

## Planning, Development, and Implementation:

### Woodland Professional Learning Plan for 2020/2021

**Essential Question:** How do we teach for agency and understanding?

#### Overarching Goals

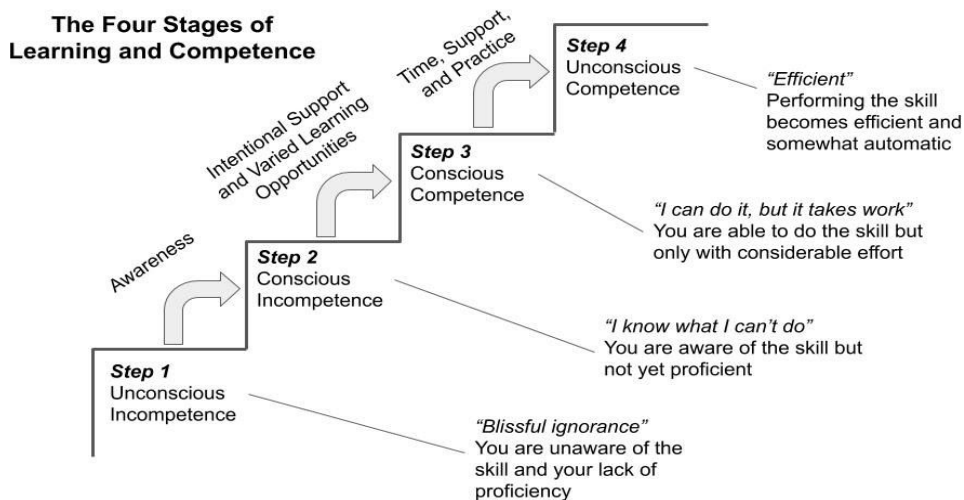
- Each staff member will develop an awareness of all elements of the instructional framework guiding teaching and learning in our district
- Each staff member will “stretch” their thinking or get smarter about one instructional staple and use this new knowledge to improve learning opportunities for students
- Develop strong communities for professional learning
- Develop/refine effective “habits of mind” for collaboration through the use of protocols

#### Guiding Question for the Professional Learning Committee:

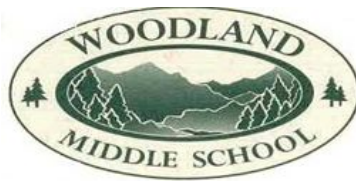
- Will this plan support your professional learning and set you up for success as a facilitator?
- Will this plan support our colleagues’ professional learning?

#### Theory of Action Guiding our Planning

This is how we believe people learn and grow:



Based on this view of learning, we need PD activities that intentionally support people moving along all the steps, not just awareness.



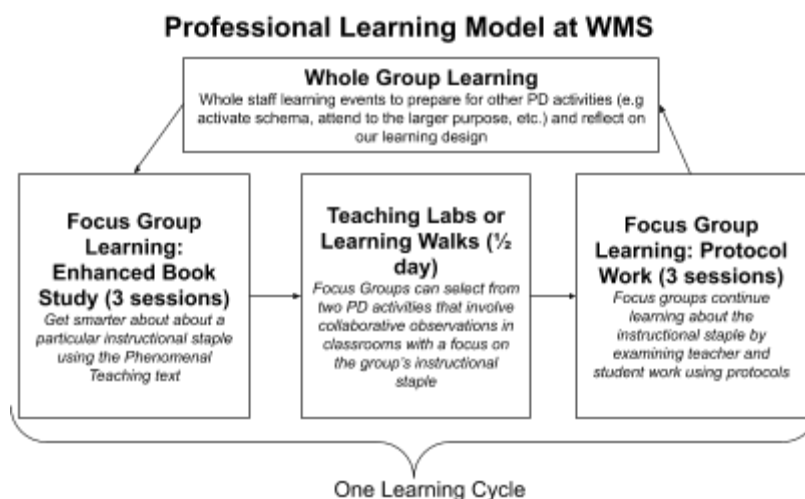
## Characteristics of Quality PD Experiences

What kinds of activities and experiences will we need to provide to support progress through the stages of learning and competence? In other words, what are the characteristics of high-quality PD?

