

# *Let's Get Personal*

Personalizing Professional Development to Meet Teacher Needs



Action Plan Part I:  
School/District Goals

	STRENGTHS	GROWTH OPPORTUNITIES
Student Achievement		
Student Growth		
Observation Data		
Gut		

Other Considerations:



Action Plan Part II:  
Professional Development Planning

Topic	Possible Facilitator(s)	Possible Choice Elements	Format/Scheduling



Action Plan Part III:  
**Strategic Observations**

Who	When	How Often? Length?	Format



# Intent to Return 2011

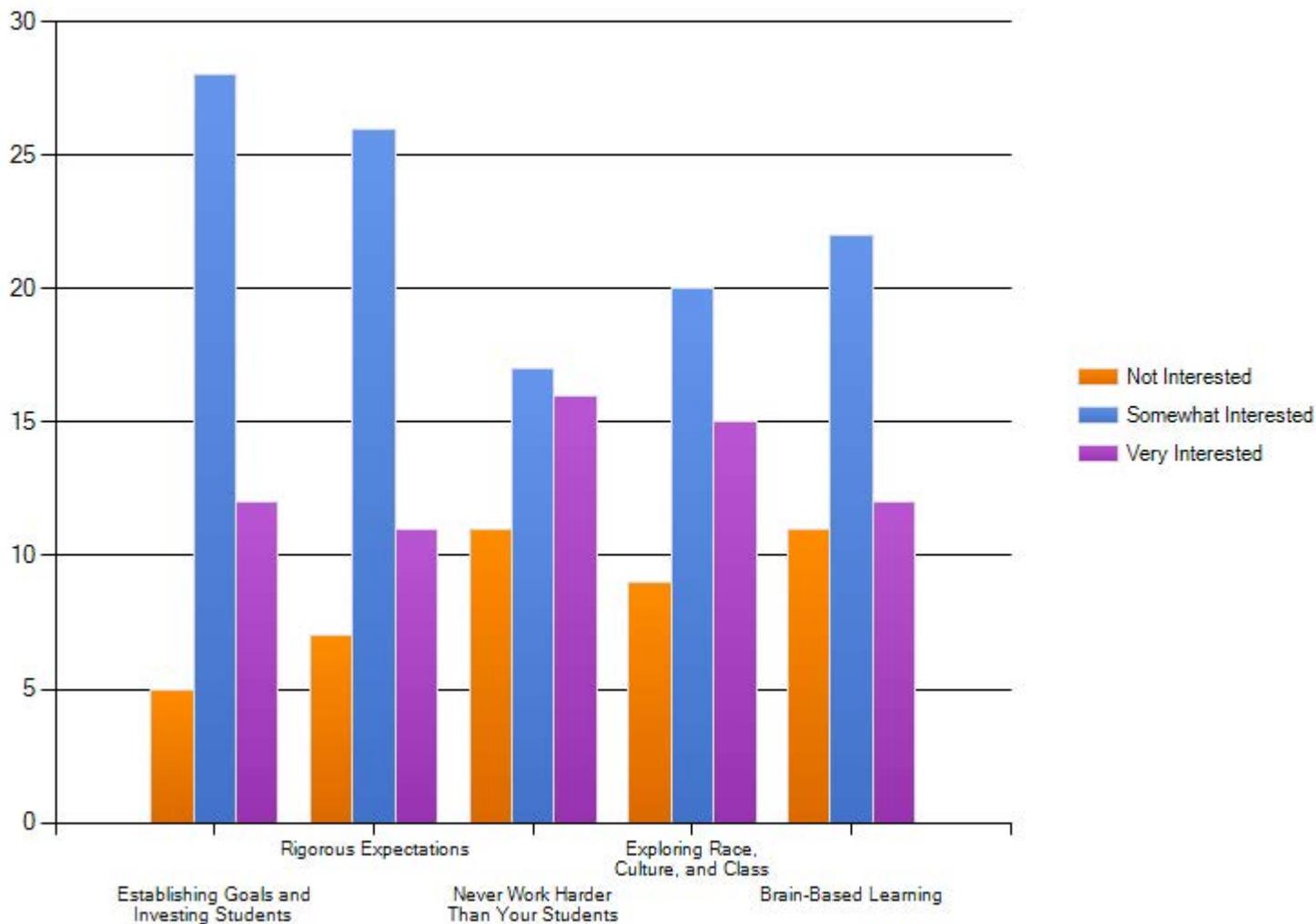


To close the gap between our school learning goals and current levels of student achievement, we would like to provide differentiated professional development opportunities that met all teachers' needs. Please indicate your interest level in the following topics so we can plan accordingly.

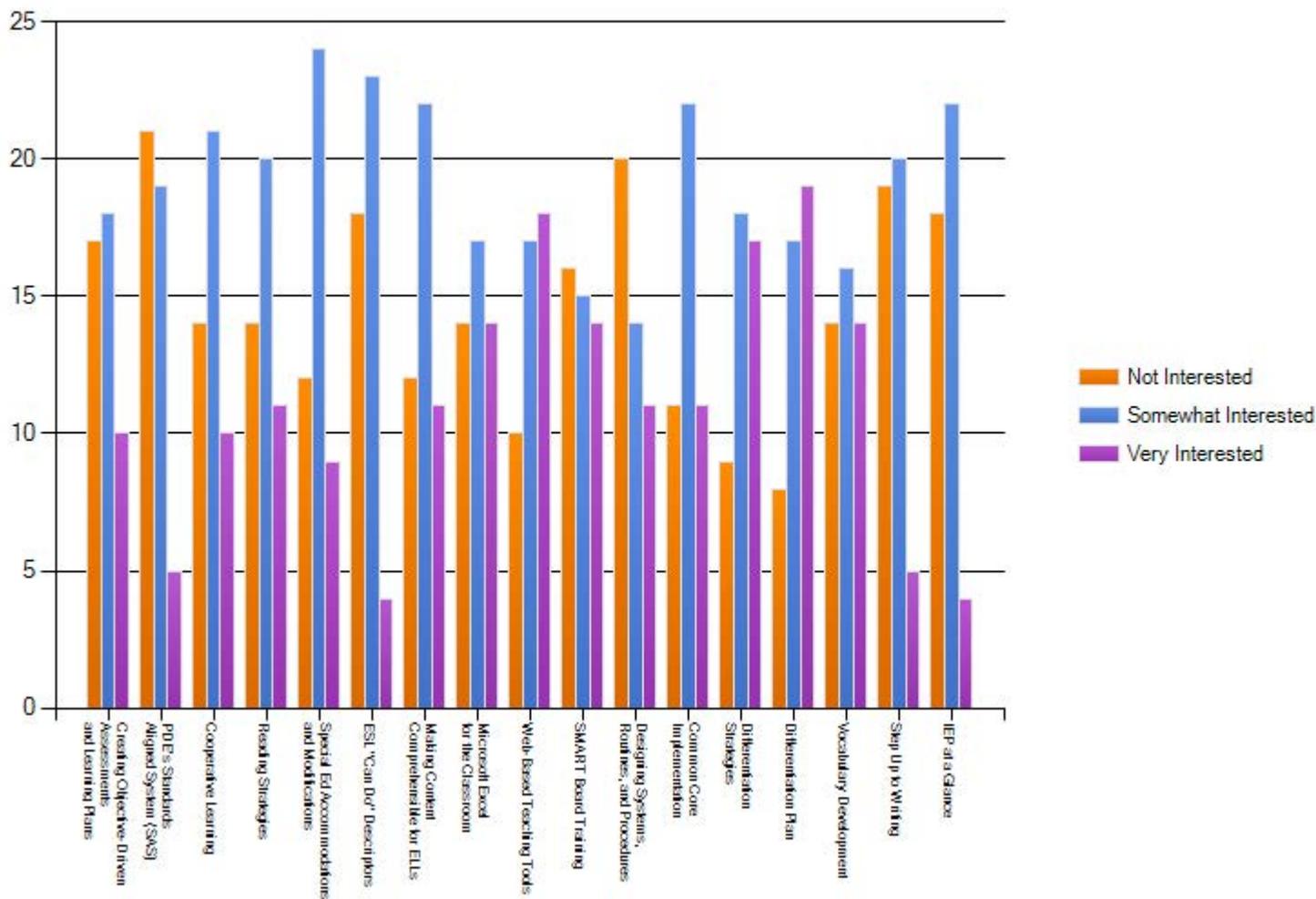
	Not interested	Somewhat interested	Very interested	Response Count
Classroom Management	29.8% (25)	<b>47.6% (40)</b>	22.6% (19)	84
Teaching for Acquisition, Meaning, and Transfer	16.7% (14)	39.3% (33)	<b>44.0% (37)</b>	84
Formative Assessment and Effective Feedback	16.7% (14)	<b>52.4% (44)</b>	31.0% (26)	84
Differentiation	19.0% (16)	<b>42.9% (36)</b>	38.1% (32)	84
Reading Strategies	28.6% (24)	<b>38.1% (32)</b>	33.3% (28)	84
Vocabulary Development	25.0% (21)	<b>40.5% (34)</b>	34.5% (29)	84
Cooperative Learning (team formations)	<b>45.2% (38)</b>	41.7% (35)	13.1% (11)	84
Cooperative Learning (general structures)	36.9% (31)	<b>45.2% (38)</b>	17.9% (15)	84
Cooperative Learning (content-specific structures)	31.0% (26)	<b>38.1% (32)</b>	31.0% (26)	84
SPED/ELL Modifications and Accommodations	21.4% (18)	<b>44.0% (37)</b>	34.5% (29)	84
ELL "Can Do" Descriptors and Overlays	39.3% (33)	<b>45.2% (38)</b>	15.5% (13)	84
Effective Co-Teaching	36.9% (31)	<b>40.5% (34)</b>	22.6% (19)	84
Graphic Organizers for ELLs	36.9% (31)	<b>39.3% (33)</b>	23.8% (20)	84
SPED Progress Monitoring	40.5% (34)	<b>42.9% (36)</b>	16.7% (14)	84
Re-Establishing Goals, Systems, and Procedures	29.8% (25)	<b>45.2% (38)</b>	25.0% (21)	84

