

Assistant Superintendent Report
SB Meeting- October 7, 2025

● **(Fall) New Teacher Meeting**

- All new teachers, regardless of previous years of experience, attended the Fall New Teacher Meeting at the Central Office on Wednesday, October 1st (See Attached)
 - Agenda Highlights:
 - Celebrating Wins
 - Support Strategies
 - Practical Instructional Tips
 - Engaging All Students
 - Checks for Understanding
 - Differentiation Tips
 - Contributing to the Culture and Our Community
 - Next Meeting: Wednesday, February 4th

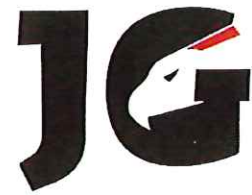
● **John Glenn Playbook (Teacher Professional Development)**

- Last week marked the launch of a 2025–2026 districtwide curriculum initiative spanning Kindergarten through 12th Grade, also known as The John Glenn ELA Playbook.
 - Goal: To create one clear, unified roadmap for how JGSC teaches English Language Arts from Kindergarten through 12th Grade
 - Why it Matters: To strengthen consistency for students, provide clarity for teachers, and ensure alignment across grades and buildings.
 - Anchored in Pride: The playbook is a document we own together as Shamrocks, Wildcats, and Falcons — not just another directive from the state, but a reflection of who we are as a district.

- What it Represents: A living document that captures what we teach, when we teach it, and how learning connects from one grade level to the next — all with a focus on student growth and success.
- More than ‘Indiana Standards’ taught in a month
 - Concepts and Skills Attached to the Indiana Standards
 - Approximate Pacing (how long concepts are taught)
 - Anchor texts or books used in each grade
 - Signature Practices (Writing frameworks, reading strategies, vocabulary routines, etc.)
- This is not about compliance or checking boxes, but rather ‘*owning our story*’ and defining The John Glenn Way of teaching.
 - This process should showcase what we are already doing so well. We are not starting from scratch, but rather documenting what we are doing so well.
- Each teacher plays a vital role as both coach and author, helping to write the playbook that will guide generations of John Glenn students.

“Our collective achievement is a learning journey where every John Glenn student experiences literacy growth built on unity, consistency, and care from kindergarten through graduation.”





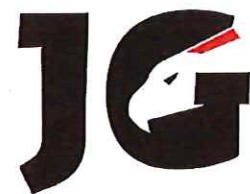
The John Glenn Playbook

Dr. Patrick R. Fuller
Assistant Superintendent

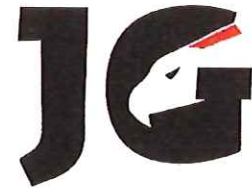


What is the JGSC Playbook?

- **Goal:**
 - To create one clear, unified roadmap for how JGSC teaches English Language Arts from Kindergarten through 12th Grade
- **Why:**
 - Connecting consistency for students, teacher clarity, and alignment across grade levels, and across buildings.
- **Anchored in Pride:**
 - A document we own together as Shamrocks, Wildcats, and Falcons — not just another directive from the state.



What is the JGSC Playbook?

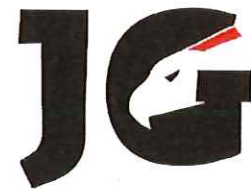


This living document will be the largest, most comprehensive curricular and data hub ever undertaken at John Glenn Schools...

...and its success depends on the expertise, input, and commitment of our teachers.



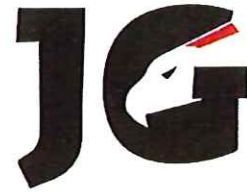
What is the JGSC Playbook?



- **A Living Document:**
 - A living document that captures what we teach, when we teach it, and how it connects across grade levels and buildings.
- **Components:**
 - More than 'Indiana Standards' taught in a month
 - Concepts and Skills Attached to the Indiana Standards
 - Approximate Pacing (how long concepts are taught)
 - Anchor texts or books used in each grade
 - Signature Practices (Writing frameworks, reading strategies, vocabulary routines, etc.)
- **Leading the Focus on Student Learning:**
 - Student learning and student education is job one in our school, and everything we do must support that student learning.



What is the JGSC Playbook?



- **Year Long Initiative:**
 - This will not be a quick process, but rather a methodical evaluation of our curricular process
 - Reflection on our results to determine the best strategies, actions, and responses to 'how' we teach our students.
- **Growth Mindset:**
 - What do students need to know and be able to do in my classroom/grade?
 - How will we know if they learned it?
 - How will we respond if they don't learn it?
 - How will we extend the learning for those who have learned it?



Focus on English Language Arts for 2



Getting Started: *Documentation*

What this means:

Each grade-level team will begin by creating a month-by-month map of their English/Language Arts instruction for the school year. The goal is not to reinvent lessons, but to capture what is already happening in classrooms in a clear and organized way.

What to include:

Standards: Identify which Indiana ELA standards are taught each month (August–May).

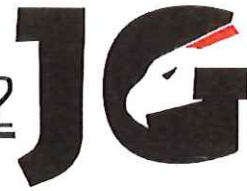
Concepts/Skills: Record the key ideas tied to those standards (e.g., main idea, argumentative writing, figurative language).

Texts/Resources: List the anchor texts, novels, picture books, articles, or other resources being used to teach those concepts.

