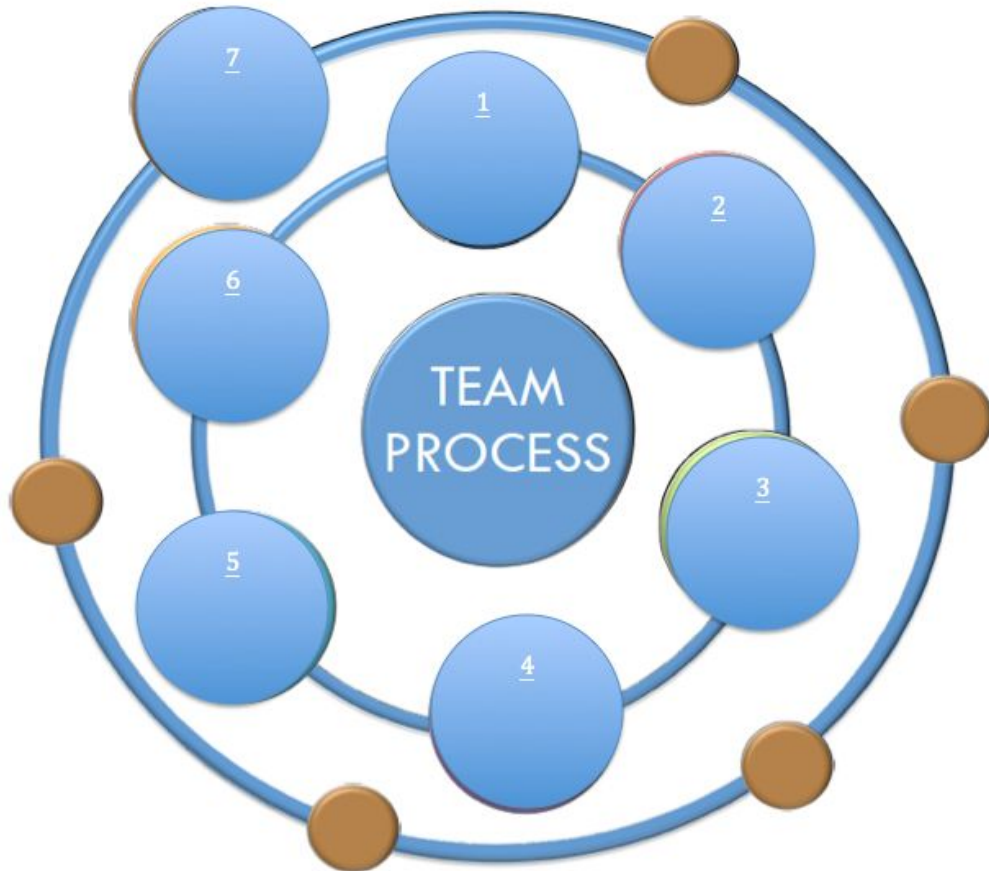


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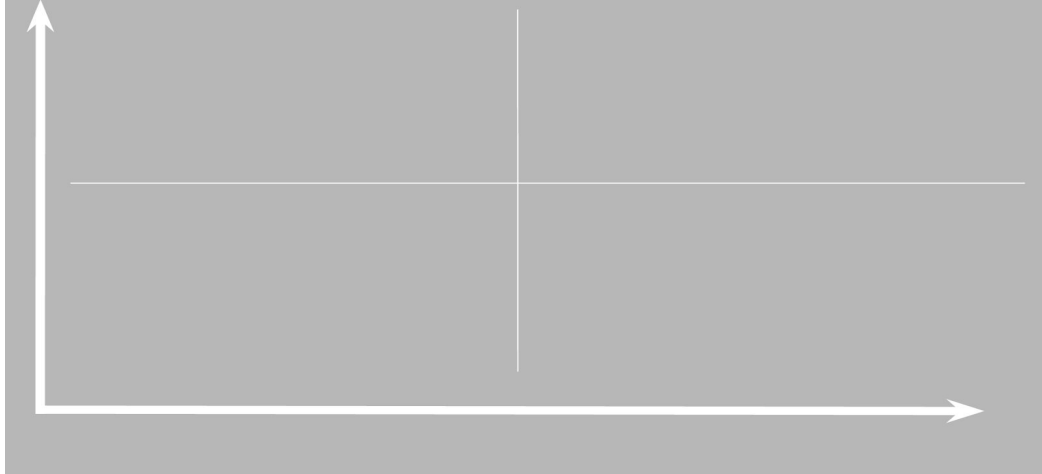
**Agenda:**