Other (please specify)

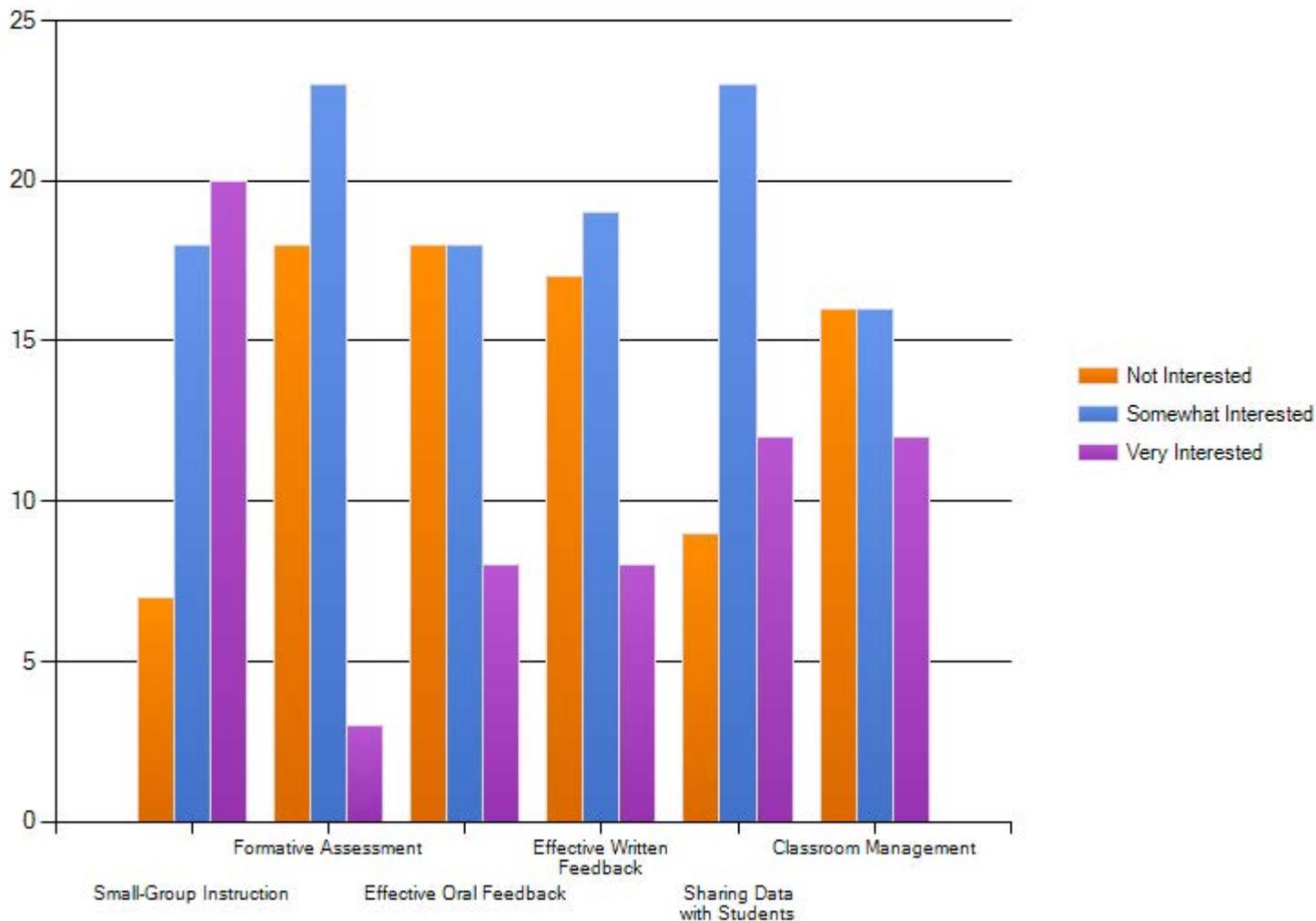
**GOAL 1: INVEST STUDENTS TO ACHIEVE LEARNING GOALS**  
Please indicate your interest level in the following topics.



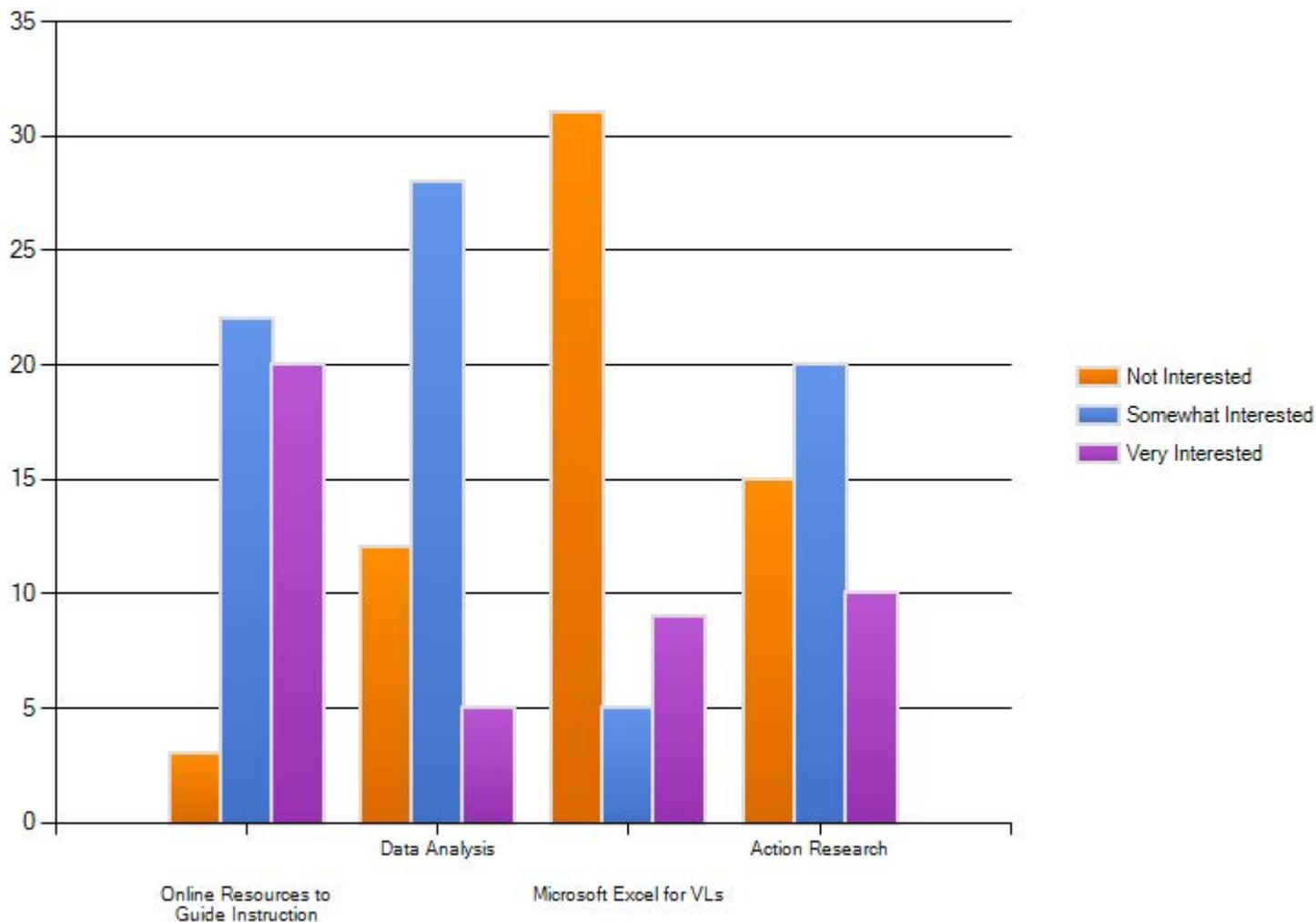
**GOAL 2: PLAN PURPOSEFULLY** Please indicate your interest level in the following topics.



