



TPEP Professional Learning Series

December 2, 2014 • Session #2

Essential Questions for the year:

- How do we deepen our knowledge of the purpose and substance of Washington State's requirements for Student Growth in order to guide decisions which have the promise to improve adult and student learning?
- How do we guide District development and use of appropriate student growth goals?
- How do we connect the work of implementing Washington State Learning Standards with the 'TPEP' work?
- How do we establish, implement, and improve systemic professional development support systems regarding adult and student growth within our District(s)?

Learning Targets Session 2

Participants will:

- Build common understanding and language for addressing professional learning about and implementation of the Washington State Learning Standards (CCSS, NGSS, etc.), including the essential instructional practices.
- Reveal and strengthen the connections between those instructional practices and our District IFW.
- Strengthen the connections between our District professional learning plan and the Washington State Standards and instructional practices.
- Identify a data-driven process to locate gaps within your system and develop a plan to address those gaps.

Success Criteria

Participants will:

- Consistently use individual and group norms.
- Be prepared to offer professional development to peers regarding the connections between the WSLS and a given IFW.
- Determine a draft set of 'Core Instructional Practices.
- Complete an initial analysis of the alignment between those practices and their IFW.
- Begin to construct an action plan to communicate the purpose of and plans for use of Student Growth in teacher and administer frameworks (including current policy/practice decisions).

AGENDA

Theory of Action: If we operationally define and apply common criteria for teacher and principal performance within an instructional framework, then there will be an increased systemic coherence which will result in higher levels of performance and learning from principals, teachers, and students.

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| 9:00 a.m. | Welcome What does it mean to operate as a collaborative learning team? What's the work of the series and the day? |
| 9:15 a.m. | Building Common Understanding & Language |
| 9:55 a.m. | The Essential Instructional Practices |
| 10:40 a.m. | Break |
| 10:45 a.m. | The Core Instructional Practices |
| 11:15 a.m. | Systems Analysis |
| 12:00 p.m. | Lunch |
| 12:30 p.m. | Discussion |
| 12:45 p.m. | Implementing & Reflecting: Aligning Support & Action Plans |
| 1:45 p.m. | District Planning |
| 2:45 p.m. | Closure - Evaluation |