

Literacy Leadership Network

Plans to Share Smarter Balanced Learning

November 12, 2013

Team A

- Talk to administration to see if there is a plan to disseminate the information from these meetings or find out what the plan is
- Incorporate or follow that plan or create a plan
 - All staff practice the assessment
 - Work in small groups or pairs to think and share
 - Share conclusions regarding the assessment as a school
- Refocus teachers on standards and implementing high quality, responsive instruction

Team B

- Find creative time to take/preview Smarter Balanced Practice Test with our teams
- Teach how to access particular resources (sample lessons, units)
- Consider designing common performance tasks

Team C

- Talk to principals and see how we can get the information to the two school not represented on the LLN
- Talk to small groups of teachers and ask them to take the practice test
- Offer to hold a session in the computer lab during early release day. Everyone takes the assessment and makes observations and discusses implications for teaching.
- Figure out a way to get everyone (including administrators) to see that the evaluation system and the Common Core go hand in hand and we should be focusing on the Common Core as well.

Team D

- Talk with curriculum director about vertical alignment and collaboration time.
- On-going professional development.
- Introduce common rubrics and sample tests.
- Report today's information with curriculum director and principals.

Team E

- We will go back to our school PLCs /teams and have everyone take SBAC Practice Test while writing their observations, implications, and questions.
- Then, we will look at upcoming lessons to see you we can change the task to better match SBAC targets. Our hope is to inform and motivate other staff to know the need for change is now.

Team F

- Show them a copy of Reading Standard 8.
- Discuss what they are already doing in their classrooms that demonstrate this skill.
- Ask what they would do to be more intentional in addressing the standard.
- Look at Burke's questions that demonstrate what a student does...what does that mean?—academic vocabulary. How? Teacher suggestions.

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Team G

- Get an elementary reading curriculum/program (CCSS/ELA)
- Conduct an open and honest conversation at the K-5 level. Amputate the old and fill in with CCSS research-proven programs.
- K-5, 6-12 inservices for re-structuring lessons. Turn unit tests into performance tasks.

Team H

- Faculty Meeting during District Day Released Time. Take pilot test and conduct similar discussion as in the LLN meeting; create a "Next Steps" list.
- EBSCO Training—host for many teachers, resources, and for students' research in schools on Building Day.
- Collaboration Days—refining and revising curriculum maps.
- Four District Days per Content Area or 28 professional days using the Inquiry Model to write common assessments and lessons based on data.

Team I

- District assessment team and principals take the test.
 - Observations and implications for instruction
- Principal and assessment team member lead staff in taking the test—ALL staff (K-2 and all secondary teachers)—following observation and implication protocol.
- Offer after-school opportunities to:
 - Develop performance tasks as common assessments with a focus on application of student learning
 - Work on non-literary reading resources and skills/strategies
 - Close reading
 - Writing text-dependent questions

Team J

- Have our administrative team take the Smarter Balanced Assessment and discuss implications (as we did) to identify leadership practices at district and building level
- Have building principals lead their teachers through the practice Smarter Balanced Assessment and reflection process to make a plan about how principals, teachers, and district teams can make an action plan to move the work forward.

Team K

- Have teachers take practice Smarter Balanced Assessment
- Connect all initiatives (TPEP, CCSS, Smarter Balanced) with a graphic for conversation
- Identify strengths and areas of improvement in areas of instruction. Find the pieces that we are already doing.

Team L

- Elementary
 - Have reading coordinators take the Smarter Balanced Assessment at a meeting
 - Have Parent Advisory Committee take the Smarter Balanced Assessment at a meeting
 - Need to figure out how to provide staff with time to take the assessment.

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- Secondary
 - Develop performance tasks
 - Begin with semester assessment and provide after-school clock hours