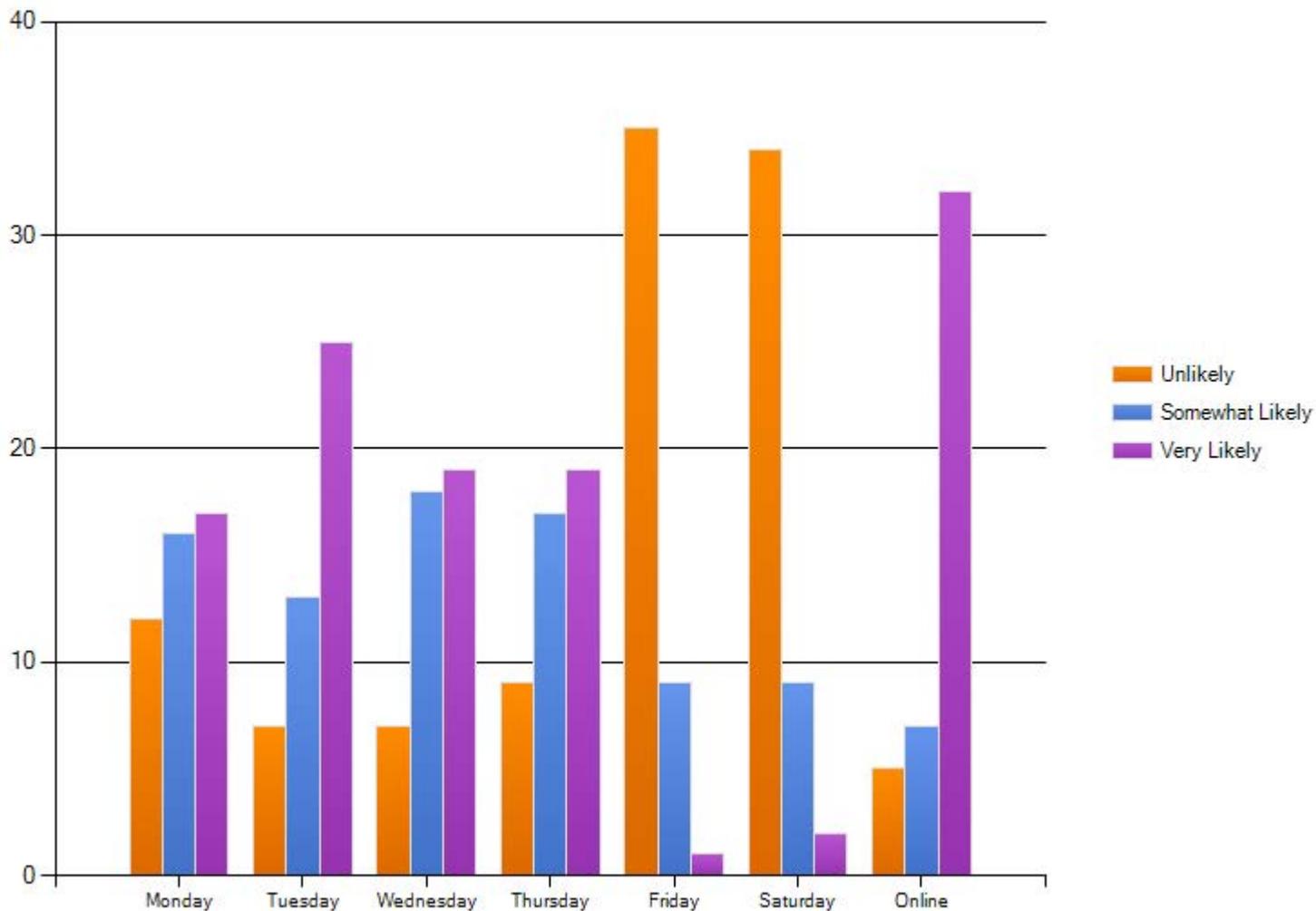
**GOAL 3: EXECUTE EFFECTIVELY** Please indicate your interest level in the following topics.



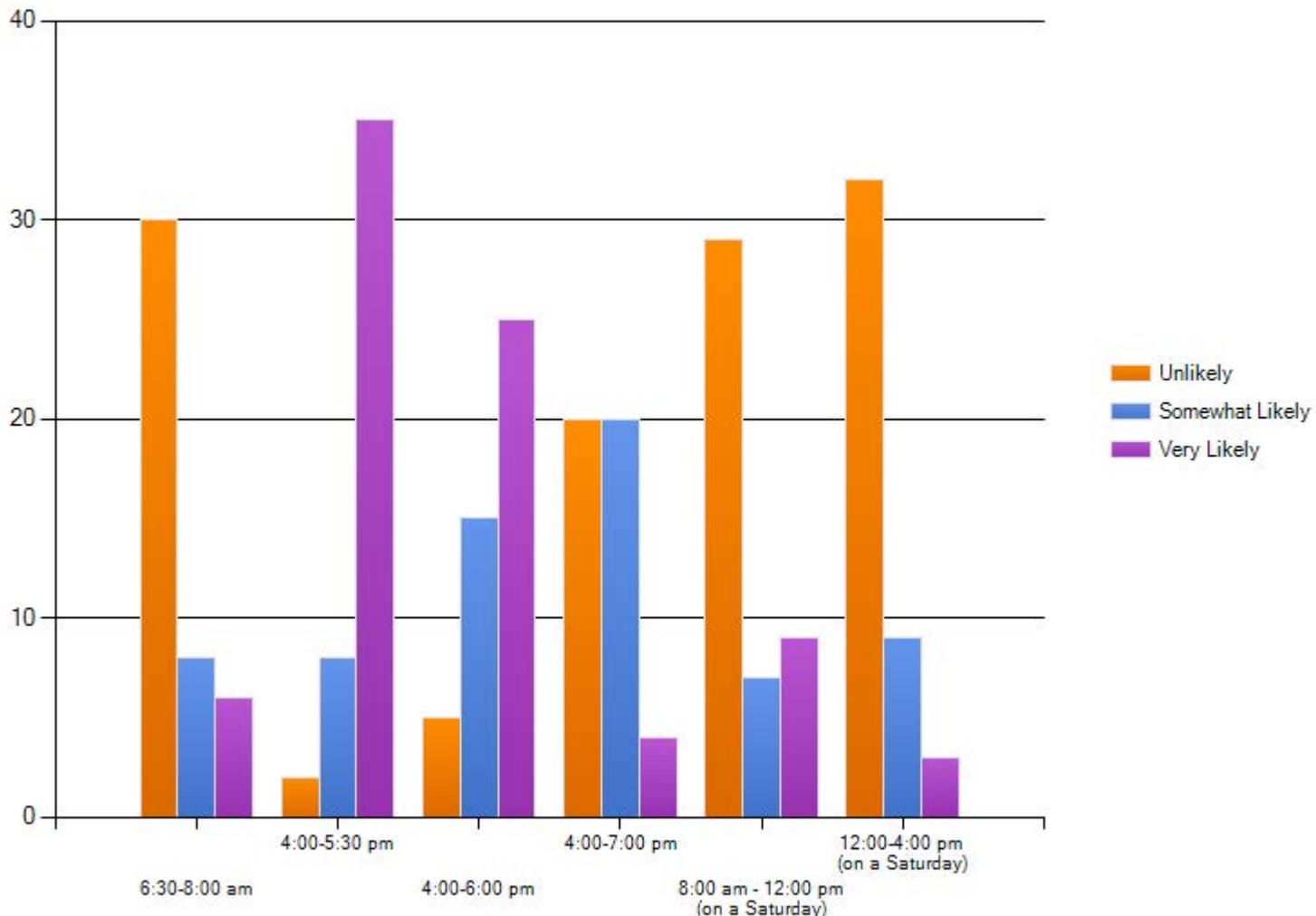
**GOAL 4: CONTINUOUSLY INCREASE EFFECTIVENESS** Please indicate your interest level in the following topics.



## How likely would you be to attend a professional development session if it were offered on the following days?



# How likely would you be to attend a professional development session if it were offered at the following times?





### **Mission**

All students draw upon their passion, motivation and life experience to become independent, adaptive problem solvers, powerful thinkers, effective communicators and meaningful contributors to the larger community. Our school community is committed to leveraging every resource to ensure all students are prepared for college and career success.

### **Overview**

Mariana Bracetti Academy recognizes that effective professional learning is “intensive and sustained, directly relevant to the needs of teachers and students, and provides opportunities for application, practice, reflection, and reinforcement.”<sup>1</sup> To support teachers in continuously increasing their effectiveness, administrators conduct observations and engage teachers in structured conversations multiple times throughout the year, which encourage teachers to reflect on student achievement gaps and professional progress. Administrators provide vital coaching assistance to each teacher multiple times throughout the year. While the teacher leads these conversations and highlights areas of strength and growth opportunities as they seek to reach high levels of performance, administrators also provide honest feedback in an effort to accelerate the learning process.