- Welcome/Opening
- Objectives
- Process Overview
- Choose Your Adventure
  - Google Life
  - Feedback on Norms & Roles
  - Feedback on Step 1 and Progress of Cycles
- Reflection/Closing



Google Life	Feedback on Norms, Roles and Agendas	Feedback on Step 1 and the Progress of Cycles
<ul style="list-style-type: none"> <li>● I need to enhance my skills with Google tools</li> <li>● The process sheet remains a challenge for my teams, and/or I am not yet expecting each team to use it</li> <li>● My teams have not yet started using a running agenda</li> <li>● I have many Google questions</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Pre-req: You have your Google life in order</u></b></li> <li>● My teams need support with establishing norms and/or roles</li> <li>● My teams need support with establishing a running agenda</li> <li>● I have not yet given feedback on norms, roles and agendas</li> <li>● Multiple teams are struggling to get traction with the work and I need support with initial steps</li> <li>● Some teams are struggling to work efficiently</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Pre-req: You have your Google life in order AND you have given formal feedback on norms, roles AND agenda to each team</u></b></li> <li>● Step 1 is big and I am not sure which elements to focus my feedback on</li> <li>● I'm ready to discuss learning progressions as part of DT work</li> <li>● I want guidance with what to look for with progress of cycles</li> </ul>

## The L<sup>2</sup> Matrix & Data Teams



FIND SOMEONE WHO...

...who has a tip from Google:	...who can tell you about the power of backwards mapping:	...who can tell you something to remember when looking at deconstructed standards:
...who can tell you the purpose of plotting future dates on a running agenda:	...who knows what's important to include in the title of all documents online:	...who can tell you 2 important types of norms each team should have:

## Session #0 Google Life

### Objectives:

- Build capacity within Google
- Make a connection between Google tools and efficient time use
- Understand fix-up strategies for common Google problems
- Provide an opportunity for questions

## Session #1: Feedback on Norms, Roles and Agenda

### Objectives:

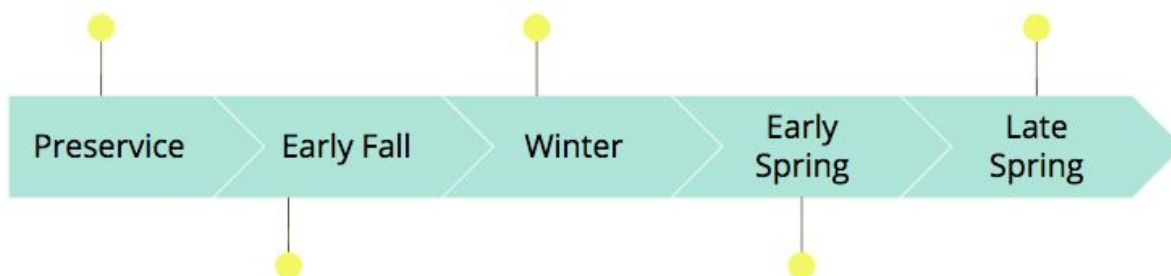
- Provide a supported practice opportunity with **practical application** for norms, roles and agendas
- Explore when to appropriately use written and verbal feedback
- Practice utilizing **tools of the trade** that support efficiency

## Session #3: Feedback on Step 1 and the Progress of Cycles

### Objectives:

- Provide a supported practice opportunity with **practical application** of feedback on step one and progress of cycles
- Practice utilizing **tools of the trade** that support efficiency
- Explore the relationship between **learning progressions** and the data team process

## Plan for the Year: Practical Application



Link to SKSD Generic Monitoring Form: <https://goo.gl/ToLGGj>

## COMPLEX CHANGE CHART

Vision	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	
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	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	
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Vision	+		+	Incentive	+	Resources	+	Action Plan	=	
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Vision	+	Skills	+		+	Resources	+	Action Plan	=	
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Vision	+	Skills	+	Incentive	+		+	Action Plan	=	
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Vision	+	Skills	+	Incentive	+	Resources	+		=	
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### Critical Questions:

