



## Emerson Learning Improvement Days

September 2 - 3, 2020

### AGENDA

#### Learning Targets:

- ☐ Increase my knowledge of Emerson culture, climate, systems and instruction for the 2020-2021 school year
- ☐ Develop my understanding of Self -Efficacy and Teacher Clarity.
- ☐ Develop my understanding of Equity, Inclusion, and Belonging.

September 2, 2020

Time	Activities	Success Criteria	Notes/Questions
8:25-9:00	Welcome and Introductions, opening activity, big picture and theme, instructional focus for the year	<input type="checkbox"/> I know more about my fellow colleagues <input type="checkbox"/> I can explain our instructional focus for the year ahead	
9:00-10:30	Kristin Anderson Part 1- Self-Efficacy and Teacher Clarity  LEARNING TARGETS: <ul style="list-style-type: none"> <li><input type="checkbox"/> I will be able to determine the role self-efficacy plays in my ability to effectively teach</li> <li><input type="checkbox"/> I will be able to identify essential components of high-quality online teaching and learning, and determine what</li> </ul>	<input type="checkbox"/> I can state what self-efficacy means <input type="checkbox"/> I can identify why self-efficacy beliefs are important to identify and grow for leaders, teachers, and students <input type="checkbox"/> I can describe the sources of self-efficacy <input type="checkbox"/> I can name strategies for building self-efficacy beliefs <input type="checkbox"/> I can name essential high-leverage online teaching strategies (including: establishing classroom norms, routines, and communication, leveraging teacher clarity to demystify success for	

	<p>impact they have on my immediate and mid to long-term practice</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I will be able to make linkages between equity and the essential components of high-quality online instruction</li> </ul>	<p>learners, and fostering teacher student relationships)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can understand why each practice is important</li> <li><input type="checkbox"/> I can determine practical ways to utilize these strategies</li> <li><input type="checkbox"/> I can reflect on my own current practice</li> <li><input type="checkbox"/> I can create specific next steps for how to imbed some essential high-leverage online teaching strategies into my immediate practice</li> <li><input type="checkbox"/> I can determine at least one way equity is related to the essential components of online teaching</li> </ul>	
10:30-10:45	Break		
10:45-12:00	Kristin Anderson Part 2		
12:00-12:40	Lunch on your own (or together in zoom)		
12:40-1:40	<p>SEL and The Distance Learning playbook</p> <p>Module 1- Take Care of Yourself</p> <p>Module 2- The First Days of School</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a place to work, set and practice routines, and manage my schedule.</li> <li><input type="checkbox"/> Create a plan for my personal well being, connecting with someone each day, and recognize signs of trauma and compassion fatigue.</li> <li><input type="checkbox"/> Increase my knowledge about classroom norms, routines, and procedures useful in distance learning</li> <li><input type="checkbox"/> Create virtual and distance learning environments</li> </ul>	
1:40-1:55	Reflection and closing	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify and describe the “why” behind the importance of Self-Efficacy</li> </ul>	

		<input type="checkbox"/> I can identify and describe the “why” behind the importance of Teacher Clarity	
1:55-3:55	Personal Implementation Time		

**September 3, 2020**

<b>Time</b>	<b>Activities</b>	<b>Success Criteria</b>	<b>Notes/Questions</b>
8:25-11:35 w/Breaks	Bill de la Cruz - Foundational Bias	<input type="checkbox"/> Build culture and deep relationships through dialogue <input type="checkbox"/> Normalize and infuse actions to manifest belonging and inclusion in education <input type="checkbox"/> Use relational leadership and critical self-reflection to build a community of care <input type="checkbox"/> Create cross functional belonging teams to operationalize inclusion into K-12 systems	
11:35 – 12:15	Lunch on your own (or together in zoom)		
12:15 – 1:15	Upcoming Ideas and Events PBIS and Attendance Launch Distance Learning Playbook Module 3- Teacher-Student Relationships From a Distance	<input type="checkbox"/> Utilize virtual SOAR tickets and common Emerson PBIS language in a remote environment for behavior expectations <input type="checkbox"/> Describe the impact of student-teacher relationships and the maintenance of those relationships in distance learning <input type="checkbox"/> Create an environment in which students feel comfortable to make errors <input type="checkbox"/> Design distance learning experiences	

1:15-1:55	Data Dive with your upcoming students- Baseball Card Report in Performance Matters	<input type="checkbox"/> Utilize my classroom data produced in the Baseball Card Report to make instructional and engagement decisions	
1:55 – 3:55	Personal Implementation Time		

