

Powerful Learning Experiences

- Learning from mistakes
- Perseverance on the different tasks
- Meaningful conversations amongst peers
- Fun
- Authentic
- Inquiry
- Relationships
- ZPD
- Emotion
- Interactive
- Cooperative Learning
- Project based learning
- Struggle
- Connections
- Self-Motivated Learning
- Student generated
- Hands on
- Active
- Rigorous
- Connected to prior knowledge
- Verbalize thinking and learning
- Purpose

What Burroughs students should know and/or be able to do when they leave?

- Be healthy
- Problem solve
- Write
- Global citizens
- Give back
- Respect others opinions
- Problem solving/resolve
- Tie shoes
- Start with a capital
- Effective Communicators
- Make/keep friends
- Ask questions
- Have fun
- Be creative
- Be lifelong learners
- Growth mindset
- See multiple perspectives
- Listen

- Retell
- Number sense
- Be a decent person
- Respect
- Be an individual
- Be a leader and team member
- Be flexible
- Be confident
- Be appreciative
- Collaborate
- Read
- Do group work
- Create
- Mix colors
- Self-motivated
- Risk takers
- Critical thinkers
- Culturally competent
- Compassionate
- Tell time
- Penmanship
- Active listening
- Happy
- Empathy
- Self-regulated
- Use evidence
- Feel supported by teachers

What should learning look like?

- Engagement
- Relative
- Hands-on
- Open Ended
- Self-directed
- Empowered
- Interactive
- Authentic
- Meeting targets
- Purposeful/real life skills
- Scaffolded
- Differentiated
- Joyful learning and teaching
- Satisfying
- Emotional
- Fun

- Challenging
- Engaged/hands-on
- Peer learning/Collaboration
- Community Connected projects
- Cooperative/flexible groups
- Project based groups
- Time together
- More organized recess activities
- Time for individual inquiry
- Each classroom teacher brings different gifts/strengths
- Student engagement
- Building relationships
- Student responsibility and initiative taking
- Personal connections between students and teachers/students
- Fun

Given the Above information what should we START?

- Project Based Learning
- Community learners
- Student input as a whole grade
- Social studies units of study
- More math projects
- Connecting our layers of study together better
- One significant project based learning experience each quarter
- Project Based Learning
- Performance based open ended assessments with rubric
- Making our own meaningful and relevant assessments that measure both discrete skills and creative thinking
- Cooperative group work and cross teaming
- Cross Curricular Collaboration
- More collaborating/teamwork in language arts
- Cooperative learning in music class
- More project based problems for kids to solve together
- Focus on social studies units
- Building a team
- Getting staff feedback on what PD would be beneficial
- Build a strong literacy program that will give our students foundational skills and enjoyable text
- Using text talk
- Making benchmark work for our students
- Get back to rigor
- Taking risks with curriculum
- Peer mediation

- SEL learning
- Increase SEL curriculum and activities embedded into curriculum
- A more effective way of addressing student behavior
- Plan for managing student behavior
- Being transparent

Given the Above information what should we CONTINUE?

- Math grouping by ability for teams that wish to continue
- Differentiated math groups
- Being able to change for math class, creating a happy safe environment
- Math grouping
- Friendship groups with Ms. A
- Building depth and complexity into what we are currently teaching
- Differentiation
- Using curriculum as a framework but using student interests, abilities and willingness to learn to drive discussion
- Bringing in multiple perspectives and diversity into instruction
- Use our strengths and discretion to teach what kids need
- Learning more about Benchmark and how to implement it better
- Small collaborative group learning
- Making professional decisions based on best practices and integrity
- Exploring new learning ideas
- To learn
- Showing up fully everyday
- Loving our students
- Project work and differentiated instruction
- Project based open-ended assessments
- Making meaningful experiences for students
- Project based learning
- Large thematic projects
- Building a safe classroom environment
- Morning Meetings
- Field trips
- Grade level programs (camping, biztown)

Given the Above information what should we STOP?

- Lunch transition
- Negative behaviors during transitions

- Noisy hallway transitions
- Meaningless report card
- Wasting time, resources and energy on FAST
- Giving assessments that don't inform instruction or target the skills we value or give useful data
- Fastbridge testing
- AL testing in K-1
- Non-informative assessments
- PDP
- Skipping "meaty" discussions for fear of losing time
- Going so fast – racing through the curriculum
- Multiple behavior curriculum – come to consensus on one
- Losing support for out students
- Trying to reinvent the wheel
- Losing academic support
- Being hypercritical of each other
- Stress
- Focusing on limitations
- Going with the status quo in context