

Together, We Will Rock This!

Inspire, educate, and prepare each student to achieve to high standards, contribute to our community and thrive in a global society.



Penny Creek Learning Improvement Days 1 and 2 September 2 & 3, 2020; 8:25-1:15 (4 hours:50 min)

Day 1 Agenda

8:25-8:45 Welcome! Introductions. Review of Norms.

Equity Focus: Land Acknowledgement

8:40-9:00

Nuts & Bolts:

- Staff Work Locations
- Teaching Schedule

Focus for our year ahead:

- (1) Equitable Practices—Recognizing Unconscious Biases and Creating Inclusive Classrooms
- (2) Continue work on Clarity—clarity in distance learning and student use of success criteria to measure progress toward learning targets
- (3) Strengthen PLC practices—comprehensive answers to PLC questions 1 and 2 (What do students need to learn? How will we know if they learned it?)

9:00-12:00

Self-Efficacy and Clarity within Distance Learning with Kristin Anderson

Learning Targets

- I will be able to determine the role self-efficacy plays in my ability to effectively teach
- I will be able to identify essential components of high-quality online teaching and learning, and determine what impact they have on my immediate and mid to long-term practice
- I will be able to make linkages between equity and the essential components of high-quality online instruction

Success Criteria

- I can state what self-efficacy means
- I can identify why self-efficacy beliefs are important to identify and grow for leaders, teachers, and students
- I can describe the sources of self-efficacy
- I can name strategies for building self-efficacy beliefs
- I can name essential high-leverage online teaching strategies (including: establishing classroom norms, routines, and communication, leveraging teacher clarity to demystify success for learners, and fostering teacher student relationships)
- I can understand why each practice is important
- I can determine practical ways to utilize these strategies
- I can reflect on my own current practice

- I can create specific next steps for how to imbed some essential high-leverage online teaching strategies into my immediate practice
- I can determine at least one way equity is related to the essential components of online teaching

12:00-12:10 Break

12:15-1:10 **PBIS: Tier 1 for Distance Learning** (PBIS Tier 1 committee)

Learning Targets:

- We can understand Penny Creek’s behavior expectations for the Distance Learning setting.
- We can understand the three kinds of student rewards: individual student; class and/or grade level; whole school rewards)
- We can implement the plan for consistent teaching of Penny Creek expectations throughout the school.

1:10-1:15 Closing

Day 2 Agenda

8:25-8:30 Welcome

8:30-8:45 **Equity Focus**

8:45-9:00 **Nuts and Bolts**

- Math Curriculum
- ELA Update

9:00-11:00 **Canvas: Three Options**

- 1) Attend Canvas Basics—Live Zoom session with Tavis
- 2) Work on an online, self-paced module of choice
- 3) Work time to set up Class Site

11:00-11:15 Break

11:15-11:20 **Equity Focus:**

11:20-12:10 **Social Emotional Support within Distance Learning**
Chapters 1-3 of the Distance Learning Playbook

Learning Targets:

- We are learning to take care of ourselves as we engage with our students.
- We are learning about the impact of trauma on educators.
- We are Learning about classroom norms, routines, and procedures useful in distance learning.
- We are learning about creating virtual and distance learning environments.



- We are learning about the value of student-teacher relationships and the maintenance of those relationships in distance learning.
- We are learning about our role in creating an environment in which students feel comfortable to make errors.
- We are learning about the design of distance learning experiences.

12:10-1:10 **PLC's and Performance Matters**

Learning Targets:

- We can understand the teacher actions associated with answering the five PLC questions.
- We can use Everett School District's Collaboration Rubric to assess our PLC's current level of performance.
- We can analyze our incoming student's assessment data provided by Performance Matters.

1:10-1:15 Closing