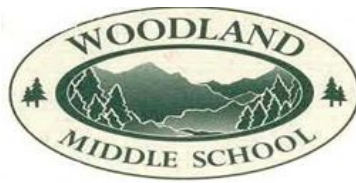
From Desimone (2009) - 5 Dimensions of High-Quality Professional Development

- *Active learning*: Learning opportunities that are authentic to the act of teaching, which includes opportunities to observe teaching, receive feedback, analyze student work, analyze teacher work (lesson, units, assessments, etc.), or engage in professional discourse about important teaching and learning concepts.
- *Coherence*: Collaboration times and PD experiences always connect to the larger goals/vision of the building (e.g., instructional framework), connect to other PD activities, and parallel the learning experiences we want for students
- *Sustained-duration*: PD activities that are ongoing throughout the school year and include 20 hours or more of time toward a single focus area
- *Collective participation*: groups of teachers build and learn together in interactive learning communities
- *Content-focused*: while many PD activities will involve mixed content groups, some should focus on subject matter content, how students learn that content, and ideally connect to lessons within curriculum materials

Additionally, we know from experience and research that providing these learning activities to reach our goals will require intentional facilitation during ALL building collaboration.



This learning cycle will happen twice during the school year.



### Other PD Activities to Consider

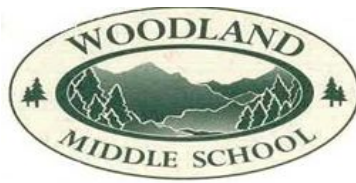
**Department and Grade-Level Time**  
*Content departments and grade-level teams collaboration connected to the other learning activities.*

**Individual Support**  
*Individuals can select from a variety PD activities that all involve one-on-one support when experimenting with new practice.*

- Peer coaching
- Coaching Cycle
- Video-assisted Coaching Cycle

### Schedule - Part 1

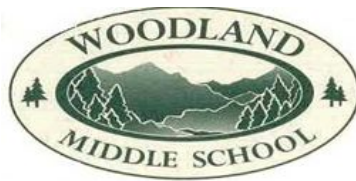
Date	Event	Purpose
9/16	Department and Grade-level time	Share blended learning practices & struggles, Survive
9/23	Department and Grade-level time	Share blended learning practices & struggles, Survive
9/30	Whole Group Learning	Introduction to the Instructional Framework
10/7	Whole Group Learning	Introduction to the Instructional Framework
10/14	Cross District Departments	
10/21	TBRI w/ Keith Orchard	
10/28	Department and Grade-level time	Share blended learning practices & struggles
11/4	Whole Group Learning	Introduction to the Instructional Framework
11/11	No Collaboration - Veteran's Day	
11/18	Whole Group Learning	Introduction to the Instructional Framework
11/25	No Collaboration - Thanksgiving	
12/2	Department and Grade-level time	Share blended learning practices & struggles
12/9	Initial Meeting of Focus Groups	Build community, learning interests, agreements
12/16	Whole Group Learning	Build community, learning interests, agreements
12/23	No Collaboration - Winter Break	



12/30	No Collaboration - Winter Break	
1/6	TBRI w/ Andi West	

### Semester 2

Date	Event	Purpose
1/13	Focus Groups (1st Cycle)	Enhanced book study about one instructional staple
1/20	Focus Groups (1st Cycle)	Enhanced book study about one instructional staple
1/27	Focus Groups (1st Cycle)	Enhanced book study about one instructional staple
2/3	Teaching Lab/Learning Walk Week (Dept/Grade Level on Wednesday morning)	View instructional staple in action
2/10	Focus Groups (1st Cycle)	Protocol Work - Tunings, Student Work
2/17	Focus Groups (1st Cycle)	Protocol Work - Tunings, Student Work
2/24	Cross District Departments	
3/3	Focus Groups (1st Cycle)	Closing, Reflecting, Celebrating
3/10	Department and Grade-level time	Share blended learning practices & struggles
3/17	TBRI w/ Keith Orchard	
3/24	Whole Group Learning	Setup next learning cycle
3/31	No Collaboration - Spring Break	
4/7	Focus Groups (2nd Cycle)	Enhanced book study about one instructional staple
4/14	Focus Groups (2nd Cycle)	Enhanced book study about one instructional staple
4/21	Focus Groups (2nd Cycle)	Enhanced book study about one instructional staple
4/28	Cross District Departments	
5/5	Teaching Lab/Learning Walk Week (Dept/Grade Level on Wednesday morning)	View instructional staple in action
5/12	Focus Groups (2nd Cycle)	Protocol Work - Tunings, Student Work
5/19	Focus Groups (2nd Cycle)	Protocol Work - Tunings, Student Work



