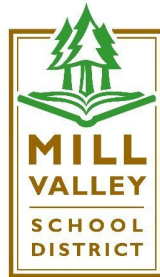


ICAE

(Instruction, Curriculum, Assessment and Equity)

February 8, 2021

Welcome! Please rename yourself in Zoom with your favorite frozen food or drink.



Our Action Team Norms

Conversations are student centered

Transparency

Share what's working + problem-solve together

Assume positive intent *and attend to impact*

Value different perspectives/skills/experiences

Time for all voices

COURAGEOUS CONVERSATION COMPASS



What's your part in our history in 1 minute or less?

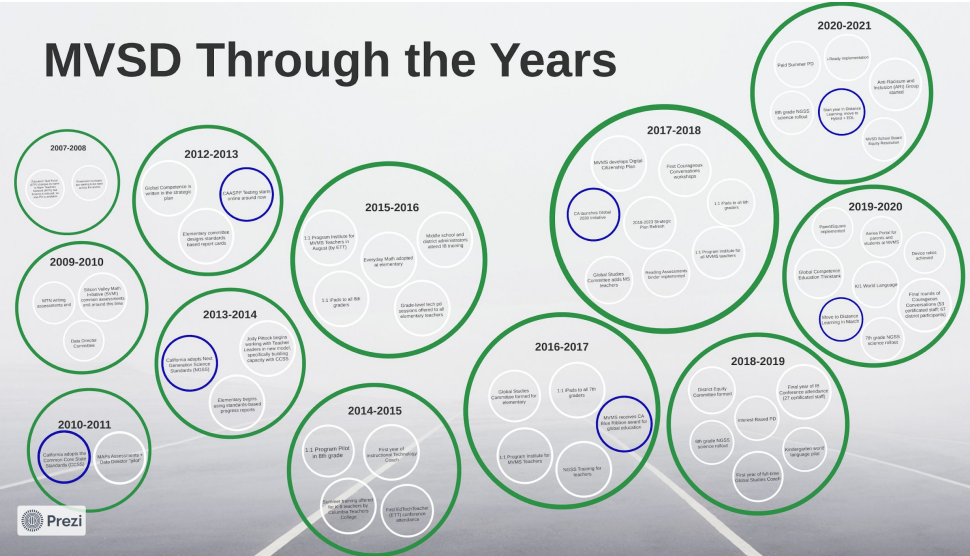
<https://www.youtube.com/watch?v=gTmEoJAil48>



“Bet you are wondering who we are and why we are here....”



MVSD Through the Years



- Your 30-60 sec RECAP:
- ❖ What initiatives were most powerful for you?
 - ❖ What initiatives in our history are alive in your classroom today with your students?

Our Highlight Reel...

Notes from the breakout session:

- In 1996, there was an Educational Task Force that was very powerful - small group over time, by choice for teachers who wanted to be there.
- Readers/Writers Workshop training through Columbia, over time, because I wanted to.
- Interest-based PD led by teachers. Using professionalism and knowledge of people in our district. Working with other teachers in our district (learning with/from) is most powerful.
- People have been part of different initiatives - those they were part of were most powerful to them, but universal disappointment that it was all by choice, so initiatives didn't take off.
- ETF originally wasn't by choice - every teacher had to participate.
- Inspiring teachers (eg Marilyn Burns, Katherine Boehmer) have come to the school to talk with us, lead us, show us has been very impactful.

Our Highlight Reel...

Notes from the breakout session:

Purpose of the ICAE Group

Build a collaborative team to:

- 1. Provide feedback on the LCAP & Strategic Plan (Goal 1 & 2)**
2. Develop shared understanding of terms like equity, best practices, student achievement, balanced learners, student centered instruction
- 3. Gather evidence of the connection between teaching and learning practices**
4. Examine the role of agency, ownership, and identity in student achievement
5. Develop the action steps for year 2 around equity, curriculum, instructional strategies and common assessments

[Gap Analysis Working Doc](#)



Breakout Rooms

In small groups, each take a role to:

- Read action step 3.2 and complete the analysis
- Read measurable outcome 3.2 & complete analysis
- 5-7 minutes

Breakout room highlights - QUICK SHARE OUT

As you return from the breakout room....

**PLEASE PUT IN THE CHAT ONE HIGHLIGHT FROM
BREAKOUT ROOM:**

Breakout Rooms

In small groups, each take a role to:

- Read action step 3.3 and complete the analysis
- Read measurable outcome 3.3 & complete analysis
- 5-7 minutes

[Gap Analysis Working Doc](#)



Commitment & Next Steps

Part of our role is to ensure that information is shared with all stakeholder groups.

Student Services will put summary in Staff Newsletter and Principals will summarize information at staff meetings.

- Feb. 8th: Goal 1, Action Step 3 - High Academic Achievement
- March 1st Goal 1, Action Step 4 Differentiation
- March 22 K-8 Team Mtg. - Feedback to Recommended Next Steps

[Feedback Form](#)

