

# February agenda

Attendance sign-in



- 7:00 - 7:05 (5 min) **Welcome; Approve Jan minutes; Review meeting norms**
- 7:05 - 7:25 (20 min) **Intro to discussion on long-term substitutes**
- 7:25 - 7:40 (15 min) **Small group discussions**
- 7:40 - 7:50 (10 min) **Summary of small group discussions**
- 7:50 - 8:10 (20 min) **In two groups (elementary, secondary), hear an overview and update on Reporting Student Progress and Grades**
- 8:10 - 8:30 (20 min) **Discussion in groups**
- 8:30 - 8:40 (10 min) **Summary of small group discussions**



# ACTL norms

Support others by actively listening and staying engaged

Model a culture of respect, professionalism, and mutual learning

Share using full information (avoid jargon, acronyms, using only first names)

# The Impact of Long-Term Substitutes on Learning: Key Questions for ACTL

- With teacher shortages continuing, many students are taught by long-term substitutes at some point (or multiple points) during their educational journey
- ACTL wants to understand:
  - **How this impacts learning (in the classroom and over time)?**
  - **What schools and APS can do to mitigate negative impacts and ensure all APS students are getting what they need.**
  - **What the best practices are for making long term substitute situations positive for student learning?**

# The Impact of Long Term Substitutes on Learning: Plan for ACTL

- **Tonight:**

- Hear from H.R. about the teacher (and substitute) shortage in Arlington and H.R. policies that impact long-term subs
  - This is to provide background information on the topic that we can take back to our community
  - We aren't giving feedback on these policies (that's outside the purview of ACTL)
- Discuss what we need to learn from our communities to move forward (Small groups)

- **In March we'll come back together to share what we've learned:**

- Information: What information does APS need to better understand the impact of long-term substitutes on learning?
- Best Practices: What are potential practices/policies that APS might consider to foster positive learning experiences and outcomes when there is a long term substitute?
- Key Challenges: What are the biggest learning challenges that arise from the use of long-term subs (and what policies might help address them)?



**Human Resources**

# The Impact of Long-Term Substitutes on Learning: Small Group Discussion

- **What do we need to know from our communities to better understand this issue?**
- **Who do we need to engage?**
- **What questions should be asked?**



# Reporting Student Progress and Grades

**What is going well?**

**What are suggestions for  
improvements?**

# Reminder:

## Subcommittee recommendation process

**Develop  
recommendations  
with staff input**

**Discuss  
with  
ACTL  
Council**

**Discuss with  
School Board  
in work  
sessions**

**Submit  
recs to  
School  
Board**

Attendance sign-in



**Jan 23 @ 6:30 pm:**

Advanced Academics, ASEAC, ELA, Math, Social Studies, Student Services, *School Health Advisory Board (SHAB)*

**Feb 20 @ 6:30 pm:**

CTAE, Science, Immersion, Early Childhood, *EdTech*, *English Learners*, *World Languages*



**REMINDER: Discuss again in MARCH: Literacy**

What does ACTL suggest APS continue doing?

What would ACTL like to see APS adjust?

In April, the Office of ELA will present monitoring reports to the School Board.

What information/data does ACTL think should be included in those reports?