#### *Curriculum Teams*

To facilitate peer collaboration, each teacher is a member of a curriculum team and grade-level village. Curriculum teams meet once per week for thirty-five minutes and utilize this time to tune unit plans, evaluate and refine the quality of assessments and rubrics, examine student work, analyze data to improve student learning, discuss professional readings, and participate in professional development.

#### *Grade-Level Villages*

Villages meet once per week for thirty-five minutes and utilize this time to support teachers’ development in mobilizing parents/guardians, designing classroom procedures, communicating high expectations for behavior, and identifying achievement gaps. Agendas focus on the review of student data (achievement, attendance, and behavioral) and parent/guardian contacts.

#### *Additional Learning Experiences*

To increase teachers’ access to learning experiences, further their ability to persist through challenges, and promote a culture of inquiry and improvement, the Mariana Bracetti Academy academic calendar is structured to provide early dismissal and flexible professional development days for continued learning.

### **Early Dismissal Days**

Every other Wednesday, students are dismissed at 1:00 pm and teachers have 1.5 hours of professional and collaboration time with their full curriculum team (grades 6-12). The goals of this professional and collaboration time are as follows:

- Improve curriculum quality and alignment.
- Analyze results and student work.
- Enhance instructional and assessment practices.
- Increase professional conversations and the level of inquiry amongst faculty members.
- Better implement school improvement initiatives through collaboration.

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<sup>1</sup> Reeves, D.B. (2010). Transforming professional developing into student results. Alexandria, VA: Association for Supervision and Curriculum Development. p.23.

### *Peer Review*

At least once per quarter, curriculum cohorts use this time to engage in a peer review of a team member's unit plan. The purpose of these peer reviews is to provide feedback to designers to enable them to improve their designs, share and design curriculum and assessment designs with colleagues, and provide powerful professional development conversations focused at the heart of teaching and learning.

Teachers ask:

- What is worth understanding in this given unit?
- What counts as evidence that students really understand and can use what we are teaching?
- What knowledge and skills must we teach to enable students to achieve and apply their understanding in meaningful ways?
- How coherent is this from a learner's perspective across units?

The designer(s) meets with his/her curriculum coordinator at least one week prior to the peer review to review the unit's goals and assessment criteria. During the peer review, a hybrid protocol<sup>2</sup> is used to enable teams to provide feedback and guidance on assessment quality and alignment, connection of assessments to curricular mission, and assessment presentation. Special education and ESL teachers participate in these peer reviews to provide feedback and guidance on the variety of assessments as well as facilitate the design of a differentiation plan for each unit that is reviewed. Following the peer review, the designer(s) emails his/her supervisor the revised formative and summative assessments as well as corresponding learning plan components to complete a final check for quality and alignment.

### *Required Professional Development Workshops*

At multiple points throughout the year, it is necessary to engage full curriculum teams in required professional development workshops that are critical to the success of particular programs, assessments, and initiatives aligned to our school improvement goals. Such workshop topics include Study Island, Achieve 3000, special education, ESL, Pennsylvania System of School Assessment (PSSA), Keystone Exams, Pennsylvania Value-Added Assessment System (PVAAS), WIDA ACCESS, etc. The content of these workshops/trainings cannot be adequately addressed during the thirty or forty-five minute scheduled curriculum team time, and as such, teacher task time on Tuesdays and early dismissal days on Wednesdays are selectively utilized for these purposes as necessary.

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<sup>2</sup> Easton, L.B. (2009). *Protocols for professional learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

McTighe, J. and Wiggins, G. (2004). *The understanding by design professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

## Flexible Professional Development Days

To provide teachers with access to learning experiences that are intensive, sustained, and directly relevant to their individual needs, the Mariana Bracetti Academy professional development model includes flex days. Teachers self-select and participate in at least one professional learning community and two professional development workshops throughout the year. Professional learning communities meet in a variety of different formats (group/online, evenings/Saturdays) and total nine to twelve hours of professional development. Professional development workshops are designed in one-part (3-hour) or two-part (1.5-hour) modules. Teachers who complete *at least eight hours* of professional development *before winter break* have earned the first scheduled flex day and need not report on Thursday, January 2, 2014. Teachers who complete *at least eighteen hours* of professional development *before spring break* have earned the second scheduled flex day and need not report on Monday, April 21, 2014. Teachers who have not completed the required professional development hours by these dates are required to report to school and participate in the one-day professional learning community offered that day.

### *Professional Learning Communities*

During beginning of the year meetings, teachers and administrators co-identify the professional learning community that best aligns to the teacher's professional growth areas. Professional learning communities are facilitated by administrators and external consultants and focus on the following topics:

- Classroom Management (12 hours)
- Common Core Implementation (12 hours)
- Brain-Based Learning (12 hours)
- Formative Assessment and Effective Feedback (12 hours)
- Differentiation (12 hours)
- Exploring Race, Culture, and Class (12 hours)
- Kagan Cooperative Learning, Day 3 (9 hours)
- Pennsylvania Department of Education Opportunity(s) TBD (9-12 hours)
- Read Right (12 hours)

Each professional learning community is aligned to one or more of our school learning principles and selected teacher development targets. The learning principle(s), teacher development targets, format, schedule, session topics, and resources for each professional learning community are outlined in a separate document. Teachers are encouraged to review this information thoroughly before selecting a professional learning community given that attendance at *all* sessions is required.

### *Professional Development Workshops*

A variety of one-part and two-part professional development workshops are offered throughout the year to provide a differentiated menu of learning experiences. Teachers self-select at least two professional development workshop modules (three hours each) that are best aligned to their individual growth plan goals. Topics for professional development workshops include:

- Goal-Setting and Student Investment
- Unit and Lesson Planning
- Literacy
- Classroom Management
- English Language Learners
- Special Education
- Reflective Practice

Workshops are facilitated by administrators, teachers, and external consultants as appropriate. Each professional development workshop is aligned to one or more teacher development targets. The teacher development target(s), format, schedule, and resources for each professional development workshop are outlined in a separate document. Teachers are encouraged to review this information thoroughly before selecting their workshops. If a workshop is offered in a two-part module (i.e., two 1.5-hour sessions), teachers are required to attend both parts for credit.

### *Note for Workshop Presenters*

We may request that a curriculum coordinator or village lead plan and facilitate a professional development workshop. In these cases, facilitators will receive professional development credit for both preparation and presentation time (i.e., 3 hours each or 6 hours total) as long as the workshop has not been presented previously.

### *Modeling Professional Learning*

As a learning organization, it is the expectation of Mariana Bracetti Academy that school leaders model constant learning for students and staff members. Therefore, in addition to the 18 hours of professional development required of teachers and their Act 45 Pennsylvania Inspired Leadership (PILs) requirements, achievement team members participate in state/district required and recommended professional development opportunities throughout the year.

### *Application, Practice, Reflection, and Reinforcement*

To increase effectiveness, all professional learning communities and professional development workshops include components to support application, practice, reflection, and reinforcement. These components may include required readings and video screenings with notes, action plans, and post-session reflections. To receive session credit, teachers must complete all required components as outlined in the professional learning community and professional development workshop documents.

### *Act 48 Continuing Professional Education Credits*

All professional learning communities and professional development workshops have been designed in such a way for teachers to earn Act 48 professional education credits in addition to flex day hours. Teachers who complete the required session components will automatically receive appropriate Act 48 credits. Should teachers or leaders exceed their required 18 hours, Act 48 credits will still be awarded.

