

Sep 14, 2021

### **Modules 7 and 8**

- Must have good systems of support in place: academic, social-emotional, and mental health.
- To rebound, we must learn how to diagnose, discover, and investigate.
- Reflect on your RTI/I&RS/MTSS model. Evaluate your procedures, screening and diagnostic assessments, interventions, progress monitoring, etc. What needs to change so all kids have a learning leap this year?
- We know as teachers what engagement looks like in a classroom; however, we must also explicitly model and teach what engagement looks like in our classrooms. Providing a rubric for self reflection on their engagement at the end of the lesson will also build their agency.

August 31, 2021

### **Modules 5 and 6**

- When teachers provide feedback, name something specific rather than saying, "Good job."
- Our standards in ELA will help us rebound. Teachers can build on the language already taught in previous grades which helps set high expectations.
- Communication between teachers in different classes supports high expectations. Discussing criteria with the team and using this across different classrooms (science, social studies, ELA, interventions) will set high expectations for students.
- Co Constructing rubrics with students improves the students' ability to be successful, saves time, and improves classroom management.
- What fences are you guarding? (From the *Not this but That Series*) Think about what approaches you use throughout the day. Are there research- based best practices in module 5 that may be more beneficial for student learning?
  - "40% of class time is teaching students what they already know." (Fisher and Frey, 2021). To evaluate your own class, write down how you spend each minute of time. Look at where you spend the most time, the least time...Compare this to the strategies for instruction and assessment in modules 5 and 6.
- "Initial acquisition must be 85% to practice." (Fisher and Frey, 2021) Think about what actions you might take for independent work/homework.
- It takes bravery to look at your own practice and ask yourself, *What needs to change in my classroom?*
- Assessment is part of daily instruction. Think about what you learned from the assessment to create a lesson.
- Feedback can be difficult to hear-even for adults. Knowing this, we must be careful with how feedback is provided to our students. Using voice recordings to offer writing feedback has helped.

Aug 24, 2021

### **Modules 3 and 4**

- Review the 8 dimensions of student agency with staff from the Fisher and Frey book Module 3.
- We must have the same message for students. Consistency is key.
- Building a student's agency is a shared responsibility.
- Let's not talk about learning loss (was learned but not known anymore) concerning last year, but rather Unfinished Learning (learning is still in progress). This changes the way we remediate.
- List "What will it take to create a learning leap?"
- A district that focuses on gaps decreases teacher agency.
- Start with acceleration.
- Make lessons relevant to students' lives.
- Think more about what children know and build on strengths as much as possible instead of always focusing on weaknesses.
- Promote positive attitudes.

**Aug 17, 2021**

### **Modules 1 and 2**

1. What is your small light?
2. Metaphor: On an airplane, you must put the oxygen mask on first before helping others.
3. Reach out to others who might need help; it will make you feel good.
4. Make people's loads lighter.
5. What can I do in my classroom to heal?
6. Breathe.
7. Drink water!
8. Walk for 10 minutes.
9. Make a note as you are teaching and go back to the task later.
10. Celebrate the staff every day...Let's not forget that as we move forward.
11. Feedback is so important.
12. Lean on colleagues to rebuild.
13. "Your emotional and physical well being is foundational to everything else."
14. Look for signs of burnout (losing control, not coping well) and help when you can.
15. Autonomy-Losing control or gaining control led to burnout.