5/26	Focus Groups (2nd Cycle)	Closing, Reflecting, Celebrating
6/2	Whole Group Learning	Closing, Reflecting, Celebrating, Look forward
6/9	Whole Group	Next Steps

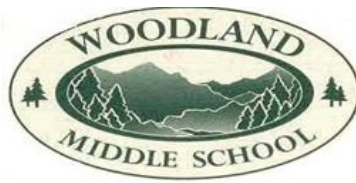
### Description of Each Part of the Professional Learning Model

**Whole Group Learning:** *Whole staff learning events to prepare for other PD activities (e.g., activate schema, attend to the larger purpose, etc.) and reflect on our learning design*

- Before the focus groups begin a learning cycle, Mike and Ryan will plan and facilitate 3 - 4 whole group learning sessions to prepare all staff for their learning in focus groups.
- Content and ideas to include:
  - Building schema about the instructional framework
  - Attending to the larger purpose of the plan
    - Our essential question
    - Why protocols and facilitation?
  - Developing personal inquiry interests and goals
  - The “intentional planning” instructional staple and our “teaching stance” (chapters 1 and 2 in the Phenomenal Teaching text) since these ideas underpin all other staples.
- Whole group learning sessions will also be hosted after each learning cycle to reflect and celebrate growth.

**Focus Group Learning - Enhanced Book Study:** *Get smarter about a particular instructional staple using text and structured commitments*

- Each staff member will select an instructional staple (shown below in the table) as a scholarly focus area to begin each learning cycle.
- Members of the Professional Learning Committee will pair off and facilitate each group: Austin, Azure, Aleasha, Erica, Sarah, Michelle, Karina, Dustin. Mike and Ryan will support all facilitators in planning, observing, and providing feedback in the moment of facilitation.
- Groups will use protocols to explore text, student work, and teacher work so that all members reach “stage two” for practices related to the instructional staple for this group.
- Potential Scholarly Focus Options for Focus Groups:

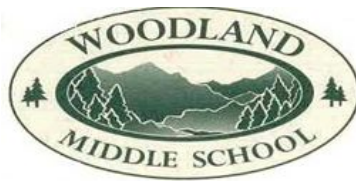


Instructional Staple	Possible Essential Question
Community	In what ways might we develop classroom communities that support the agency and understanding of every learner?
Workshop	In what ways might we facilitate learning experiences that support students grappling with challenging tasks in service of conceptual understanding?
Thinking Strategies	In what ways might we provide tools that increase learners' agency and understanding?
Discourse	In what ways might we scaffold productive, engaged academic conversations?
Assessment	In what ways might we monitor and support progress?

- During the first three sessions, the facilitators will use text protocols to examine a single chapter (related to the focus area) from the Phenomenal Teaching text.
- At the end of each session, each member of the focus group will establish a “structured agreement” to experiment with between sessions. This “structured agreement” will support growth towards “stage three” and ideally create interest for individual support.
- Each session will provide time to check-in and reflect on our teaching experiments made as part of our structured agreements.

**Teaching Labs or Learning Walks: *Move Awareness into action***

- These activities will allow us to move our learning into real classrooms with real students and develop concrete images of new practices in action. The activities will support further development towards “stage two” for practices related to this group’s instructional staple. This should also support some movement towards “stage three.”
- Ideally, this would involve classrooms at WMS and could include taking a field trip to CMS or LMS.
- Groups will be able to choose from two different choices based on their focus area and interests.
- Choices include:
  - Teaching Labs
  - Learning Walks
- Each of these activities would be facilitated by Ryan and a member of the professional learning committee participating in the activity.
- Each focus group will have engaged in one of these activities for a full day (½ the group in the AM and ½ the group in the PM)
- For learning cycle one, these will occur between 2/27/21 and 3/10/21
- For learning cycle two, these will occur between 4/21/21 and 5/12/21

