Key Communicators: Advocacy

Schoolwide Open Communication

- Student voice
  - Share out ideas and concerns
- Convocation
- Mini Lessons
  - Bullying
  - Durst etiquette
  - Conferencing
- Outreach opportunities

Information Gathering & Reporting

- Progress Report
- Grades
- Student _____ book
- PDP Storage
  - Each discipline/art form
  - Do reflection in class and bring back to Advocacy and share.
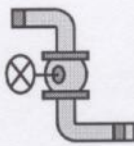
Building Advocacy Community

- Build relationships
- Safe place to grow and learn from others (6-12)
- Celebrations
  - Honor achievements
  - Party With A Purpose (PWAP)
- Give diploma

Educational Planning

- P.D.P.
- Goal setting
- Self-reflective
- Future planning
- Supporting "good" habits in day-to-day school work.

Monitoring Students

- Student Led Conferences (SLC)
- School progress in real time
- Contacting parents

Parking Lot Ideas

- Extended Advocacy time
- Advocate buddies
- Best practices for Advocacy

Staff Present: Burke, Jeffers, Jessen, Hattrick, Little, O'Banion, Winkley, Zeller

Updated on 12/15/2009

Advocacy Discussions 2009-10

Key Communicators Meeting   Wed, September 30, 2009 8:15 a.m.

Snow Card Activity

Snow card activity focuses on individuals sharing 1 idea they are passionate about which could improve VSAA. The ideas generated will shape the work we will undertake this year.

- **Advocacy** - Is it meeting the needs we intended it to meet?

- **Shared planning** and the teaching (days) schedule – I feel passionate about it, but there is nothing that can be done about it at this point.

- **Relevance** – Are we teaching with educational intent?

- **Communication** – Improve communication across the board.
- **Nuts & Bolts** – Plan ahead, follow procedures, respect others' deadlines – less stress, smoother running.
- **Culture & Relationships** – Are positive connections being maximized to support VSAA's mission and core values?
- **Show Respect** – Treat all people, places, and things with respect.
- **Relationships** – How we speak to each other, treat each other, support each other.

- **Core** – Integration of all academics and arts
- **Core** – Are all students clear on the steps at each grade level and the purposes of core?
- **Core** – Foundational Quality – Arts instruction in MS Core
        Idea – workshops with Arts teachers with expertise
                For teachers
                For students
        Crystal's power point
- ? – How can we establish a baseline

- **PDPs** – Do students value them, the process? How can it become more authentic.
- **PDPs** – One staff meeting devoted to teaching what the PDP is – and how to teach students how to complete the 4-6 year plan – graduation credits.

- **Arts** - To present the arts as a viable, financially rewarding career choice.
- **Arts** – Raise awareness of the similarities and differences among all of our art forms so we better understand each art form's needs

Key Communicators Meeting   Wed, October 14, 2009 8:15 a.m.

Snowcard Activity – Discussion Model

Jim O'Banion explained the discussion model when used with our snowcard activity from the last meeting. Object is to place the papers on the board with categories across the top and numbers down the side.

He asked the members to look at the categories – Arts, PDP, Core, Relationships, Educational Intent, Advocacy. There was discussion about the categories:

- Advocacy & PDP – should they be put together? It was decided to leave them as separate categories
- Core & Educational Intent – should they be put together? It was decided to leave them as separate categories.
- Does having workshops in Core conflict with depth and breath in the arts? Workshops teach aspects that related to Core. They are foundations or introductions to areas of expertise that individual teachers may not have.
- Middle School Core should be listed under Educational Intent as well as under Core.

With the discussion model we clarify anything that someone is confused about - using Fist to Five to make decisions. If people give a one or two, they would need to go to the person with whom they disagreed with for more clarification.

We will use the topics to prioritize our work this year.

Key Communicators Meeting   Wed, October 28, 2009 8:15 a.m.

Workshop Method Discussion
Topic – Advocacy
Over the next 3-4 meetings, we will use the Workshop Method to reflect upon and develop questions about advocacy. What are the big "rocks" for advocacy across the school? If we all have an understanding of what those major "rocks" are, we can work together to strengthen the advocacy program. What active processes do we need to implement to ensure a quality advocacy experience for all members of the VSAA community?

Assignment for next meeting – come prepared to brainstorm individually, coming up with 2-3 ideas of one or two words each regarding advocacy. We will use those ideas to begin our discussion.

Key Communicators Meeting   Wed, November 18, 2009 8:15 a.m.

Advocacy Discussion
Questions for members to reflect upon:
- What does the Key Communicator Team need to clarify about Advocacy?
- What experiences do we want to create for students and Advocates?

Each person was asked to brainstorm individually and write 2-3 ideas on separate pieces of paper. Four groups were formed and members of each group clustered their like ideas and discussed them.

Key Communicators Meeting   Wed, December 16, 2009 8:15 a.m.

Advocacy
A meeting was held on December 14 after school to continue the discussion of advocacy. A chart was developed from that discussion. (see attached) There was discussion of areas on the chart, looking at what are the most important parts of advocacy so that we can prioritize advocacy activities:
- Add staffings under Monitoring Students

- Should Monitoring students be moved to reside under Educational Planning or should Educational Planning be placed under Monitoring Students?
- Put both categories together and call Educational Planning & Student Support?
- Put both categories together and call Monitoring Students Growth & Educational Success?
- Suggestion to put an active verb in each title
- Fist to 5 vote to change to Educational Planning & Student Support – Approved.

Key Communicators Meeting   Wed, January 13, 2010 8:15 a.m.

Advocacy
Group examined the "Being an Advocate" chart and offered suggestions:
- Give examples for some of the broader areas so that advocates have specifics of activities they could utilize
- Building relationships – advocate-to-advocate, advocate-to-student, advocate-to-family

Portfolios
New Student Learning Plans will be available approximate Feb 18. Need to be reviewed by advocate and put into Portfolio

High School online portfolios are a component in the student's Portfolio

Best Works sheets will be out to Advos by Friday. Students should choose 1 academic piece, 1 art form piece, and 1 of their choice. High School students should consider one of their Core projects.

Some components can be included electronically. Example: art portfolios burned onto a CD which can be placed in the student's larger Portfolio. Students can purchase CDs through the Business Office.

Students can also place works in the Students Shared Folder

Question was raised of how to get students to buy in to preparing Best Works.
Suggestions:
- Students should be selecting Best Works throughout the semester rather than three weeks before the semester ends.
- Have a Best Works Week each quarter where the focus in each academic and arts class, as well as Advo, would be to discuss and select Best Works.
- Need to watch that we don't focus on the product instead of the process
- Some kids don't have anything in their Portfolios. They can reflect on their growth over a period of time (weeks or years)