

Meeting Minutes

3/18/05

Attendance: Cheryl, Amy B, Becky, Deb S, Sarah, Trish, Angie, Nicole, Jessie, Ryan, Daria, Meg, Angelica, Kristin, Jen, Joy, Jean, Griselda, Chris, Jayme, Crystal, Shanna, Amy Z, Jenni, Lisa, Stacey, Mary, Kelli, Cindy and Melanie

Not In Attendance: Amy H, Lisa K, Denise and Dan

Deb:

Issues to Cover:

1. Information that Deb H gained from a seminar she recently attended by the state.
2. Food Sheet preparation and calculations at the end of the month. (Cindy)
3. Room Keys (Melanie)

Item #1

- ⊗ Deb handed out a self test called the "Multiple Intelligence's Inventory For Adults" (SEE ATTACHED). The staff rated themselves with the test individually. We took this time to examine what kind of person we are when it comes to learning the spoken word. This helps us to see "when students cannot learn the way we teach them, we must teach them the way they learn" just like us.
- ⊗ Deb took this opportunity to apologize to the staff for jamming information down their ears these past several months. She explained that after this seminar, she learned things that will help. She also explains that we will start on a new page with most of the information she has been cramming down our ears. She will be using several different techniques to help us all learn the material and remember it more easily.

Item #2

- ⊗ Cindy requests that when you finish calculating your food sheets at the end of the month please initial and then circle them somewhere on the top of the front form.

Item #3

- ⊗ Melanie explains that there are several room keys that are missing. She asks that you look everywhere to find the original keys that you may

have had once upon a time. There have been 4 spare keys handed out and lost already in the past week. Please make sure to always put the keys in the plastic box at the end of each and every day before going home.

OTHER:

- ⊗ Deb shared her experiences from being at Olivet over the weekend visiting with the Education Department Chairman. In their conversations together Deb shared our purpose, education philosophy and our quality of learning. Deb also shared her feelings about society respecting our position and requiring teachers in our field to have a bachelor's degree. The Chairman disagreed and projected that the teachers in our field will be required to have their bachelors in 3-4 years or earlier. This shows that our culture is changing and is starting to respect our profession and careers. We can also thank the "No Child Left Behind" program. Deb feels that the respect will only continue to grow for us.
- ⊗ Deb tried calmed to calm to nerves of the lead teachers and suggested that the teachers not panic when it comes to the portfolios and assessments. She said that some teachers are already doing assessments without even thinking of them. It just comes natural but you don't really realize that you are doing it.

Deb read the scripture reading Chronicles 31:20-21.

She urges the teachers to not have fear or stress because God will equip you for what he called you to do.

Deb also encourages us that she will continue to pull us along.

- ⊗ Re-read the 9/15/04 meeting minutes that are located up on the shelves in the teacher communication area in the office. There is also information in each classroom binder describing helpful information.
- ⊗ "Me Books" have to be done so they can be handed over to the parents during parent/teacher conferences.
- ⊗ "Portfolios" have to be done as well. These are different from the "Me Books". This is the project that is done starting with the first of the year and proceeding through the year in order to show the parent what kind of progress they have made.

- ⊗ Transitions of the day seem to still be a little trouble for some classrooms. Please use the Transitions Binder supplied in every classroom for ideas. Also, if you find something that works with your kids and it is not in the binder, please share that with the office and we will get the word around.

REMINDER: The state wrote us up for poor transition techniques that last time. Please make sure to make a really good effort with this.

- ⊗ The "Feel Better Bags" were introduced. Make sure that they are placed in a convenient place in the classrooms for the children to be able to easily access it. They should be able to use the bag with the teacher's help. The children may be upset, stressed or hurt.
- ⊗ The "Suggestion Kit" was introduced to the teachers today. Deb got some of the ideas from a Director's meeting in Feb. Some of the teachers who Deb spoke with regarding this technique said that it was labor intensive in the beginning to train the kids but after awhile, the kids got the hang of it and learned to problem solve on their own without the kit. They also felt comfortable using the kit themselves.
- ⊗ Deb shared her experience with the staff from her meeting in Michigan where she did her ACSI assessment with the team. She said that she found the teachers using a specific number of chairs at the different learning centers. They also found that having the paraphernalia easily accessible for the children next to the area being used. The teachers also taught the children to cough into their armpit and not their hands. This keeps the germs from getting onto the hands which then is spread onto toys.

KPS NEWS:

- ⊗ The state started to review our ACSI accreditation. Until they recognize it, we will have to continue to work very hard to redirect any child that may need time outs.
- ⊗ New material will be coming in for the staff to use in the gym and the teachers to use. 1) Art Smocks 2) Magnetic hooks for suggestion kits. 3) Some teachers are using Family albums in their classrooms to help the children feel at home. If you need an album, let Cindy know.

AFFIRMATIONS:

- ⊗ Thank you Ryan for the wonderful map.
- ⊗ Thank you to Denise for cleaning the very dirty teacher's chair.
- ⊗ Thank you to Krissy for finding a lid to coffee cup.
- ⊗ Thank you Ryan for filling up the gym balls.

ISSUE BAG:

- ⊗ All school prayer over load speaker around 9:30.
Idea: Direct prayers to involve the children. Deb is for it. Should it be teacher lead or child lead? Deb has given the project to Melanie to move forward with it. If any suggestions, please see Melanie.
- ⊗ Nap stuff is not being cleaned up properly at the end of nap. Cots, diapers, pictures from quiet room and trash. Bleach bottles are also being left out.
How to fix the problem: If you are the last one to put your diapers in the box, put the box in the cot closet. You also need to take care of your row in regards to trash and any other thing.