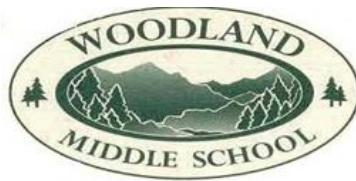


**Focus Group Learning - Protocol Work:** *Continue to advance awareness into action*

- After examining an instructional staple which includes utilizing text, as well as participating in a teaching lab/learning walk, focus groups will use protocols to explore student/teacher work to deepen their awareness (“stage two”) of new practices related to the instructional staple for this group and continue progress within “stage three.”
- Like the enhanced book study sessions, at the end of each session, each member of the focus group will establish a “structured agreement” to experiment with between sessions.
- Each session will provide time to check-in and reflect on our structured agreements.
- There will be three sessions for this work, with the final session reserved for reflecting on growth and success (e.g., Success Analysis Protocol)

**Individual Support:** *Provide supported practice to develop “conscious competence” and move towards “unconscious competence.”*

- These activities will allow us to receive support in our own classroom as we experiment with our problems of practice.
- Interested Individuals can choose from different choices based on their focus area and interests:
- Choices include:
  - Peer Coaching - a partner observation where the teacher receives feedback from a colleague about a problem of practice
  - Coaching Cycle - planning, teaching, and debriefing a lesson with Ryan
  - Video-assisted Coaching Cycle - planning, teaching, and debriefing a lesson with Ryan but filming and viewing part of the lesson video before debriefing
  - Observation with feedback - an observation in which a teacher asks another teacher or an administrator to observe them teaching, focusing on a particular problem of practice
- The intent is that some staff will participate in these activities this year, but this will be entirely optional.
- These events will relate to the learning cycles in three different ways:
  - Support the development of lab hosts - For those wishing to be a teaching lab host or a classroom for the learning walks, individual support will be provided throughout the year to prepare.
  - Experimenting with Structured Commitment - When we experiment with new practices as part of the structured commitments developed in focus groups, individual support can be provided to plan, teach, or reflect upon the experiments.
  - Continue implementing practices from a learning cycle once a new cycle has begun. Since a cycle will not support everyone in reaching “Stage 3” or “Stage 4”, individual support can help continue efforts to reach these stages with new practices even once the learning cycle is complete.



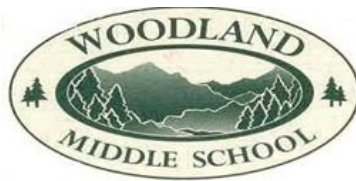
**Content and Grade-level Time:** *Extend our learning about the instructional staples with content-specific collaboration*

- Content Teams (First 60 minutes)
  - Structured agenda or a protocol to share learning from observations and focus groups plus implications for the content department (e.g., What are we learning?)
  - Ideally, teams would continue to examine student and teacher work with protocols (like the focus groups) with content-alike colleagues. This process allows richer discussion about content-specific teaching.
  - Lead by member of the professional learning committee (with help from Mike, Michelle, and Ryan) who then can collect themes and big ideas to share back with leadership for possible whole staff PD
- Grade-level (25 minutes)
  - Led by a member of the Technical leadership team who will disseminate info and collect feedback to share back with leadership

### **Reflection:**

- When we began our leadership journey at Woodland three years ago, we thought we could provide meaningful professional development experiences around the Danielson Model, Workshop Model, Thinking Strategies, and Sources of Strength. We now know that we needed a more comprehensive professional learning plan developed around a shared set of values and beliefs. We needed continuity and fluidity with our PD. (Artifact attached)
- We are proud of the intentionality of building trust and community as a staff at Woodland Middle School, which enabled us to implement our new professional learning plan.
- We appreciate the district allowing Woodland Middle to pilot a new instructional coaching model with Ryan Gillespie. This partnership has been instrumental in the development and implementation of our professional learning plan.
- We prioritize building leadership capacity by providing extensive facilitative training to a group of teachers, (8) at Woodland Middle School. These leaders are our professional learning committee and will be facilitating our learning for the second semester. In the first semester, we focused on preparing this group of teachers to facilitate their colleagues' professional learning experiences.
- We are also prioritizing and embedding components of: *The CDA School District Strategic Plan* and *Instructional Framework*, emphasizing the *PEBC Teaching Framework* and *Portrait of a Graduate*.
- We are in need of ongoing support from our instructional coach, so we can continue to leverage our professional learning plan that will improve learning opportunities for staff and students over the next few years.
- We are in need of a district commitment to provide facilitative training for teachers.
- We are in need of a district commitment for lab classroom experiences, which includes the development of lab hosts.





