

# Liberty - Keep, Continue, Drop

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## What practices have ALWAYS worked in schools that we should KEEP?

### Relationships

Clear focus on learning targets, encouraging students to reflect on their progress towards achieving those targets.

Group interactions, discussions, class lessons, online tools such as laptops, focus on PAT values and social skills. Strong academic achievements.

taking time to ask the non-content questions of students to connect with them

Accountability--students will generally rise to expectations (deadlines, attendance, etc.).

With that, support for students not meeting expectations, but support that doesn't lower the bar.

Henry

### Check in with students 1 on 1

building family/student connections

compassion

Establishing trust

Prioritizing positive relationships

Differentiation for ALL students

teacher student relationships

Accountability

Creating Community

Relationship building

Communication

Student rapport

Relationships

keep building relationships

The development of strong Tier 1 interventions

Visual and verbal directions

close reading and close writing activities and skill building

**Building trust and relationships with students.**

**- community building - checking in activities**

- collaboration with peers in building in producing lessons

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**Relationships, communication, and positive environment.**

**Group activities, collaboration, scaffolding**

**Having a strong sense of community.**

Planning with a clear focus on targeted skills

**hands-on and project-based learning**

**Positive family communication**

**Rapport with students**

**group work - time for students to participate and work on intellectual tasks together**

**Relationships!!**

**Grace**

**Connecting with students and finding what works for individual learning.**

**teaching the most important things well and giving time for students to really understand**

**building relationships with students and having compassion**

**Multiple means of accessible input**

**Having students "see" themselves in the classroom with normalization of pronouns; images; texts; stories; perspectives that represent all ethnic, racial, cultural and religious backgrounds**

Creating and maintaining community

**Student choice (multiple means of participation, choice of format for project, etc.)**

**Meeting the needs of the student, finding what they need for their learning and focusing on this**

**group work**

**What new practices have EMERGED during the pandemic that we want to CONTINUE?**

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**online turn in**

**Flexibility with synchronous/asynchronous attendance. I think more students can access learning with a strong Online platform if & when they are absent from "in-person" school**

**Easy access to class materials for students that missed class**

**Using technology to further education**

**Multiple avenues to submit work (online as documents, links, textbox entries, photos or on paper).**

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**Love Canvas**

**Being flexible with assignments and deadlines**

**increased 1:1 time with students**

**accessing work when kids are absent easily**

**Flexibility and grace**

**Focusing our classes on what is truly essential for that subject and course**

**rethinking late work policies**

**Added Flexibility**

More options for turning in and assigning work.

**kids having more time during the week for SEL and exercise**

**Understanding and benefit of the doubt. A focus on public health and understanding. Stronger online tools and a paperless education.**

**Canvas!**

**instruction that is further broken down and simplified, increased use of technology (teams, canvas, digital whiteboards, etc)**

Technology use every day

**Online turn in of work.**

**Flexibility and allowing students to use available resources**

Flexibility with deadlines and creativity in assignment type

Canvas and having students in the classroom with computers

**Checking out district laptops for students.**

**Digital Assignment submission**

**canvas, and keeping all of the student work in one place**

**Canvas, more flexibility and options for assignments/ turn in types/ due dates, etc.**

Project based assessments and learning, proficiency based grading

**check out laptops for all students**

**using tools in online resources to increase access for ELL, IEP. Access to teacher notes, videos of class to review later, immersive reader for read aloud and translation.**

**More tech practices but not to the exclusion of inperson instruction**

**Providing opportunities for students to engage in learning who may be ill or physically unable to attend**

**Instant feedback on a larger percentage of assignments**

**Canvas classrooms and recorded demos**

Flexibility in grading, presence online (teacher)

**"Modifying" assignments for all students who have differing needs (aka differentiation)**

**Identified Essential Learnings for Subject Areas**

**office hours and time for one on one meetings**

**Flexibility with on line learning and using it for students who have to be away for a legitimate reason. Or, for school closures, so we can adjust and not make up the school days at the end, when students are burnt out.**

**Allowing students flexibility in the pace of their learning**

**Canvas!**

**Alternative ways of accessing content**

**Using technology to show student mastery.**

**Tech**

Well organized Canvas modules that parents and students can see and keep up with

**Flexibility**

**Online work submissions**

**Looking at each student's individual needs (and not just requiring the same of everyone because that is deemed to be "fair")**

**Keep the Wednesdays like we have this year.**

**direct messaging which allows students to participate in a more comfortable way.**

**Leveraging tech for instruction/classroom organiz.**

An asynchronous day for both students and teachers

**SEL or homeroom**

**More flexed time**

**More time during the work week to plan (and create different assignments/assessments for students)**

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**What practices never truly served all students that we should DROP?**

**outdated late policies (points taken)**

**Compliance grading**

**punitive policies on late work**

**Missing/late assignments are given a grade of "0"**

Zeros for missing work

## **Use of zeros for missing assignments/assessments**

not everything about school  
needs to be academic based

## **Grading behaviors**

rather than abilities

## **reliance on canvas**

## **Busy Work**

## **Punishments for late work**

## **distance learning**

Late policies and false deadlines

**zeros for grading, a lot of daily  
work/assignments, inflexible teaching  
practices overall**

## **0's for grades**

## **Changing grading and assessments.**

## **Os**

## **unlimited make-up time**

## **Zeros**

**flexible grading timeline potentially but there  
needs to be a balance**

## **Trying to cover too much material**

**Going to school 5 days a week.**

## **grading based on behavior**

**grading policies that deters student  
engagement**

## **District Common Assessments**

## **cell phone polices or micro-managing**

**Huge volume of daily assignments without  
clear purpose**

## **Zeros; district common assessments**

## **The '0' for missing assignments**

**logging off , not showing up and getting an  
NC**

"Traditional" assessments that haven't been possible in the online  
world.

## **Participation grades**

## **Zeroes**

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