Pacing: Estimate the time spent on each concept or unit (e.g., 2 weeks on narrative writing, 3 weeks on persuasive reading).



Focus on English Language Arts for 2



Why this matters (For Teachers)

- Clarity: Know what each grade level before and after teaches
- Efficiency: Reduces duplicated materials
- Empowerment: What **YOU** do shapes our playbook

Why this matters (For Students)

- Consistency: Whether a student is at NLES, WES, or moves mid-year, they experience a more unified curriculum.
- Transitions in Content: Students don't face sudden gaps ("We never learned that last year") or unnecessary repetition. Each grade feels like the next logical step in a seamless K-12 journey.
- Stronger Preparation for Benchmarks: Early grades build the foundation for later success (e.g., phonics → fluency → comprehension → analysis).



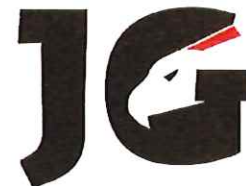
The John Glenn Way

This is not about compliance or checking boxes, but rather 'owning our story' and defining The John Glenn Way of teaching literacy.

- **This process should showcase what we are already doing so well. We don't want you to feel as if you are starting a project from scratch, but rather documenting what we are doing so well.**

See yourselves as both coaches and authors — writing the grade-level playbooks that will guide generations of John Glenn students.

- **This process only works if it's teacher led.**
 - "When students succeed because of a seamless, consistent literacy experience K-12, that's our collective victory."





John Glenn School Corporation

Fall New Teacher Meeting

Wednesday, October 1st

3:15-4:15



Re-Introductions

Congratulations on completing your first **39 Days** at John Glenn School Corporation!



Celebrating Wins

- **New Staff:** Please Detail One Success You Have Experienced in Your First 39 Days of School
 - Can be in the classroom (i.e., student related)
 - Can be outside of the classroom (i.e., parent related)
 - Can be lesson related (i.e., lessons that went well)



Support Strategies

- **Open Discussion:** What has been your biggest challenge(s) so far: **Academic, Behavioral, Procedural?**
 - Classroom Management
 - Balancing Grading and Managing Workload
 - Building Relationships with Students and/or Families
 - Navigating District Procedures



Practical Instructional Tips

1) Engaging All Students

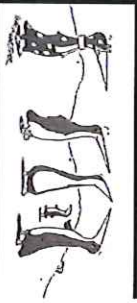
- **Think-Pair-Share:** Pose a question, give students 30 seconds to think, then have them share with a partner before calling on a few. This gives quieter students a voice.
- **Equity Sticks/Random Calling Cards:** Write each student's name on a popsicle stick or card, pull at random to ensure all participate (instead of the same 4-5 hands always raised).
- **Structured Roles:** In group discussions, assign roles (summarizer, questioner, connector, recorder) so every student contributes.
- **Sentence Stems:** Provide stems like "I agree with ___ because..." or "I want to add on..." to scaffold participation.



Practical Instructional Tips

3) Differentiation Tips

- **Tiered Questions:** Prepare 2-3 levels of questions on the same topic (surface-level, analytical, creative) to meet varied readiness levels.
- **Choice Boards:** Offer multiple ways to demonstrate understanding (e.g., write a summary, draw a diagram, record a short explanation).
- **Flexible Grouping:** Rotate students between mixed-ability groups and skill-level groups depending on the activity.
- **Scaffolded Supports:** Sentence frames, graphic organizers, word banks, or partially completed problems for students who need more support—while offering enrichment tasks for those ready to extend.



Practical Instructional Tips

2) Checks for Understanding Quickly

- **Exit Tickets:** One question on a sticky note or note card at the end of class (e.g., "What is one thing you learned about fractions today?").
- **Whiteboards/Thumbs Up-Down:** Quick show of understanding—students write an answer on mini whiteboards or use thumbs up/sideways/down to signal confidence.
- **Cold Call + Follow-Up:** Call on one student, then immediately ask another to summarize, agree, or expand to check multiple perspectives.
- **Quick Poll/Show of Hands:** "Who thinks the main character made the right choice?" Fast gauge of comprehension and engagement.



Culture and Community

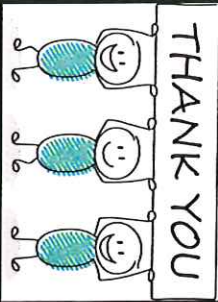
The John Glenn Way

- We create a positive classroom/building culture for all students.
 - Students cannot think well in a harsh, unfriendly environment.
- We believe each child can learn and be successful, regardless of their background.
 - There is potential in each learner and it is our commitment to finding the key that will unlock that potential.
- We hold high expectations while providing unwavering support.
 - We believe in challenging students to reach their fullest potential, while ensuring they know they are not alone in their journey. Every expectation is paired with the encouragement and resources to succeed.
- We foster strong relationships that inspire trust and respect.
 - Learning grows out of meaningful connections between students and adults. When students know they are valued, they are more willing to take risks, persevere, and achieve.



Before You Leave...

- **Dates to Remember**
 - Parent Teacher Conferences
 - October 14th (Tuesday) and October 15th (Wednesday)
 - Great Opportunity to Connect Personally w/Parents and Families
 - Winter New Teacher Meeting at Central Office
 - February 4th (3:15 to 4:15)
- **Attendance Survey**
 - Please click the link to verify attendance: [HERE](#)



Contact

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