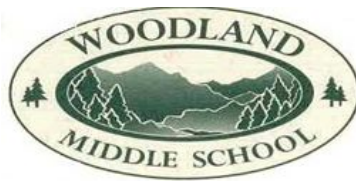
- Pandemic learning has forced us to look at our current practices and focus on our profession's most critical elements. It has also forced us to look at daily operating procedures, which has promoted positive changes.
  - Prioritizing standards
  - Student assessment practices
  - Instructional practices that align to POG and the Instructional Framework
  - Teacher leadership opportunities
  - Allowing backpacks rather than issuing lockers
  - Alternate instructional schedule for 6th-grade students
  - Grade level lunch times (one for each grade level)
  - Four days a week of in-person instruction could be a potential system with several upsides. Instructional day would need to be lengthened when seriously considering something like this.
  - Collaboration and administrative professional development (L4L) on non-instructional days
  - Increased use of online resources and educational tools
  - Fewer student discipline issues
  - Fewer issues with students being tardy to class

### **Partnership:**

- We have partnered with Ryan Gillespie to pilot a new instructional coaching model where he is part of the Woodland Middle School staff. Mr. Gillespie works daily at Woodland and has been instrumental in developing and implementing our professional learning plan. He provides meaningful instructional feedback to teachers, models best instructional practices, and observes teachers that seek his input.
- We have partnered with Andi West and Keith Orchard to blend SEL components into our professional learning plan. The goal is to have a strong connection between student social-emotional learning and content learning.
- We have partnered with Julie Wingham to support our special education and ERR departments with behavior intervention strategies and TBRI principles.

### **Relationships:**

- We intentionally began our professional learning journey with a strong focus on the Instructional Staple Community from the PEBC Teaching Framework. The (8) facilitators spent four learning sessions studying Community and implementing new learning into their daily instructional practice. These learning sessions have prepared the (8) leaders to utilize their new facilitative skills and the PEBC Teaching Framework as a resource.
- Through whole group sessions, various instructional strategies that incorporate community building have been modeled for all staff. At the end of each session, every staff member goes



public with a strategy they plan to explore in their classroom with a small group of colleagues and reflect on their experiences at the next whole group session.

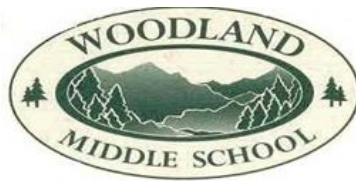
- Through our intentional planning around building community and maintaining a sense of felt-safety, Woodland has partnered with Andy West, Keith Orchard, and Julie Wingham to support our staff with mental, social, and emotional health professional development.

### **Essential Standards:**

- During blended learning, our teachers have been tasked with identifying the “essential” standards for their content. Yes, we provide five days of instruction between synchronous and asynchronous, but we don’t have a high participation rate with asynchronous work. Since this is the case, we have to cut out lessons/activities/standards that we feel are not essential. Not essential does not mean not important. All staff have been encouraged to be reflective and collaborative with their departments to modify what they have done in the past to fit the current learning model. Moving forward, each department will continue to focus on the essential standards to be covered in depth. The number of days of in-person instruction will impact other standards that are of less importance.
- Instructional Units
  - Grade level departments continue to monitor their units of instruction, the pacing of their units, and identifying the most essential standards for each unit of instruction.
  - Based on student assessment data, units of instruction are adjusted to meet the needs of students.
  - Teachers utilize Schoology to reteach, provide more practice, and review standards that have not been met.
  - We are on pace to teach all essential standards but are aware that not all the supplemental standards will be covered by the end of the school year.

### **Assessment of Student Learning:**

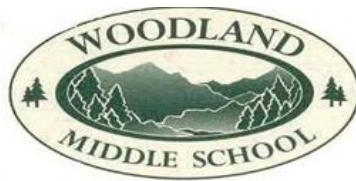
- Teacher/Department created formative assessments. This data is utilized to inform instruction based on student performance.
  - Students receive timely and meaningful feedback for tasks completed through Schoology and on in-person learning days.
  - Feedback comes in the form of verbal feedback, written feedback, peer feedback, or self-assessment.
  - Parents have access to feedback that is received through Schoology.
  - In-person feedback is typically more for student communication on their individual progress in the moment.
- Teacher/Department created summative assessments.
  - Quizzes, Tests, Performance Tasks, Essays, Presentations, Projects, and other student learning measures are examples of summative assessments.