# Mariana Bracetti Academy Charter School

## Professional Learning Communities, 2013-2014

Overview of Topics and Schedule



	August	September	October	November	December	January	February	March	April
<b>Classroom Management</b> <i>2F, 3A, 3C, 3D</i>	Session 1 8/26, 1:00-2:30 +1.5 hr. post-work	Session 2 9/13-10/1 online	Session 3 10/2-10/18 online  Session 4 10/21-11/5 online	Session 5 11/6-11/22 online  Session 6 11/25-12/13 online	Session 6 11/25-12/13 online		Session 7 2/3 - 2/19 online  Session 8 2/20-3/7 online	Session 8 2/20-3/7 online	
<b>Common Core Implementation</b> <i>1A, 1B, 2B, 2C, 2D, 3A</i>		Session 1 9/30, 3:45-6:15		Session 2 11/4, 3:45-6:15	Session 3 12/9, 3:45-6:15	Session 4 1/13, 3:45-6:15			
<b>Brain-Based Learning</b> <i>2B, 2C, 2D</i>			Session 1 10/9, 4:00-6:00	Session 2 11/6, 4:00-6:00	Session 3 12/11, 4:00-6:00	Session 4 1/15, 4:00-6:00	Session 5 2/12, 4:00-6:00	Session 6 3/12, 4:00-6:00	
<b>Formative Assessment and Effective Feedback</b> <i>2A, 2B, 3B, 4A</i>			Session 1 10/8, 4:00-6:00	Session 2 11/5, 4:00-6:00	Session 3 12/10, 4:00-6:00	Session 4 1/14, 4:00-6:00	Session 5 2/11, 4:00-6:00	Session 6 3/11, 4:00-6:00	
<b>Differentiation</b> <i>2E</i>				Session 1 10/5, 9:00-1:00 +2 hr. pre/post-work		Session 2 1/11, 9:00-1:00 +2 hr. pre/post-work			
<b>Exploring Race, Culture, and Class</b> <i>1A, 2A, 4A</i>			Session 1 10/10, 4:00-5:30 +1/2 hr. pre-work	Session 2 11/7, 4:00-5:30 +1/2 hr. pre-work	Session 3 12/12, 4:00-5:30 +1/2 hr. pre-work	Session 4 1/16, 4:00-5:30 +1/2 hr. pre-work	Session 5 2/13, 4:00-5:30 +1/2 hr. pre-work	Session 6 3/13, 4:00-5:30 +1/2 hr. pre-work	
<b>Kagan Cooperative Learning, Day 3</b> <i>2D, 2E</i>						Full-Day PLC 1/2, 7:45-3:45			
<b>Pennsylvania Department of Education Opportunities TBD</b> <i>TBD</i>									Full-Day PLC 4/21, 7:45-3:45

# Mariana Bracetti Academy Charter School

## Professional Learning Communities, 2014-2015

Overview of Topics and Schedule



	August	September	October	November	December	January	February	March	April
<b>Classroom Management</b> <i>2F, 3C, 3D</i>	Session 1 8/25, 4:00-5:30	Session 3A 8/27 to 10/3 <i>1.5 Hours Online</i>	Session 3B 10/9, 4:00-5:30	Session 5 11/6, 4:00-5:30	Portfolio Preparation 12/10 to 1/4 <i>1.5 Hours Online</i>	Portfolio Presentation 1/5 to 1/23 <i>30 minutes</i>			
	Session 2 8/26, 4:00-5:30		Session 4 10/10 to 10/31 <i>1.5 Hours Online</i>	Session 6 11/7 to 12/5 <i>1.5 Hours Online</i>					
<b>Digging Deeper into Pennsylvania Core Standards to Redesign Classroom Assignments</b> <i>2B, 2C</i>		Session 1 9/14 to 10/3 <i>1 Hour Online</i>	Session 2 10/7, 4:00-6:00	Session 4 11/4, 4:00-6:00	Session 6 12/9, 4:00-6:00	Portfolio Presentation 1/5 to 1/23 <i>30 minutes</i>			
			Session 3 10/8 to 10/31 <i>2 Hours Online</i>	Session 5 11/5 to 12/5 <i>1.5 Hours Online</i>	Portfolio Preparation 12/10 to 1/4 <i>1.5 Hours Online</i>				
<b>Effective Feedback Based on Established Criteria</b> <i>2B, 3B</i>		Session 1 8/27 to 10/3 <i>1.5 Hours Online</i>	Session 2 10/9, 4:00-6:00	Session 4 11/6, 4:00-6:00	Session 6 12/8 to 12/19 <i>1 Hour Online</i>	Session 7 1/29, 4:00-6:00	Portfolio Preparation 1/30 to 3/1 <i>1.5 Hours Online</i>	Portfolio Presentation 3/2 to 3/20 <i>30 minutes</i>	
			Session 3 10/10 to 10/31 <i>1 Hour Online</i>	Session 5 11/7 to 12/5 <i>1 Hour Online</i>					
<b>Four Mindsets to Motivate Learners</b> <i>1B, 1C</i>		Session 1A 8/27 to 10/3 <i>1.5 Hours Online</i>	Session 1B 10/7, 4:00-5:30	Session 2B 11/4, 4:00-5:30	Session 3B 12/9, 4:00-5:30	Session 4B 1/27, 4:00-5:30	Portfolio Preparation 1/30 to 3/1 <i>1.5 Hours Online</i>	Portfolio Presentation 3/2 to 3/20 <i>30 minutes</i>	
			Session 2A 10/8 to 10/31 <i>1 Hour Online</i>	Session 3A 11/5 to 12/5 <i>1 Hour Online</i>	Session 4A 12/10 to 12/19 <i>1 Hour Online</i>				
<b>Winter PLC</b> <i>TBD</i>						Full-Day PLC 1/2, 8:00-3:45			
<b>Spring PLC</b> <i>TBD</i>									Full-Day PLC 4/6, 8:00-3:45

# Mariana Bracetti Academy Charter School

## Professional Development Workshops, 2013-2014

Overview of Topics and Schedule



	July	August	September	October	November	December	January	February	March
<b>Goal-Setting and Student Investment</b>				Rigorous Expectations 10/22, 4:00-5:30 10/24, 4:00-5:30  Never Work Harder Than Your Students 10/22, 4:00-5:30 10/24, 4:00-5:30			Re-Establishing Goals and Re-Investing Students 1/9, 4:00-5:30 1/23, 4:00-5:30		
<b>Unit and Lesson Planning</b>			Creating Objective-Driven Assessments and Learning Plans 9/16, 3:45-6:45						Web-Based Teaching Tools 3/5, 4:00-7:00
<b>Literacy</b>						Online Resources to Guide Instruction 12/3, 4:00-5:30 12/5, 4:00-5:30			
<b>Classroom Management</b>			Developing Systems, Routines, and Procedures 9/16, 3:45-6:45				Refining Systems, Routines, and Procedures 1/7, 4:00-5:30 1/21, 4:00-5:30		
<b>English Language Learners</b>					Making Content Comprehensible to ELLs 11/21, 4:00-7:00				
<b>Special Education</b>			IEP at a Glance 9/16, 3:45-6:45						
<b>Reflective Practice</b>	Act 126 Training (required online)	Act 126 Training (required online)				Data Analysis 12/3, 4:00-5:30 12/5, 4:00-5:30			



## Summary

This professional learning community examines classroom routines and procedures to provide structure to students and maximize the amount and value of instructional time.

## Related Learning Principles

- Clarity of purpose and relevance impacts the learner’s willingness to persist so they can become successful.

## Overarching Teacher Development Targets

- 4B: Reflect on Professional Progress
- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

## PLC-Specific Teacher Development Targets

- 2F: Design Classroom Procedures
- 3A: Present Expectations and Content Clearly
- 3C: Communicate High Expectations for Behavior
- 3D: Implement and Practice Procedures

## Format

- One 1.5-hour session during teacher professional development
- One 1.5-hour post-session assignment
- Seven 1.5-hour online sessions
  - Pre-reading (20 minutes)
  - Video with notes (30 minutes)
  - Post-video reflection (10 minutes)
  - Action plan (20 minutes)
  - Action plan reflection (10 minutes)
  - Feedback via assistant principal and/or director of teaching and learning observations

## Important Note

- Participation in this professional learning community is required for all teachers on a support or monitoring plan or not performing at a *developing* or *proficient* level on teacher development targets 2F, 3A, 3C, and 3D.
- All teachers new to Mariana Bracetti Academy are required to participate in “Session 1: Working the Crowd and Room Arrangement” during teacher professional development week.

## Session 1: Working the Crowd and Room Arrangement

PD Session: August 26, 1:00-2:30 pm

Online Session: September 3-13

### Summary

Teachers will learn how to create compactness and generous walkways, enabling them to access all students, as part of a classroom management system.

### Essential Question

What role does physical space play in the learning process?

### Required Resources

- 📖 Jones, F. (2007). Chapter 3: Working the crowd. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- 📖 Jones, F. (2007). Chapter 4: Arranging the room. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- 📖 Marzano, R.J., Marzano, J.S., and Pickering, D.J. (2003). Chapter 7: Getting off to a good start. In *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/103027/chapters/Getting-Off-to-a-Good-Start.aspx>.
- 🎥 Jones, F. Tools for teaching: Video session 1: Working the crowd and room arrangement. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

### Recommended Resources

- 📖 Jones, F. (2007). Chapter 1: Learning from the “natural” teachers. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- 📖 Jones, F. (2007). Chapter 2: Focusing on prevention. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- 📖 McLeod, J., Fisher, J., and Hoover, G. (2003). Chapter 1: Setting up the classroom. In *The key elements of classroom management: Management of time and space, student behavior, and instructional strategies*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/103008/chapters/Setting-Up-the-Classroom.aspx>.

### Other References

- ✂ Jones, P. and Jones, F. (2002). Meeting 1: Working the crowd and room arrangement. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.

## Session 2: Rules, Routines, and Standards

Online Session: September 13-October 1

Reflection Questions by September 27

Peer Feedback by October 1

### Summary

Teachers will learn how to plan and establish clear behavioral expectations and procedures that promote classroom efficiency and maximize time for student learning.

### Essential Question

How do I create and sustain a safe classroom environment that encourages learning?

