help! 1 – I am aware of it! 0 – Oh, my! Take me under your wing.</p>	<p style="text-align: center;"><u>Now What?</u> Where will I go to learn more? What are my next steps? How will I use this back home?</p>
<p><b>1) Curriculum, Instruction and Assessment:</b> Ensure the increased achievement of all students through the alignment, monitoring, and evaluation of curriculum, instruction, and assessment.</p>	<p>Leaders must:</p> <p>Have a deep understanding of the standards and ensure student and teacher learning are aligned to standards.</p> <p>Know what instruction and assessment should look like for students and educators.</p> <p>Monitor, coach, and support teachers to effectively teach curriculum that aligns with standards.</p>	<p>I feel like I do have a deep understanding of the standards in the First grade. However, I am now teaching K-5 reading intervention, so I need to have knowledge of all ELA standards of the grades I am teaching. I need to make sure I have an understanding of what the curriculum and instruction should look like in each grade. I already am working in the reading series to reinforce concepts and word patterns.</p>	<p><u>3</u></p>	<p>I can go to <a href="http://dese.gov">dese.gov</a> and learn more about Missouri Learning Standards for each grade. I can keep working closely with classroom teachers to monitor instruction and ensure that it aligns with the standards.</p>
<p><b>2) Data Analysis:</b> Assure all educators' ability to use data to inform, implement, monitor, and evaluate results-based decisions.</p>	<p>Understand how to gather data and use it to drive instruction</p> <p>Know the steps and purposes of assessments and diagnostic tools</p> <p>Collaborate with teachers and students to make the most of data collected.</p> <p>Know how to communicate the data.</p>	<p>I do understand how to collect data and am familiar with different tools needed to do so. I now need to communicate the data and collaborate with teachers because of my new position.</p>	<p><u>3</u></p>	<p>I can learn from my administrator and mentors how to best communicate and collaborate with classroom teachers. I will keep gaining experience with Data Teams and conferences.</p>

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<p><b>3) Processes:</b> Establish and monitor common practices and procedures to assure alignment and achievement of initiatives and plans with district and building goals.</p>	<p>Develop and implement initiatives Ensure accountability Understand MTSS select or develop procedures to meet system wide approaches to learning.</p>	<p>I am working alongside my administrator to develop and implement reading training that supports the Science of Reading and proven methods for teaching struggling readers such as Orton-Gillingham type interventions. I need to learn more about RTI and MTSS.</p>	<u>2</u>	<p>I need to learn more about my district's CSIP goals from my superintendent. I need to learn more about building goals from my principal. I need to research MTSS and see how to implement them effectively.</p>
<p><b>4) Learning and Professional Development:</b> Model, expect, monitor, and evaluate continuous learning of all students and staff members.</p>	<p>design and implement professional development that is informed by data, evidence based, differentiated, and aligned to standard.  coach, set goals, monitor, evaluate for impact and celebrate increased learning.</p>	<p>I am learning how to help with decisions about professional development, but still have a ways to go.</p>	<u>2</u>	<p>I will continue to work with colleagues and determine what learning still needs to take place in students and teachers.</p>

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<p><b>5) Relationship Building:</b> Ensure meaningful, two-way communication among all stakeholders for increased student learning.</p>	<p>Knows how to assist without being evaluative believe that listening, feedback and action are necessary in building relationships effectively communicates with stakeholders has focused conversations on student learning.</p>	<p>Being a teacher for over 11 years I have had a lot of experience with creating relationships with other teachers, administrators, parents and students. I still am hesitant to suggest things for fear of sounding like I'm being evaluative.</p>	<p><b><u>3</u></b></p>	<p>I will continue to build relationships and assist and provide scaffolding with suggestions that I provide.</p>
<p><b>6) Performance:</b> Assure the development, implementation, management, monitoring, communication, evaluation, &amp; achievement of results-based goals &amp;</p>	<p>has gentle yet relentless pressure with formative assessments give ongoing support for achievement know steps for evaluating performance of initiatives and programs</p>	<p>I am working on the development and implementation of data informed initiatives, but am not familiar with the monitoring and evaluation piece.</p>	<p><b><u>1</u></b></p>	<p>I will learn from how my leaders monitor and evaluate performance to gain understanding of how I should carry out these tasks.</p>

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<p>data informed initiatives.</p>				
<p><b>7) Operations:</b> Organize and assure equitable and adequate resources (e.g., time, people, money, expertise), processes, and systems to achieve student success.</p>	<p>organize resources, processes and systems that support learning stay current on state reporting requirement</p>	<p>I have no idea how to manage funds outside of my department's allotted amount. I also don't know a lot about state reporting requirements.</p>	<p><b><u>0</u></b></p>	<p>I could look for guidance from my superintendent or principal. I will be learning how to manage resources on a slightly bigger scale going from just a classroom to helping to manage a department's resources.</p>
<p><b>8) Change:</b> Nurture schools, educators, and stakeholders through the change process to achieve desired results.</p>	<p>demonstrate a deep understanding of change process effectively lead change and develop capacity for change in others create a sense of urgency for change and stakeholders understand the <i>why</i></p>	<p>I know of some changes that need to happen, but am not sure how to begin the process and help others transition without causing conflict.</p>	<p><b><u>1</u></b></p>	<p>I could look for guidance from my superintendent or principal. Navigating change in reading instruction to ensure that it aligns with principles of the science of reading will help to develop these skills.</p>

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<p><b>Other Notes and the Non-Negotiables for Me!</b></p>				

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