

# Week Two: Best Practices for Engaging and Assessing Students Online



**When:** July 14th-16th

**Time:** 9:00-10:15 AM (K-5 session)

11:00 AM-12:15 PM (6-12 session)

2:00 PM (Subject-specific roundtables, primarily for 6-12 teachers)

**Audience:** K-12 educators and academic leaders

*Weeks Two and Three are presented as a package to recognize that remote teaching involves an instructional component and a community/relationship component. In this case, Week Two will focus on instructional approaches and strategies. Week Three will emphasize the human side of teaching, primarily through recorded sessions on community, well-being and student motivation and academic integrity.*

During Week Two, Connie White will use her lens as a former upper school physics teacher, EdTech expert and independent school director of teaching and innovation to address two of the trickiest yet most important aspects of distance teaching -- engagement and assessment. The morning sessions are for K-12 educators and academic leaders; afternoon sessions are primarily for middle and upper school teachers.

In addition to the live sessions, the program will include peer discussions, self-paced video recordings and mini-MasterClasses that can be viewed on your own time. Note: These are different from the series of recordings from Heart of Character on SEL, community building, academic integrity and intrinsic motivation that is also included (see Week 3 for more information).

## Tuesday, July 14th

### Increasing Student Engagement in an Online Environment

**9:00-10:15AM-- For K-5 Teachers**

**11:00AM-12:15PM-- For 6-12 Teachers**

Great teachers know that student learning increases dramatically when students are engaged. In this interactive webinar, participants will practice essential engagement conditions such as student-teacher relationships, curriculum clarity, and teaching for deeper learning to involve students in meaning making. We will highlight our favorite online digital tools, collaborative protocols and thinking routines to enhance participation, collaboration, and reflective thinking for all learners. We will share and discuss educational research, monitoring student progress and understanding, as well as essential social-emotional check-in practices to help maintain a healthy online learning environment and more.

**2:00-3:00PM -- Science Roundtable (Middle and Upper School)**

## Wednesday, July 15th

### **Designing Effective Assessment When Teaching Online**

**9:00-10:15AM-- For K-5 Teachers**

**11:00AM-12:15-PM-- For 6-12 Teachers**

COVID-19 has brought about the need for teachers to consider how to emphasize mastery and student learning rather than student performance. While focusing on the learning goal, how can elementary teachers design relevant assessments to provide meaningful feedback to their students? During this session, participants will dive into strategies for planning and implementing engaging formative, diagnostic and authentic assessments to inform teaching and improve student learning. We will build our repertoire of creative ideas to expand the possibilities for students to demonstrate their learning.

**2:00-3:00PM -- Humanities Roundtable (Middle and Upper School)**

## Thursday, July 16th

### **9:00-10:15AM -- Special Session for Division Leaders: Successfully Leading Academic Change Initiatives in Schools**

Much has changed in the past few months. Schools have had to respond to unexpected challenges and teachers have been forced to alter their way of doing things with little time to prepare. As we recalibrate our baseline assumptions, we will examine several of the most impactful, research-based practices and protocols to effectively launch and sustain school change initiatives. How can we improve student learning for all students? How can we prepare our students and ourselves for the future of school, work, leadership, and problem-solving? In this interactive session, we will also share practical ideas to increase our productivity as leaders in preparing our schools and ourselves for the future.

**2:00-3:00PM -- Math Roundtable (Middle and Upper School)**

**Mini "Master Classes"--** All participants will be provided access to a library of recorded presentations and mini "Master Classes" on topics ranging from SEL priorities in remote learning to building digital classrooms for diversity and inclusion.

## Week Three- Nurturing Connection and the Human Spirit



**When:** July 21st-22nd

**Time:** 9:00AM & 11AM- Presentations

A series of self-paced videos will be released on July 21st

**Audience:** K-12 educators and division leaders

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In this final week of AISGW summer learning, a blend of synchronous and asynchronous sessions will focus on the heart of the work we do in independent schools -- creating a community that nurtures its members and cares for the world around it. Recognizing the challenge of meeting these needs in a distance setting, we'll offer sessions on anti-racism, inclusive teaching, fostering community, creating strong connections with parents, promoting student integrity and well-being, and teaching for good. These conversations will be led by experts from around the country and from within our own AISGW community.