### Required Resources

- 📖 McLeod, J., Fisher, J., and Hoover, G. (2003). Chapter 6: Establishing standards, rules, and procedures. In *The key elements of classroom management: Management of time and space, student behavior, and instructional strategies*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/103008/chapters/Establishing-Standards,-Rules,-and-Procedures.aspx>.

### Text/Video Option

- 📖 Jones, F. (2007). Chapter 11: Succeeding from day one. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- 📖 Jones, F. (2007). Chapter 12: Teaching routines. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.

-or-

- 📺 Jones, F. Tools for teaching: Video session 5: Rules, routines, and standards. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

### Recommended Resources

- 📖 McLeod, J., Fisher, J., and Hoover, G. (2003). Chapter 7: Teaching standards, rules, and procedures. In *The key elements of classroom management: Management of time and space, student behavior, and instructional strategies*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/103008/chapters/Teaching-Standards,-Rules,-and-Procedures.aspx>.
- 📖 Marzano, R.J., Marzano, J.S., and Pickering, D.J. (2003). Chapter 2: Rules and procedures. In *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/103027/chapters/Rules-and-Procedures.aspx>.

### Other References

- ✂ Jones, P. and Jones, F. (2002). Meeting 5: Rules, routines, and standards. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.

## Session 3: Praise, Prompt, and Leave

Online Session: October 2-18

Reflection Questions by October 16

Peer Feedback by October 18

### Summary

Teachers will identify and practice strategies to provide students with corrective feedback so that the individual can complete the assigned task independently.

### Essential Question

How do I train students to become independent learners?

### Text/Video Option

- 📖 Jones, F. (2007). Chapter 5: Weaning the helpless handraisers. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- 📖 Jones, F. (2007). Chapter 6: Praise, prompt, and leave – The verbal modality. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.

-or-

- 📺 Jones, F. Tools for teaching: Video session 2: Praise, prompt, and leave. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

### Other References

- ✂ Jones, P. and Jones, F. (2002). Meeting 2: Praise, prompt, and leave. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.

**Session 4: Visual Instructional Plans***Summary*

Teachers will learn and create ways to visually divide instructional tasks into desired steps with minimal reliance on words.

*Essential Question*

How do I design a road map for learning?

*Text/Video Option*

- 📖 Jones, F. (2007). Chapter 7: Visual instructional plans – The visual modality. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.

-or-

- 📺 Jones, F. Tools for teaching: Video session 3: Visual instructional plans. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

*Other References*

- ✂ Jones, P. and Jones, F. (2002). Meeting 3: Providing visual instructional plans. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.

**Session 5: Say, See, Do Teaching***Summary*

Teachers will learn how to structure a lesson so that student mastery is the natural outcome of instruction by utilizing verbal, visual, and physical modalities of learning.

*Essential Question*

How do I effectively chunk instruction so that students can practice independently and receive immediate feedback?

*Text/Video Option*

- 📖 Jones, F. (2007). Chapter 8: Say, see, do teaching – The physical modality. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.

-or-

- 📺 Jones, F. Tools for teaching: Video session 4: Say, see, do teaching. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

*Required Resources*

- 📖 Jones, F. (2007). Chapter 9: Creating motivation. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- 📖 Jones, F. (2007). Chapter 10: Providing accountability. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.

*Other References*

- ✂ Jones, P. and Jones, F. (2002). Meeting 4: Say, see, do teaching. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.

**Session 6: Understanding Misbehavior and Eliminating Backtalk***Reflection Questions by December 10**Peer Feedback by December 13**Summary*

Teachers will identify specific student misbehaviors, their effects, appropriate action steps, and common mistakes to guide individual behavior plans. They will learn appropriate responses to student backtalk that neutralize the situation efficiently and promote a positive classroom culture.

*Essential Question*

How do I better understand student behavior so I can take appropriate actions?

*Required Resources*

- 📖 Rhode, G., Jenson, W.R., and Reavis, H.K. (1993). Chapter 1: What does a tough kid look like? In *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West Educational Services.

*Text/Video Option A*

- 📖 Jones, F. (2007). Chapter 13: Understanding brat behavior. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.

-or-

- 📺 Jones, F. Tools for teaching: Video session 6: Understanding brat behavior. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

*Text/Video Option B*

- 📖 Jones, F. (2007). Chapter 18: Eliminating backtalk. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.

-or-

- 📺 Jones, F. Tools for teaching: Video session 9: Eliminating backtalk. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

*Recommended Resources*

- 📖 🌐 DeBruyn, R.L. and Larson, J.L. (2009). *You can handle them all: A discipline model for handling 124 student behaviors at school and at home*. Manhattan, KS: The Master Teacher, Inc. <http://www.disciplinehelp.com>.
- 📖 Jenson, W.R., Rhode, G., and Reavis, H.K. (1994). *The tough kid tool box*. Longmont, CO: Sopris West Educational Services.

*Other References*

- ✂ Jones, P. and Jones, F. (2002). Meeting 6: Understanding brat behavior. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.
- ✂ Jones, P. and Jones, F. (2002). Meeting 9: Eliminating backtalk. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.

### Summary

Teachers will increase awareness of their own emotional and physical responses and learn strategies to respond appropriately and consistently *every* time.

### Essential Question

What message(s) am I consistently sending to students?

### Text/Video Option A

- 📖 Jones, F. (2007). Chapter 14: Staying calm – Our emotions. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
  - 📖 Jones, F. (2007). Chapter 15: Being consistent – Our thoughts. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- or-
- 📺 Jones, F. Tools for teaching: Video session 7: Calm is strength. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

### Text/Video Option B

- 📖 Jones, F. (2007). Chapter 16: Setting limits – Our actions. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
  - 📖 Jones, F. (2007). Chapter 17: Following through. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- or-
- 📺 Jones, F. Tools for teaching: Video session 8: The body language of meaning business. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

### Recommended Resources

- 📖 Marzano, R.J., Marzano, J.S., and Pickering, D.J. (2003). Chapter 5: Mental set. In *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.  
<http://www.ascd.org/publications/books/103027/chapters/Mental-Set.aspx>.
- 📖 Rhode, G., Jenson, W.R., and Reavis, H.K. (1993). Chapter 3: Practical reductive techniques for the classroom. In *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West Educational Services.

### Other References

- ✂ Jones, P. and Jones, F. (2002). Meeting 7: Calm is strength. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.
- ✂ Jones, P. and Jones, F. (2002). Meeting 8: The body language of meaning business. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.

**Session 8: Dealing with Typical Classroom Disruptions***Summary*

Teachers will learn to establish and enforce a small, medium, and large backup suppression system and eliminate the problem before it becomes a major distraction in the learning environment.

*Essential Question*

How do I respond to student misbehavior so we can *all* return to learning?

*Text/Video Option*

- 📖 Jones, F. (2007). Chapter 24: Dealing with typical classroom crises. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- 📖 Jones, F. (2007). Chapter 25: Exploiting the management system. *Tools for teaching: Discipline, instruction, and motivation*. Santa Cruz: Fredric H. Jones & Associates, Inc.
- or-
- 🎥 Jones, F. Tools for teaching: Video session 12: Dealing with typical classroom crises. *Video toolbox*. Santa Cruz: Fredric H. Jones and Associates, Inc.

*Other References*

- ✂ Jones, P. and Jones, F. (2002). Meeting 12: Dealing with typical classroom crises. *Tools for teaching: Study group activity guide*. Santa Cruz: Fredric H. Jones and Associates, Inc.



## Summary

This professional learning community focuses on how the Common Core State Standards impact the design and implementation of assessment and instruction.

## Related Learning Principles

- Clarity of purpose and relevance impacts learner’s willingness to persist so they can become successful.
- Learning is an active process that requires regular reflection and adjustment as learners connect big ideas to facts, skills, and experiences.
- Learning requires fluent and flexible transfer of prior knowledge to new situations.
- Learners push beyond their current comfort level to gain expertise, consider alternate points of view, and deepen knowledge.
- Learners require regular, timely, and meaningful feedback based on established criteria with opportunities for revision and improvement to produce quality work.

## Overarching Teacher Development Targets

- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

## PLC-Specific Teacher Development Targets

- 1A: Share Goals
- 1B: Build Expectancy and Reinforce Progress
- 2B: Establish Measures of Proficiency and Feedback Plan
- 2C: Create Objective-Driven Learning Plans
- 2D: Incorporate Cooperative Learning
- 3A: Present Expectations and Content Clearly

## Format

- Four 2.5-hour evening sessions
- Four 0.5-hour post-session assignments

## Pre-Requisites

- *Developing or proficient* performance on teacher development targets 2F, 3A, 3C, and 3D is a prerequisite for participation in this professional learning community.

*Summary*

Teachers will develop an awareness of the major shifts and implications of the Common Core State Standards and examine current practice through that lens.

*Essential Question*

What's new here? How does that change what's expected of me?