- Teachers record all summative assessments in Skyward and for some assessments in Schoology. Skyward remains the formal reporting system for final grades, but Schoology is another tool to communicate progress with parents.
- Progress reports are provided to all families bi-weekly.
- **Schoology**
  - All remote learning activities are posted in learning folders on individual teacher Schoology pages. Both parents and students have access to these activities and the feedback that students receive.
  - Grade level teams filmed “welcome and how to” videos for families to understand remote learning expectations. These videos were emailed to parents, posted on the Woodland webpages, and posted on each teacher’s Schoology home page.
  - Students and parents signed and returned a form stating that they had viewed the video together, understood the expectations for remote learning, and the difference between remote and in-person learning.
- **Decision Making Assessment Data**
  - Illuminate Fastbridge for ELA
    - Fall, Winter, and possibly Spring
  - Illuminate Fastbridge for Math 1 students
    - Fall, Winter, and possibly Spring
  - I-Ready for 6-8 Math
    - Fall and Winter

### **Remediation/Interventions:**

- **Boost Courses**
  - Students that qualify for Tier 2 interventions are placed in our Boost course. The Boost course focuses on executive functioning skills, interventions to fill learning gaps, and support grade-level standards in Math and ELA standards. Student placement in Boost is determined by the assessment data listed above.
- **ERR Program**
  - Four days a week of in-person instruction
  - Wednesday one on one para support (Asynchronous)
- **Special Day Program**
- **Special Ed Program**
  - Wednesday one on one para support (Asynchronous)
- **New Second Semester Intervention Program**
  - Grade level Schoology/cross-curricular remediation courses
  - Courses specifically designed to support students that struggle with virtual learning. Students will become proficient in setting a daily schedule at home, navigating

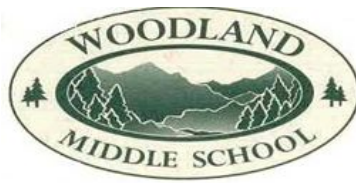


Schoology, checking in on course progress with teachers, accessing reassessment opportunities, and participating in other remediation activities as needed.

- This course will target students with failing grades, poor attendance (virtual and in-person), students struggling with our current system, and the pandemic's various dynamics.
- Parent and Student Communication
  - October Conference Night
    - All parents with students with at least one failing grade were contacted virtually or by phone on the evening of October 21st. Teachers assisted in navigating Schoology and clarifying the misconceptions with blended learning.
    - Each teacher reached out via phone call or email to celebrate student success with parents on conference night.
  - November Conference Night
    - Grade level teams prepared videos encouraging parents to be actively involved in Schoology. The videos were posted on every Schoology and WMS teacher webpage. Students returned academic contracts with parent signatures stating that they had viewed the video with their child and understood the virtual classroom's importance. Teachers were contacting parents that did not sign and return the form before conference night.
  - Academic Contracts
    - If a student fails two or more courses at semester, counselors meet with the student and parent to discuss an academic contract for the second semester. The agreement addresses pathways to advancing to the next grade level. Once the plan is in place, all parties sign the academic contract. Counselors track student progress throughout the second semester.
- What we need moving forward:
  - More in-person instructional days (4-5 days a week)
  - Review of the contact tracing protocols that are keeping students from attending in-person instructional days
  - Commitment to a summer program that addresses student academic concerns

### **Artifacts:**

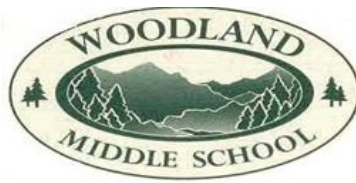
- Staff: Sarah Lilyquist
  - Sarah was selected as she has been heavily involved in multiple aspects of our current system. She is a part of our professional development team, took part in a summer professional development program focussing on facilitation, has been teaching a section for the district eschool, and continues to work with our Woodland students for most of her day. We felt her insight would be extremely valuable as we reflect on this unprecedented time.



## A Teacher's Story of Our 2020-21 School Year

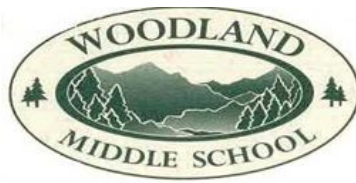
Long before the COVID-19 storm hit, teachers at Woodland Middle School recognized a wave coming, a shift in teaching and learning. A greater portion of our staff had been introduced to new teaching models and methods through the Public Education Business Coalition (otherwise known as PEBC) and tapped into a new world of teaching and learning, focusing on teaching for agency and understanding. We were exploring new tools and technologies available and new structures in our school. Many teachers were on cloud nine, feeling inspired to do the important work we do each day. Never in a million years did we anticipate the havoc the pandemic would cause and the amount of change that would be made in one school year. Because of COVID-19, our learning curve quickly became a straight vertical line, a line resembling something seen in a geometry equation. A line that has made teaching feel like a Herculean task the past semester.

