

## **IDLEA Planning for 2022-2023 School Year**

### **Summer Institute**

- Kaci comes in for an hour to talk engagement?
- What does high-quality engagement look like to everyone on the team?
  - Get younger/newer teachers involved
  - How can we change our mindset around engagement?
  - How do your beliefs/values/history in classrooms dictate how you run your classroom? How does that connect to the SEL/discipline data coming out of your classroom?

### **Professional Development During the School Year**

- PD time once every month/every other month?
- One new protocol per month (see Tools section) with teacher reflection
- Opportunities for continued peer observations
- What support can we offer teachers?
  - Monthly vent sessions?
  - Self-care moments throughout the week?

### **“Big Picture” Plans**

- How do we keep students AND staff engagement up during all points in the year?
  - How does engagement ebb and flow throughout the year?
  - How does this correlate with attendance?
- Connect with Riz about family engagement
  - How can we talk about engagement during conferences?
  - How does family engagement correlate with attendance?
- Making time for unintentional engagement/small moments of connection
  - Talking with students about their own engagement, using work trackers to have these conversations
- How does the physical space contribute to student engagement?
- “Sage on the Stage” vs. PBL/group critical thinking (Leading Equity Episode 201)
  - Difference in classroom management

- Building an environment that is responsive to the developmental needs of children and *not* responding to the adults' values and beliefs
  - Teachers tend to teach the way they were taught, but that is not necessarily how our students are wired today (especially post-pandemic)
    - How do we break those barriers down?
    - What is the teacher's definition of engagement? What is the teacher's definition of defiance/disrespect? On the flip side, what is the student's?
    - How we think about students determines how we discipline them
- Getting feedback from different adults AND different students in the building
- Does the check system lead to equitable engagement? Do class points?
  - Connection between equity and engagement (i.e. uniforms)
  - Build supportive relationships, authentic connections
  - Difference (and mindshift) between "classroom management/discipline" to "classroom leaders" (Leading Equity Podcast Episode 156)
    - Teachers are the leader of their classroom, so how would an effective leader address the problem/situation?
      - An effective leader creates more leaders, they empower others to lead as well

### To Do List (send to Allison)

- Modify peer observation tools
- Optional lesson plan tools
- Go through school calendar and find ebbs and flows

### Tools to Use in the Classroom

- <https://pz.harvard.edu/thinking-routines>
- [https://drive.google.com/file/d/1OO3ZR5FoLXEIP9CO7\\_Pd-jhT9rqTIIa7/view](https://drive.google.com/file/d/1OO3ZR5FoLXEIP9CO7_Pd-jhT9rqTIIa7/view)
- <https://drive.google.com/file/d/1iHfZVyEanuc7VODCc3FBn9K4Ps5vylo-/view>

- <https://lindsayannlearning.com/teaching-strategies-small-group-discussions/>
- [https://www.gse.harvard.edu/sites/default/files/Protocols\\_Handout.pdf](https://www.gse.harvard.edu/sites/default/files/Protocols_Handout.pdf)
- <https://www.schoolreforminitiative.org/protocols/>
- <https://nsrfharmony.org/protocols/>