*Session Resources*

- ✂ “Major Shifts and Implications of the Common Core” (compiled by Allison Zmuda from Achieve and Engage NY)
- 📖 McTighe, J. and Wiggins, G., “From Common Core Standards to Curriculum: Five Big Ideas”
- ✂ Zmuda, A., “Jigsaw Protocol”
- ✂ Unit examples
- ✂ “Common Core Self-Reflection and Goal-Setting” Tool

*Expectations between Sessions*

- Each teacher will use the self-reflection tool to identify 1-2 goals, the rationale behind them, and what success looks like.

*Summary*

Teachers will create short-term goals to focus the scope of a given unit and make connections to the larger content area goals.

*Essential Question*

How do I explain why I'm doing what I'm doing to my students? What's in it for me?

*Session Resources*

- ✂ Tool on Developing Transfer Goals
- ✂ Tool on Developing Learning Targets
- 📖 Excerpts Clarifying Short-Term and Long-Term Goals
- ✂ Sample Student Tracking Sheets

*Expectations between Sessions*

- Each teacher will pilot the student-friendly goals created (short-term or long-term) and seek out feedback and guidance from students (i.e., engagement and effectiveness).

### Session 3: Power of Collaboration – Analysis and Problem-Solving

Monday, December 9, 3:45-6:15 pm

#### *Summary*

Teachers will evaluate video clips to observe levels of student collaboration in instructional activities as well as become comfortable with the video protocol.

#### *Essential Question*

How do I invite students in the conversation? How do I structure the conversation so I can let go?

#### *Session Resources*

- 📺 Video examples of student collaboration in practice in related subject areas (based on subject areas of participants)
- ✂️ Video viewing protocol
- ✂️ Strategies for designing questions to promote deep inquiry, analysis, and problem-solving

#### *Expectations between Sessions*

- Teachers will videotape at least one 3-5 minute segment of their class to share a small group of colleagues along with their written explanation of what they hoped to accomplish within the unit.

### Session 4: Putting the Pieces Together – Examining Our Practice

Monday, January 13, 3:45-6:15 pm

#### *Summary*

Teachers will share individual footage of their classroom and elicit feedback using the protocol. In addition, teachers will use the protocol to offer feedback in a professional manner.

#### *Essential Question*

How do I seek out and process feedback to improve my practice?

#### *Session Resources*

- ✂️ Video viewing protocol
- ✂️ Re-examine “Common Core Self-Reflection and Goal-Setting” tool and identify next steps (session #1)



## Summary

This professional learning community explores key parts of the brain and how they impact the learning process. The participants will develop learning activities and formative assessments around the six principles of brain friendly teaching.

## Related Learning Principles

- Clarity of purpose and relevance impacts learners' willingness to persist so they can become successful.
- Learning is an active process that requires regular reflection and adjustment as learners **connect big ideas to facts, skills, and experiences**.
- Learners push beyond their current comfort level to gain expertise, consider alternate points of view, and deepen knowledge.
- Learners require regular, timely, and meaningful feedback based on established criteria with opportunities for revision and improvement to produce quality work.

## Overarching Teacher Development Targets

- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

## PLC-Specific Teacher Development Targets

- 2B: Establish Measures of Proficiency and Feedback Plan
- 2C: Create Objective-Driven Lesson Plans
- 2D: Cooperative Learning

## Format

- Six 2-hour evening sessions

## Pre-Requisite

- *Developing* or *proficient* performance on teacher development targets 2F, 3A, 3C, and 3D is a prerequisite for participation in this professional learning community.

## Sessions 1 and 2: The Brain and How Stress Impacts the Brain

Wednesday, October 9, 4:00-6:00 pm

Wednesday, November 6, 4:00-6:00 pm

### Summary

Teachers will be introduced to “Learning Principle #1: The Setting in Which They Learn” and an exploration of the brain-friendly classroom. Classroom management strategies and procedures will be discussed in order to decrease student stressors.

### Essential Question

How do I use my working knowledge of the brain to design a safe learning environment?

### Session Resources

- 📖 Willis, J. (2006). *Research-based strategies to ignite student learning*. Alexandria, VA: ASCD.
- 📖 Treadway, M. (2012). How dopamine impacts your willingness to work. In *The journal of neuroscience*.  
<http://www.kurzweilai.net/how-dopamine-impacts-your-willingness-to-work>
- 📖 Kagan, S. and Kagan, M. (1998). *Multiple intelligences: The complete book*. San Clemente, CA: Kagan Cooperative Learning.
- 📖 Kagan, S. and Kagan L. (2012). *Brain-friendly teaching workbook*. San Clemente, CA: Kagan Publishing.
- ✂ Classroom climate survey examples

### Expectations between Sessions

- **Ongoing:** Teachers will collect artifacts and reflect on their own practices as they relate to brain-friendly teaching.
- **Following Session 1:** Teachers will conduct climate survey and complete reflection of own classroom in relation to the four pillars.
- **Following Session 2:** Teachers will take notes on procedures and routines that are needed for Kagan structures frequently used in own classroom to be successful (peer observations may also be helpful).

## Session 3: Six Principles of Brain-Friendly Teaching

Wednesday, December 11, 4:00-6:00 pm

### Summary

Teachers will explore parts of the brain and the impact of cooperative learning.

### Essential Questions

How can well-developed cooperative learning structures increase the social and emotional abilities of my students?

How do I use my working knowledge of the brain to design effective learning experiences?

### Session Resources

- 📖 Kagan, S. and Kagan, M. (1998). *Multiple intelligences: The complete book*. San Clemente, CA: Kagan Cooperative Learning.
- 📖 Kagan, S. and Kagan L. (2012). *Brain-friendly teaching workbook*. San Clemente, CA: Kagan Publishing.
- ✂ “Brain Play” interactive simulation

### Recommended Resources

- 📖 McGaugh, J. (2003). *Memory and emotion: The making of lasting memories*. New York, NY: Columbia University Press.
- 📖 Pert, C. (1997). *Molecules of emotion: Why you feel the way you feel*. New York, NY: Scribner.
- 📖 Gladwell, M. (2007). *Blink: The power of thinking without thinking*. Boston, MA: Back Bay Book.

### Expectations between Sessions

- **Ongoing:** Teachers will collect artifacts and reflect on their own practices as they relate to brain-friendly teaching.
- **Following Session 3:** Using in-class discussion, teachers will identify their area of need and practice one to two strategies to improve. Be prepared to share.

## Session 4: Video Game Model and Formative Assessments from the Student Perspective

Wednesday, January 15, 4:00-6:00 pm

### Summary

Teachers will explore the research behind the Video Game Model (VGM) and the potential impact on the classroom environment. In-class readings will lead to a more in-depth discussion.

### Essential Question

What connections can students make in my classroom through my understanding of the Video Game Model (VGM)?

### Session Resources

-  Willis, J. (2011). Neuroscience insights from video game and drug addiction. In *Psychology today*. <http://www.psychologytoday.com/blog/radical-teaching/201110/neuroscience-insights-video-game-drug-addiction>
-  Willingham, D. (2010). Have technology and multitasking rewired how students learn? In *American educator*.
-  Online trackers
-  Reading protocol

### Recommended Resources

-  Willis, J. (2006). *Research-based strategies to ignite student learning*. Alexandria, VA: ASCD.

### Expectations between Sessions

- **Ongoing:** Teachers will collect artifacts and reflect on their own practices as they relate to brain-friendly teaching.
- **Following Session 4:** Teacher will prepare a collection of written formative assessments for next session.

## Session 5: Formative Assessments from the Teacher Perspective - How to Give Effective Feedback

Wednesday, February 12, 4:00-6:00 pm

### Summary

Teachers will practice giving oral and written feedback that focuses on developing skills, not getting the correct answer.

### Essential Question

How does making mistakes translate into making the brain smarter?

### Session Resources

-  Autin, F. and Croizet, J. (2012). Reducing academic pressure may help children succeed. In *American psychological association*. <http://www.apa.org/news/press/releases/2012/03/academic-pressure.aspx>
-  Willingham, D. (2009). Why don't students like school? In *American educator*. Spring 2009.

### Expectations between Sessions

- **Ongoing:** Teachers will collect artifacts and reflect on their own practices as they relate to brain-friendly teaching.

*Summary*

Teachers will share the artifacts collected over the previous five sessions. Peers will use cooperative learning structures to critique each other. Teachers will share final reflections and make changes to learning plans based on their learning.

*Essential Question*

How can I continuously adjust my practice based on reflection and collaboration?

*Session Resources*

- ✂ Teacher-prepared artifacts



## Summary

Using student data, participants will envision the currencies they have created in the classroom and how they align with the currencies of the students. The goal is to unlock assumptions and gain insight into student experience so that students have an equal opportunity for success in classrooms

## Related Learning Principles

- Learners push beyond their current comfort level to gain expertise, consider alternate points of view, and deepen knowledge
- Learning is most effective when it is differentiated by learners' interests, preferences, strengths, contributions, and prior knowledge.

