

Harms E.S.

PACSA Meeting

2400 Central Detroit, Michigan 48209

Tuesday, February 21, 2017

Time: 8:00 am

Location: Gymnasium

Members present: Mauro Cruz, Principal, Kathryn Valadez-Herrera, AEA, Ana Martinez, SWSOL, Veronica Valencía, President, Ruth Lopez, Vice President, Lourdes Valdivía, Treasurer & Secretary.

Special Guests: Ernesto Rosales-Quintanilla (Payaso Cocorrico), Dina Carrillo, AETNA Insurance, Gabriel Martinez, Sam's Club.

Summary of minutes: Veronica Valencía, President of PACSA welcomed all the parents and members, including the special guests.

Mr. Cruz, Principal began with his Harms' Elements of Teaching presentation. Mr. Cruz wanted to make sure that the parents understood the daily routine of the teachers and how they were to teach each subject by following the Elements of Teaching:

Unpacking the Standards-Developing the TARGET - The ability to interpret a standard into the knowledge, reasoning, skills, and products required of students master them.

Concepts – the what

Verb or skill – the how

Context

Teach to the objective – The ability of the teacher to keep most of his/her actions congruent/relevant to some sub-subject at a time. Information, Responses, Activities, Questions

Anticipatory set – An activity, comments, or other attention-getting device that is directly related to the content and context of the lesson and is specifically designed to "draw in" students to the lesson. Creative, interesting, fun, an engaging are the operational terms that describe anticipatory sets; but they must be content related.

Instructional Input – All activities- including modeling and demonstration

Directions/explanations-designed to deliver instruction that will lead students to successfully meet the performance expectations stated in the Objective(s).

Guided Practice: Hands-on learning activities directly related to the Instructional Input that help the students meet the identified performance expectations stated in the Objectives.

You **GUIDE** the students in this activity by moving around the classroom and assisting all learners. If some students "get it" before others, use them as students assistants to help other students learn the concepts.

Checking for Understanding: Informal, formative assessments

Checks for understanding should be included with each distinct block of instructional input identified in the Instructional Input. Use a student reporting system such as Random Reporter

Monitor and adjust – The ability of the teacher to **ASSESS** the learning of ALL students and make **APPROPRIATE** instructional decisions based on this assessment **DURING** the lesson.

Elicits overt behavior for a majority of students, checks for overt behavior, interprets the overt behavior (Too hard? Too easy?)

Decisions of what instructional changes are necessary.

Closure- An activity or comments that summarize and/or evaluate the learning that has taken place in the lesson. Generate active participation, summarizing the activities, and be congruent to the objective.

A parent asked why the school had so few parent teacher conferences. The principal responded that the Detroit Public Schools Community District has given only two PTC a year.

Mrs. Kathryn Herrera, AEA presented the Students of the Month.

Ernesto Rosales-Quintanilla a parent that has his children that attend Harms E.S. spoke with the PACSA parent group and mentioned that he is willing to teach parents "The Art of Balloons" and how to make different figurines with balloons and do face painting. He presented some props and "how to" make different styles of art with helium balloons. He also gives incentives for the parents when the students do the "Aprendizaje de leer" at Harms E.S.

Ana Martinez, SWSOL spoke about the wrap around services offered through Southwest Solutions and the following topics:

- Community Schools focus on:
- Excellent academic programs that ensure student success with before, during and after school programs that address the academic needs through tutoring
- Youth development programs, civic engagement and leadership development
- Family support with basic needs, employment and educational and training programs
- Health and social services that include programs addressing the social and emotional needs of students and families including mentoring programs, art, music programs and sports programs
- Community development including partners to provide support

This concludes the **Tuesday, February 21, 2017** meeting for the PACSA Parent group.