<p><b>Norms:</b></p> <ul style="list-style-type: none"> <li>● Are the norms <u>specific</u> to the dynamics of the team?</li> <li>● Is there a norm for equity of voice?</li> <li>● Is there a norm for making decisions?</li> </ul>	<p><b>Roles:</b></p> <ul style="list-style-type: none"> <li>● Do the assigned roles fit the strengths of the individuals?</li> <li>● Are the facilitator and the recorder different people?</li> <li>● Are the roles mentioned in the norms?</li> </ul>
<p><b>Agendas:</b></p> <ul style="list-style-type: none"> <li>● Does the team have a running agenda?</li> <li>● Are they writing <u>specific times</u> next to the agenda item? (not just minutes)</li> <li>● Are teams setting <b>realistic</b> agendas? Will they be able to accomplish what they set out to finish in the meeting time?</li> </ul>	

Team Name	Strengths	Areas for Growth/ Concerns	Questions	Prioritized Needs/Next Steps
G				
H				

### Critical Questions for Deconstruction

- Is the **FULL standard** listed?
- Are the learning targets specific enough?
- Does each represent one element/chunk of the learning progression?
- If students are taught these learning targets, will they have the opportunity to **learn the entire** standard?
- Are prerequisite skills/targets identified?
- Are they **student-friendly**, “ready to post” targets?

### Critical Questions for Step One: Plan and Prepare

- Does the team have enough time to complete this step before instruction begins?
- Have they determined what **proficiency looks like** and how this will be assessed (post-assessment)?
- Is the map completed all the way across? In other words, have they laid out the core unit plan, using the generated learning targets?
- Have they designed a pre-assessment that will give **actionable** information, or will most students do poorly?
- Does the method of assessment **appropriately match** the targets?

### Critical Look-Fors in Monitoring Cycle Process: In the Agenda

- Are the topics listed **directly** related to PLC work?
- Is the agenda realistic, or is there too much on it?
- Do the agenda items have actual minutes and **times** assigned to them to help the team stay on track, or is it more of a to-do list?
- Are there future items listed on upcoming dates to help the team stay organized and get all pieces accomplished?
- Have teams **built in** time to set their next agenda and reflect on their norms?

### Critical Look-Fors in Monitoring Cycle Process: In the Notes

- Do the notes capture the real conversation that is being had at the table?
- Are the notes specific enough that the team can **replicate** their instructional plan and/or have adequate notes on what to *eliminate* next year based on their learning?
- Do the notes identify the focus of the cycle and the specific needs of the students?
- Is the instructional plan detailed and specific?
- **RED FLAG:** Has the team adjusted the form in such a way that they are no longer hitting and capturing each element of the process?

Team F	Strengths	Areas for Growth/ Concerns	Questions	Prioritized Needs/Next Steps
Step 1				



# FEEDBACK PAGE

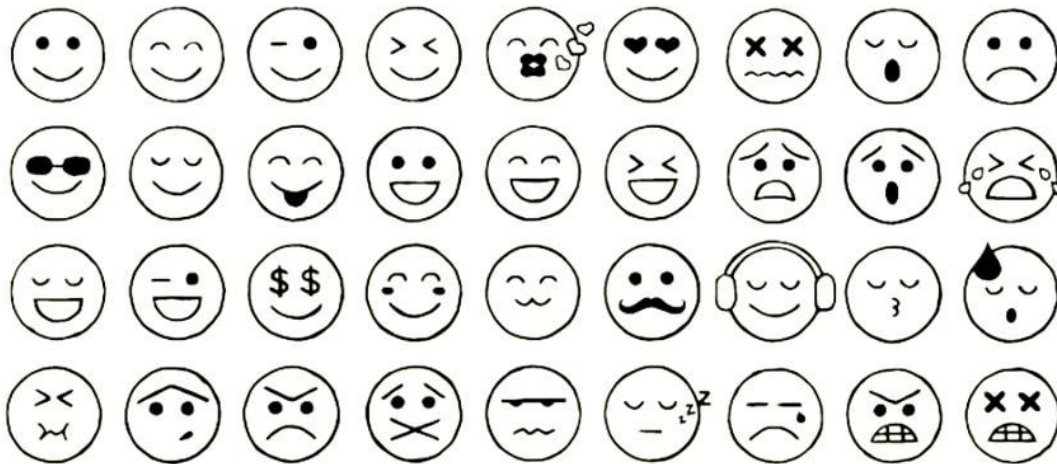
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**Reflection/Feedback**

One thing I want to remember:

One question I still have:

**Circle the emoji that best represents how you feel after today's lesson.**



**I chose this emoji because \_\_\_\_\_.**

*Inspired by LoveToTeach*