

The Glenview Way (“The Basics”)

Value	What does this look like?	Who can help?
<p>1. Students know what they are learning & why</p> <p>Teachers know what they are teaching and why</p>	<ul style="list-style-type: none"> • Teaching point/objective is “real”, <u>accessible</u>, standards-aligned accessible, and <u>posted</u> • Students can say what they are learning and why they are learning it • Teachers can say what/why they are teaching • Students get feedback on their work. • Instruction is data & student driven and standards based, rather than curriculum-driven 	<ul style="list-style-type: none"> •
<p>2. Social Emotional practices help create safe and engaging spaces where all feel comfortable to contribute, explore ideas and learn</p> <p>Adults “go first” by modeling social emotional skills and owning our own growth in this area.</p>	<p>Teachers will</p> <ul style="list-style-type: none"> • Provide 5:1 positive reinforcement to students • teach Toolbox practices so students can learn to self-manage their problems and feelings • have time on their daily schedule for Social Emotional Learning so it does not disrupt instruction • actively use and teach RJ practices to build community, reduce harm and resolve conflict in their classrooms • model and work on their own social emotional skills with other adults in our community • the “4Bs” are explicitly taught in all contexts and referred to when providing correction • Classroom have a Peace Corner or calm down space 	<ul style="list-style-type: none"> •
<p>3. Students can access materials, visuals and learning supports. They can move around the room easily to connect with each other and the teacher in different ways.</p>	<ul style="list-style-type: none"> • Classroom is clean, clutter-free and organized • Students and teachers know where materials are • Classroom visuals are updated to reflect the curriculum being taught • K-4 classrooms have a rug for gathering • Classroom feels “cared” for • Graphic organizers and anchor charts are easy to see/access and change as often as curriculum does 	

<p>4. We use our limited time together intentionally.</p> <p>People feel less anxious if they know what to expect and anticipate.</p>	<ul style="list-style-type: none"> • Daily schedule is <i>accurate</i> and posted with content and times • Weekly schedule is shared on google drive and followed (within reason) • Routines are established for what students should do when they are “done” with a task 	
<p>5. Our surroundings serve as a powerful learning tool that supports language development, content knowledge and our community.</p> <p>Add EL specific visual resources (word walls, sentence starters/frames)</p>	<ul style="list-style-type: none"> • Hallway and classroom bulletin boards are updated regularly (ideally every 6-weeks) and include individual student work or class work, and “tell a story” of our learning (i.e. not a story of worksheets) • Classrooms have content or curriculum specific visual supports posted eg. Word Walls, sentence starters/frames, etc. 	<ul style="list-style-type: none"> •
<p>6. Students need access to books that teach them about the world and support literacy development.</p>	<ul style="list-style-type: none"> • Classroom leveled library is easily accessible and students “shop” for new books regularly • Non-fiction and high quality literature is available for students to read to support instruction • Students visit the school library regularly • Students are reading at their appropriate level 	<ul style="list-style-type: none"> •
<p>7. Technology is an amazing tool to support learning and communication. However it can be distracting to learning if misused or not taken care of, and it can break down communication if we have to follow up with each other in person repeatedly.</p>	<ul style="list-style-type: none"> • Staff cell phones are used to support instruction or school needs without being a distraction to students or staff during instructional time • Staff will follow technology security protocols (lock chromebooks up, do not share passwords, etc.) • We will respond to each other’s emails within 24 hours (or on Monday if over the weekend) • We will each take on new challenges in order to better utilize technology to support our students 	<ul style="list-style-type: none"> •

<p>8. Our students need us to work in partnership with their parents.</p>	<ul style="list-style-type: none"> ● Staff responds to all communication requests from parents within 24 hours (or on Monday if over a weekend) ● A weekly form of communication goes home to parents in each classroom (could be class news with homework packet, blog, or email) ● Staff uses ParentSquare and blue homework folders for parent communication. ● We collaborate with parents to meet students' needs and follow through on our commitments to families 	<ul style="list-style-type: none"> ●
<p>9. The work we do is too important and too hard to do alone. Our students need all of us.</p>	<ul style="list-style-type: none"> ● Grade level/"specials" will meet weekly for PLCs ● Grade levels will have weekly shared planning time and shared prep periods to support collaboration ● Grade level Nuts and Bolts meetings will take place during GLP as needed. ● Staff meetings are held the 2nd Monday of the month ● We will share adjunct duties such as active participation in committees. ● There will be conflicts. Instead of complaining, we will aim to express directly and respectfully to each other when we need help, have differences of opinions or have concerns. 	<ul style="list-style-type: none"> ●