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**Teacher and Principal Evaluation Project**

**Session 2: Fall 2014**

**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.

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**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).

| **Content/Purpose** | **Process** | **Materials** | **Key or Fundamental** | **Slide** | **Time** |
| --- | --- | --- | --- | --- | --- |
| **Opening, Norms, Essential Questions, Review the Day’s Agenda****Purpose:**To model effective instruction focusing on purpose, student engagement, and classroom environment and cultureTo set the expectations for the day  | **Theory of Action**: If we operationally define and plan the use of WSLS-aligned core instructional practices in our classrooms, buildings, and districts, then there will be an increased systemic coherence which will result in higher levels of performance and learning from principals, teachers, and students.**Welcome activity** **What does it mean to operate as a collaborative learning team?** * Review of Norms (participants read and reflect…choose one team norm to focus on today….highlight)

**What’s the work of the series? Learn as a team; operationalize your learning to share your learning in a systematic way back home…all singing the same song. Need for Operational definitions.** **What’s the work of the day?**  | Post it notesCopy of Norms | ML, MM, PC | 1, 2345 | 9:009:109:12 |

| **Content/Purpose** | **Process** | **Materials** | **Key or Fundamental** | **Slide** | **Time** |
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| **Purpose:**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 | **Section 1: Building Common Understanding and Language****State and Local Vision:****Note: You may either use the slides of pass out the document and conduct a brief jigsaw (1-2 pages per group or person) with the prompt: What is one idea here you want to share with your team? What is one surprise you found? Share out as large group.****Creating a Common Understanding of What “CCR” means*** History/Intent/ Role of Content in CCR
* Introduce Conley/CCR definition/Keys

**Note: You may either use the slides or pass out the document and conduct a brief jigsaw. Use directions above. 1 page per person; 4 pages total. Same questions as above.** Reflection: What are some common themes/ideas/words to remember? How does this CCR vision affect our work in the classroom? How does it affect our instructional work with **all** standards? Chart responses .Keep chart handy…Change Needed to reconsider our definitions of ‘Instructing to the CCSS’Use ppt slide to help shape thinking: these standards require adaptive change from us and from our students. They require DOK thinking of all of us.**Refer to the Creating Coherence document if folks want more information**. **Suggest you link it to your website**.  | Handout: *Implementing Career and College Ready Standards in Washington State**A Complete Definition of College and Career Readiness; 4 Keys slides*Poster labeled: *Instructing to the CCR CCSS*, Pens | MM, PCMM, PC | 6, 7, 8,**9-18**19, 20, 21, 2223, 24,25, 26272829 | 9:159:259:359:459:55 |
| **Purpose**Reveal and strengthen the connections between those instructional practices and our District IFW. | **Section 2: The Essential Instructional Practices**Refer to ‘Instructing to the CCSS’ chart. How can we think more deeply? Summarize pages 1-4 of *The Fundamentals of Learning.* Use slide 31 as a base. Focus on the terms ‘underpin’ and ‘attainment’. Refer to the poster for their ideas. “Heritage et al suggest that students simply will not meet the intent of the CCR CCSS without attention to classroom practice”. Read *The* *Fundamentals of Learning* via jigsaw. (read/highlight: 6 minutes). * Sharing out within district groups 1, 2, and 3: 5 minutes
* Sharing out big idea for each group across the entire audience.
* Reflection.

Challenge the group: Analyze a classroom with what you’ve learned. Watch and discuss. Watch 5-7 minutes. Brief report out. |  Poster from last section*Fundamentals of Learning*Highlighters, Post itsLink to Teaching Channel | MLMM. PCMM, PCMM | 303132, 3334, 3536 | 9:5510:0510:2510:30 |
|  | **BREAK for 5 minutes (10:40)** |
| **Purpose**Reveal the connections between those instructional practices and the CCR CCSS**.** | **Section 3: The Core Instructional Practices****Option 1(initial FW connections): Protocol directions on slide 41. (allow 25 minutes). Allow 12 minutes for reading and highlighting; 5 minutes for recording connections; 5 minutes for sharing out.** **Option 2 (connecting SIPs to FoL): Use slides 42, 43, and 44. Protocol on slide 43. Each team receives on FoL card; allow 6 minutes for highlighting and 18 minutes for presenting.****Debrief: How does our poster thinking hold up?** | Core Instructional Practice Option 1: Posters, PensOption 2: CIP/FoL cards (1 per person), highlighters, FoL posterPoster from Section 1 | MM,PCMM. PCMM | 37, 38, 39, 404142, 43, 44 | 10:4511:15 |
| **Purpose**Reveal and strengthen the connections between those instructional practices and our District IFW. | **Section 4: Systems Analysis****Practice**: Use slide 43 to offer instructions. See the notes at the bottom of the slide and pass out the ‘Coherence Protocol’. **Share out.** Discuss implicit and explicit. Remember, the purpose here is to find the connections between your CCR CCSS instructional practices and your IFW.**Work Session: Group people by like IFW and CIPs to form groups of 2-3. Groups should each have two CIPs to analyze and chart. Groups have 40 minutes to complete their two posters. Posters on the wall by the lunch break.** | Alignment Template Posters(one per group), Blue TapeAppropriate IFW for each district (one per person)Coherence Protocol Guide (one per person) | MM,PC | 424345, 46 | 11:1512:00 |
| **Lunch 30 minutes** |
| **(continued)** | **Whole Group Discussion about Charts** |  | MM | 47 | 12:30-12:45 |
| **Purpose:** 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.  | **Section 5: Implementing and Reflecting: Aligning Support and Action Plans**Use slide 48 as a focal point. Allow teams to respond as small groups and then on chart paper, either as teams or as a whole group. Remind group: these are the steps necessary for moving forward. And that planning may look like this Practice: Completing a readiness assessmentCreate posters of the sections of the readiness assessments and post them near each team. Have team members reflect on each section and self-assess using green, yellow, and red dots to visually represent where they believe their district has strength and where work is needed. Voting: 15 minutes. Teams then analyze for strengths and gaps and set priorities for next steps.Debrief: Groups share out key findings and newly identified priorities. Participants complete a post it for each part of the 3-2-1 chart | Planning StepsCCSS Readiness 5.23.12WA-TPL System Readiness Self- AssessmentImplementing CCSS in WAProfessional Learning Session Protocol and PlanningDotsChart, post its |  | 484950515253 | 12:4512:5012:551:001:001:151:351:45 |
| **Purpose:** Develop a plan to address gaps | **Section 6: Team work time** |  | ML. PC | 54 | 1:45-2:45 |
|  | **Closure, Evaluation**Next dates, next focusEvaluation | Plus Deltas |  |  | 2:45-3:00 |