Preparation for what we anticipated to be a challenging year began before the school year started during the dog days of summer. Teachers planned with their teammates around tables in backyards, in outdoor coffee shops, or were socially distanced and masked to avoid risking the health of their loved ones. We were careful to avoid contracting the illness we feared. Long range plans used in years past were chopped, pacing guides and unit plans cut back drastically, knowing that our time (face-to-face) with students would be limited. Deciding what curriculum to cut became a huge worry as we were tasked with a difficult question: Long term, what could teachers cut from their curriculum that would least impact students?



Before the school year began, several teachers at Woodland volunteered to take on a second role as eSchool instructors to balance class sizes, retain staff, and support the new eSchool requested by our community. Teachers quickly felt blindsided by the sheer volume of new, added responsibilities that came along with the job. We were tasked with checking emails round-the-clock to support families with students learning from home, wrangling or what felt like the heckling of parents and students to participate in completing classwork. Not to mention the countless hours creating digitized lessons, learning new tech tools, and meeting on Zoom with students. We “zoomed” to pre-teach a concept or skill, teach a lesson, debrief a lesson, challenge a student, and support students struggling with their remote work. We learned that our summer plans and modified pacing guides had to be thrown out the window; this type of teaching and learning looked different. Thankfully, we had each other to lean on and the challenges of teaching eSchool were lessened by colleagues willing to take on extra duties, help problem solve, and even listen to an occasional rant.

In addition, before the school year began, we also learned how to use Schoology, a new learning management system. We trained ourselves with the help of our overtaxed technology department to navigate Schoology, and we fumbled through the first few months of school. We threw fits and felt frustrated as did many of our students and families also learning this new system. We learned to be web designers, computer coders, technicians, and troubleshooters. We were intentional with our communication to support our students and families also impacted greatly by the many changes brought on by the COVID-19 storm. Videos, updates, weekly plans, and detailed lessons for remote learning were shared through Schoology. Emails, phone calls, Zoom meetings, and in class meetings were used to connect with our students and families on a personal level. We aimed to ease anxieties, support everyone involved, and carry

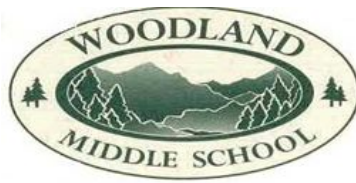


on with our important work. The challenges and change brought on by COVID-19 has ultimately built stronger communities and relationships between teachers, students, and families.

Once it was time to finally go back-to-school, our patience was tried by arranging and rearranging the physical space of our rooms to meet the recommended social distancing requirements outlined by the CDC and our district custodial staff. We eventually figured out our classroom space and were eager to meet our new crew of students.

When September 14th, the first day of school came, teachers experienced a start like no other. We began with an altered schedule (blended model), and took on new duties and routines to ensure our students were safe. We grappled with our delivery of content--both in person and remote. In a short period of time, we were able to cross this hurdle and manage the change. Things were working so well that we were able to bring our students back five days a week. This period of time brought both joy and frustration. Teachers were overjoyed to be face-to-face with their students full time after months of remote learning in the spring of 2020. However, the frustration of managing Schoology, new roles, new schedules, routines, and duties set in, making us feel as though we were drowning.

At this time, an incredible partnership between our district administration, our teachers' union, and our school board became a beacon of hope. This partnership ultimately supported teachers and threw us what felt like a lifeline. Wednesdays quite literally became our life vest and have helped us stay afloat. Wednesdays have allowed us the time we need to collaborate with colleagues, plan and prepare two different lessons for each day of the week, digitize materials, record instructional videos, modify and enrich assignments, upload assignments, grade, give meaningful feedback, manage our gradebooks, and maintain communication with

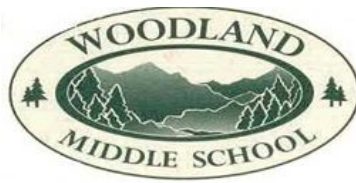


our students and families. Wednesdays have also allowed us time to be fully present and learn together throughout the planned and purposeful professional development created by our district coach, administration, and leadership team. In years past, we found it difficult to fully engage in professional development on Monday mornings-- a little over an hour before we kick start the school week. Participating in professional development on Wednesdays without time constraints has been a gift. Our planning and professional development in the first semester was focused around our community and a desire to teach for student agency and understanding. This focus has given us purpose and has distracted us from the challenges we've been plagued with this school year. It has helped us plan rich, meaningful tasks for our students. Along with this focus, we chose to keep relationships at the center of everything we do. This commitment was made at our first professional development session and has carried us through the COVID-19 storm.