STAFF CONCERNS:

1. Time management for problem solving. What do the teachers do with the other kids while they settle down the "out of control" kid and use the bag and kit?
 - **Other teachers need to be aware.
 - **Other kids are hearing things you are doing and saying which will help them learn what to do as well.
 - **Use skits to show and explain to the kids what to do and how to use the Feel Better Bag and solution kit so they learn what to do.
2. There seems to be a high number of children in the morning for breakfast.
 - **There will be a new head count list starting 3/21. Please fill it out as best as possible. (The counts were not accurate, so a new one will be done after spring break)
3. Breakfast food always seems to be low. It is very frustrating to have to call down to another room to find food. Sometimes it feels like we are scrapping food together to feed the kids.

Multiple Intelligences -- Framework for Reaching More Students

When students cannot learn the way we teach them,
we must teach them the way they learn.

Dr. Howard Gardner, Director of Harvard's cognitive research effort Project Zero, has identified seven distinct intelligences. These are seven explicit ways we learn and know about reality. He believes there may be others as well. Each of us has all of these intelligences, but not all of them are developed equally and thus we do not know how to use them effectively.

- I. Verbal/Linguistic Intelligence -- related to written and spoken languages, dominates most Western educational systems.
 - A. Have students write creatively: monologues, plays, puppet shows, dramatic pieces, persuasive ads, letters to the editor, newspaper articles, lyrics for songs, poetry, puns, riddles, stories to go with pictures
 - B. Allow students to hear or speak a spoken language
 - C. Make up games: Jeopardy, Concentration, crossword puzzles
 - D. Write in journals, diaries
 - E. Have debates
- II. Logical/Mathematical Intelligence -- often called "scientific thinking," deals with deductive thinking and reasoning, numbers and the recognition of abstract patterns.
 - A. Have students engage in problem solving exercises: looking for patterns, making analogies, making tables, graphs and flow charts, making timelines
 - B. Create brain teasers
 - C. Have students explain how they arrived at an answer -- what the logic was
 - D. Give sequencing tasks or ask students to outline
 - E. Have students identify causes/effects of events
 - F. Have students compare and contrast, predict outcomes
 - G. Create debates
 - H. Give students games involving logic, inductive and deductive reasoning skills
 - I. Have students draw conclusions based on data (can be charts and graphs)
 - J. Have students use computers
- III. Visual/Spatial -- relies on the sense of sight, and the ability to visualize an object and to create mental images/pictures. Tasks should require hands-on manipulation and visualizations.
 - A. Create mind maps
 - B. Draw graphs, designs, charts, diagrams from data
 - C. Use computer programs, films/videos, video games, mazes, models
 - D. Use symbols, borders, pictures
 - E. Draw, paint, sculpt, use clay, create dioramas, create cartoons,
 - F. Look for patterns
 - G. Design sets and computer programs

- IV. Bodily/Kinesthetic Intelligence – relates to physical movement and knowing/wisdom of the body, including the brain's motor cortex which controls bodily motion. Use nonverbal communication: gestures, signs, rhythms, chants, pantomimes, hand signals.
- A. Create songs and dances to illustrate a point or concept
 - B. "Walk through" processes or systems
 - C. Act out events: dance, use dramatic skills, move, choreograph, move athletically
 - D. Create patterns with rhythm, rapping
 - E. Create movement games, e.g. Simon Says
 - F. Have students actively imagine and feel the body in motion
 - G. Have students consciously observe and attend to every movement required to execute some action
- V. Musical/Rhythmical Intelligence – is based on recognition of tonal patterns, including environmental sounds, and on the sensitivity of rhythm and beats. Tie music/rhythm to any topic.
- A. Have students drum pattern
 - B. Create poetry/rap set to music
 - C. Listen for a beat, recite to a beat, improvise, use music to motivate
 - D. Create poetry, chants, musical plays, multi-media events
 - E. Work with music in the background
 - F. Create rhymes to learn concepts
 - G. Tie music to any topic
 - H. Have students perform
- VI. Interpersonal Intelligence – operates primarily through person-to-person relationships and communication, and relies on all of the intelligences above.
- A. Play cooperative games
 - B. Role play
 - C. Interview each other
 - D. Provide peer counseling, tutoring
 - E. Engage in group process activities: film making, curriculum development, advisory programs, community service
 - F. Hear each others' viewpoint and analysis of a problem
 - G. Deal with moral dilemmas
 - H. Meet, write plays, choreograph, create simulations
 - I. Deal with conflict situations which need to be acted out
- VII. Intrapersonal Intelligence – relates to inner states of being, self-reflection, metacognition and awareness of spiritual realities.
- A. Create trees
 - B. Deal with self esteem issues
 - C. Provide opportunities to do oral reports and interviews
 - D. Engage in mind map exercises
 - E. Visualize and engage in stream of consciousness exercises
 - F. Create lifelines, stories and poems, projects, bios, reflection logs
 - G. Learn about one's personal learning style and intelligence
 - H. Write autobiographies and create self portraits

How People Learn

People generally remember:

10% of what they read

20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they say and write

90% of what they say as they do a thing

Confucius Declared...

- What I HEAR, I FORGET
- What I SEE, I REMEMBER
- What I DO, I UNDERSTAND

Millennium Confucius...

- What I hear, I forget.
- What I hear and see, I remember a little.
- What I hear, see and ask questions about with someone else, I begin to understand.
- When I hear, see, discuss and do, I acquire knowledge and skill.
- What I teach to another, I master.

Multiple Intelligence Inventory For Adults

"When students cannot learn the way we teach them, we must teach them the way they learn." Dr. Howard Gardner, Harvard