### Tuesday, July 21st

**9:00-10:00 AM -- Teach Boldly: A New Approach for the Future of Education Guided by Inquiry, Shared Humanity, and Taking Action for Social Good (all grade levels welcome) -- [Dr. Jennifer Williams](#)**

Join us for this session showcasing programs centered on creating positive social change through innovative practices, meaningful use of technology, and opportunities for taking action. We will examine ways to incorporate social good projects in classrooms and will dive into topics of design thinking and designing inclusive and responsive classrooms, both online and in-person. Participants will leave with ready-to-go action plans to teach boldly and with questions to consider in preparing for multiple futures and new shifts in education.

**11:00 AM -12:00 PM -- Leading for Racial Justice in Independent Schools (all grade levels welcome) -- [Katie Gibson](#)**

Those of us who are white women in leadership roles have an obligation to continually and fearlessly interrogate our privilege and implicit bias in order to be the kind of leader our school community deserves. Graduate programs do not prepare us for this work, on-boarding at our institutions rarely prepare us for this work, few professional development opportunities prepare us for this work - because the goal of the work is to disrupt and dismantle the power dynamics of the schools in which we lead. And yet, this work must happen to realize the equitable and just nation that we envision. While the current moment of racial violence and tension is not new in this country but is as old as the country itself - it is a moment that we must not let pass without using it as a catalyst for real and lasting genuine change. Let's name the inherent conflict of working for racial justice in elite and predominately white institutions. This will be a conversation of heart-work that hopefully will lead us all toward bold next steps.

Wednesday, July 22nd

9:00-10:00 AM -- Equity of Opportunity: The Methodologies of Teaching ALL Kids --[Cornelius Minor](#)

We often say that “every kid belongs” or that we “value all learners at our school.” Many of us have even composed statements to affirm that Black lives do matter, but in many classrooms and schools, the outcomes tell a different story. Too often school becomes a place where only certain kinds of students can succeed — the ones who can sit still, engage socially, speak in front of a group, write on-demand -- the ones who “fit in here”. What happens to the kids who are not these kinds of learners? What about the kids who produce knowledge actively or audibly or deliberately or in ways that are not deemed “normal”? They are often labeled, separated, and made to feel isolated from their peers. In educational spaces, conversations about school-based equity are sometimes limited to superficial conversations on gender, race, or social class. In this session, our study will push beyond this surface. We will explore how our pedagogy intersects with established biases about ability, gender, race, and social class, and we will work to imagine school-based experiences that fully embody our declared values of “every student”.

11:00 AM -12:00 PM-- **Pandemic Partnerships: Building Connections with Lower School Parents During Distance Learning (lower school focus but all grade levels welcome)** --[Jalene Spain-Thomas](#)

In this interactive session, hear about one lower school’s journey to transfer its on-campus programming to the virtual realm and the challenges and opportunities it faced in affirming its value proposition for its parent community. Participants will learn and share tips for partnering with, empowering, motivating, and coaching parents of elementary-aged students during distance learning.

## Self-Paced Learning on Your Own Time

This week we’ll be releasing four 45-minute videos from [Heart of Character](#) to view on your own time. These videos will address the central topics of community, relationships and character in an on-line setting. Topics will include:

- SEL Priorities for Remote Learning
- Fostering a Sense of Community in Online Learning
- Kindling Intrinsic Motivation in Online Learning
- Promoting Academic Integrity in Online Learning

These videos are best enjoyed by middle and upper school educators.

**Cost:** \$485 per teacher per school for Weeks Two and Three.

[Click Here to Register!](#)

Interested in registering for Weeks One, Two and Three? Choose the "All-In" Package- \$620 per teacher per school. Please register separately for Week One here and then register for Weeks Two and Three.

**Maximum Cost:** \$1,500 - Schools will be charged the individual per teacher fee up until \$1,500. If multiple teachers from the same school register and their collective fees exceed \$1,500, the amount owed will be capped at \$1,500. Invoices issued at the conclusion of the series.

*This event is for AISGW members only.*