Throughout the first semester, the storm came in waves and left us many surprises, surprises that introduced new obstacles and unforeseen problems. With each problem came a new plan. The strong partnerships built between district administration, school board, and teachers' union helped us avoid and even conquer some of the obstacles. The partnerships built between grade level teams, content teams, district coaches, and support staff eased the different routes and plans outlined for teachers. These partnerships brought strength and unity during several trying times.

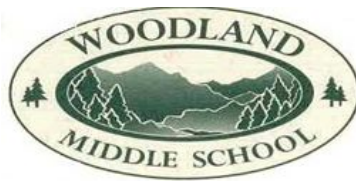
As we reflect back on the first semester of this school year, we feel extremely proud of the work we've done, growth we've made, and the obstacles we've overcome as educators. We are proud of our students, families, and community for adapting to these same obstacles and changes. We appreciate their unwavering trust and support. We also appreciate the support





from our district administration and our school board. We recognize that they, too, have had a steep learning curve, many unforeseen obstacles, changes to implement and adjust to the mess the storm has created. We are grateful for the relationships we've built and feel strengthened by them. Above all, as we look back on this school year, we are most proud of the storm we've weathered. This semester has been no easy feat, and we have sacrificed much to keep our students and their learning at the forefront. We know our work is unfinished and that we are in need of continued support from all of the stakeholders in education as we approach the aftermath of this storm created by the COVID-19 pandemic.

- 8th Grade Student: Gavin D.
  - Gavin was selected because he has been at Woodland for three years, been an active participant in GLO (Grizzly Leadership Organization) , and participates in multiple sports. We thought his individual experience would be a good representation of our student body.
- 1. Prior to the pandemic, do you feel that your teachers were developing positive relationships with their students?
  - a. Teachers often check in with students to see how their weekend was and what they did. This usually happens at the beginning of the week, but they ask about us at other times.
- 2. Prior to the pandemic, do you feel that your learning activities were interesting and meaningful?
  - a. In the 6th grade there was more student choice in completing tasks. In 7th grade there was less choice and more routine.
- 3. Prior to the pandemic, do you feel that your learning activities required you to collaborate, communicate and challenge your thinking?
  - a. Teachers designed activities that required us to work with our peers and communicate our thinking. Some activities were challenging and others were easy to complete.
- 4. How has the current pandemic impacted your relationships with teachers?
  - a. There are times that we get annoyed with the amount of work that is required to be completed on our own through Schoology. Teachers also seemed to be more stressed and feeling the pressure of getting through the curriculum. This creates some tension at times between students and teachers.
- 5. What have your teachers done differently to build relationships with students compared to your previous school experiences?



- a. There's just been less time to talk about personal things that come up and more focus on getting to our lessons, because we are only here 2 days a week. They still care, but it does feel different in the blended model.
6. What are your thoughts on blended learning and Schoology?
  - a. I don't like either system and I'd rather be in school 5 days a week with whatever restrictions were in place. Learning online is far more difficult and I don't feel as though this is the same learning experience as previous years. It's also hard for parents to know what you are doing and the expectations.
7. What has been the biggest academic challenge for you as a student with the blended learning model?
8. What has been the biggest social/peer interaction challenge for you as a student with the blended learning model?
  - a. A majority of my friends attend school TH/F and I don't get to see them during the school week. This has been hard and it's even harder on students that don't get to see friends outside of the school days. We want to be around each other and we get less face to face interactions.
9. What would be your preference for the remainder of the school year and moving forward?
  - a. 5 days a week of traditional in person learning
    - i. I would prefer to go back to 5 days of school.
  - b. 4 days a week of traditional in person learning and one virtual learning day
  - c. The current blended model of 2 days of in person learning and 3 days of virtual learning