## Overarching Teacher Development Targets

- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

## PLC-Specific Teacher Development Targets

- 1A: Share Goals
- 2A: Review Student Data and Curricular Goals
- 4A: Identify Achievement Gaps

## Format

- Six 1.5-hour evening sessions

## Pre-Requisite

- *None*

## Session 1: Uncovering Biases and Assumptions in Classroom Practice

Thursday, October 10, 4:00-5:30 pm

### *Summary*

Teachers will participate in an interactive session to begin to uncover biases and assumptions. Through self-reflection on life events, we will identify general patterns that may impact decisions we make daily in our classroom practice.

### *Essential Question*

How do we uncover the underlying patterns driving the challenges we face in the classroom?

### *Session Resources*

- Courtney Portlock
- Diversity Bingo
- 5 Things About Me

### *Supplemental Resources*

Complete the teacher perception survey: <http://www.tolerance.org/teacher-perception> (Voluntary)

### *Expectations between Sessions*

1. “The Pile On Principle” from *35 Dumb Things Well Intended People Say* by Maura Cullen
2. “Microaggressions: More Than Just Race” by Derald Wing Sue, Ph.D.
3. “Microaggressions: The Ever-Present Case of What Did You Say?” by Kellye Whitney
4. “Microaggressions in the Classroom” by Joel Portman, Undergraduate Student; Tuyen Trisa Bui, Undergraduate Student; Javier Ogaz, Undergraduate Student; and Jesús Treviño, Associate Provost for Multicultural Excellence

## Session 2: Uncovering Biases and Assumptions in Classroom Practice

Thursday, November 7, 4:00-5:30 pm

### *Summary*

Teachers will explore student currencies and core drivers to discover where our students are coming from, and compare that to their own currencies for success in the classroom.

### *Essential Question*

How do we uncover the underlying patterns driving the challenges we face in the classroom?

### *Session Resources*

- Maura Cullen video clip on accents
- “Microaggressions: More Than Just Race” by Derald Wing Sue, Ph.D.
- “Microaggressions: The Ever-Present Case of What Did You Say?” by Kellye Whitney
- “Microaggressions in the Classroom” by Joel Portman, Undergraduate Student; Tuyen Trisa Bui, Undergraduate Student; Javier Ogaz, Undergraduate Student; and Jesús Treviño, Associate Provost for Multicultural Excellence
- *35 Dumb Things Well-Intended People Say: Surprising Things We Say That Widen the Diversity Gap* by Maura Cullen

### *Supplemental Resources*

- Erickson’s 8 Stages of Human Development

### *Expectations between Sessions*

1. Read pgs. 27-52 of *Never Work Harder Than Your Students*. Look at your own students to discover which currencies they carry and value, and which currencies we carry and value.
2. Prepare answers to first 4 reflection questions on page 53 and come prepared to discuss. A template will be provided.

### Session 3: Examining Student Currencies and Core Drivers in the Classroom - Identifying Patterns in Your Classroom

Thursday, December 12, 4:00-5:30 pm

#### *Summary*

Teachers will examine their own personal key classroom challenges based on a robust conversation with a colleague.

#### *Essential Questions*

How do we (teacher and students) relate to one another?

How do I relate to my students, and where are there significant mismatches (if any) between my currencies and those of my students?

#### *Session Resources*

- Abridged classroom climate survey from *Never Work Harder Than Your Students*, pp. 8-21
- 4 A's Protocol
- "Seeing Color" by Lisa Delpit

#### *Expectations between Sessions*

1. "Acting White" by Roland Fryer ([http://www.economics.harvard.edu/faculty/fryer/files/aw\\_ednext.pdf](http://www.economics.harvard.edu/faculty/fryer/files/aw_ednext.pdf))
2. Classroom Climate Survey

### Session 4: Looking Closer at Cultural Currencies Through Race

Thursday, January 16, 4:00-5:30 pm

#### *Summary*

This session will examine race more deeply as a lens for examining student currencies and classroom practice. Individual teachers will reflect using the data analysis tool from Session 3 and the new knowledge gleaned from the articles, videos and activities.

#### *Essential Questions*

What key problems am I uncovering based on pattern analysis of my own classroom data?

How can I become more aware of my own assumptions and biases to reflect before I respond when in the classroom?

#### *Session Resources*

- 4 A's Protocol ([http://www.nsrffharmony.org/protocol/doc/4\\_a\\_text.pdf](http://www.nsrffharmony.org/protocol/doc/4_a_text.pdf))
- Video on the achievement gap with Glenn Singleton
- "Prepare Yourself," "Prepare Your Students," "Basic Strategies" from Teaching Tolerance
- Role plays

#### *Supplemental Resources*

- *Unequal Childhoods*: by Annette Lereau
- *Whither Opportunity? Rising Inequality, Schools and Children's Life Chances* by Greg Duncan
- *Teaching with Poverty in Mind* by Eric Jensen
- "Colorblindness: The New Racism" by Afi-Odelia E. Scruggs

#### *Expectations between Sessions*

1. Complete the Teaching Tolerance readings: "The Dynamic," "The Location," "Putting It Into Words," "Putting It All Together"
2. Answer the reflection questions

## Session 5: Looking Closer at Cultural Currencies Through Class

Thursday, February 13, 4:00-5:30 pm

### *Summary*

This session will examine class more deeply as a lens for examining student currencies and classroom practice. First, teachers will participate in a set of role play scenarios. Then teachers will engage in jigsaw reading of excerpted passages from *Teaching with Poverty in Mind*.

### *Essential Question*

What key problems am I uncovering based on pattern analysis of my own classroom data?

How can I become more aware of my own assumptions and biases to reflect before I respond when in the classroom?

### *Session Resources*

- *Teaching with Poverty in Mind* by Eric Jensen
- Teaching Tolerance role plays

### *Expectations between Sessions*

- Bring all materials to the final session in preparation for developing a post-session action plan.

## Session 6: Reexamining Existing Instructional Practices, Routines, and Pedagogy

Thursday, March 13, 4:00-5:30 pm

### *Summary*

Teachers will create a personal action plan based on the key learning that resonated with them in the PLC. Action plans should reflect possible shifts in regular classroom routines, practices, and pedagogy.

### *Essential Question*

How do we (teacher and students) relate to one another?

### *Session Resources*

- *Philadelphia* magazine article: "Being White in Philadelphia"
- Reflection/Action Planning Tool
- Laptop cart

### *Post Session Tasks*

Plan to meet with an accountability buddy several weeks from now.

1. How is your action plan going?
2. What are some successes you're experiencing?
3. What are some challenges and how might you plan to address them?



## Summary

This professional learning community examines the varied ways in which teachers can check for student understanding. Participants will explore tools to improve the alignment of summative and formative assessments and view exemplars of written and oral feedback to help them refine the quality and quantity of their feedback. Throughout the PLC, time will be given to discuss how to help students self-assess as well as use peer and teacher feedback to set learning goals.

## Related Learning Principles

- Learning is an active process that requires **regular reflection and adjustment** as learners connect big ideas to facts, skills, and experiences.
- Learners require regular, timely, and meaningful feedback based on established criteria with opportunities for revision and improvement to produce quality work.

## Overarching Teacher Development Targets

- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

## PLC-Specific Teacher Development Targets

- 2A: Review Student Data and Curricular Goals
- 2B: Establish Measures of Proficiency and Feedback Plan
- 3B: Monitor Student Learning
- 4A: Identify Achievement Gaps

## Format

- Six 2-hour evening sessions

## Pre-Requisite

- *Developing* or *proficient* performance on teacher development targets 2F, 3A, 3C, and 3D is a prerequisite for participation in this professional learning community.

*Summary*

Teachers will understand the role of formative assessment and its impact on student learning.

*Essential Question*

What counts as formative assessment?

*Session Resources*

- ✂ Assessment Training Institute. (2003). Excerpt from Activity 7: Auditing classroom assessments for quality. In *Assessment for learning: Thinking about assessment*. Portland, OR: Pearson.
- ✂ Brookhart, S.M. (2009). Figure 3: Pre-assessment questionnaire. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Brookhart, S.M. (2009). Worksheet 1.4: Classroom connections – Formative assessment (Experienced level). In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- 📖 Brookhart, S.M. (2010). Chapter 1: General principles for assessing higher-order thinking. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.  
[http://www.ascd.org/publications/books/109111/chapters/General\\_Principles\\_for\\_Assessing\\_Higher-Order\\_Thinking.aspx](http://www.ascd.org/publications/books/109111/chapters/General_Principles_for_Assessing_Higher-Order_Thinking.aspx).

*Recommended Resources*

- 📖 Iowa Department of Education Characteristics of Effective Instruction (CORE): Assessment for Learning (Formative Assessment) Information Brief.
- 📖 Popham, W.J. (2008). Chapter 1: Formative assessment - Why, what, and whether. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Formative-Assessment@-Why,-What,-and-Whether.aspx>.

*Expectations between Sessions*

- Teachers will read Brookhart, S.M. (2010). Chapter 1: General principles for assessing higher-order thinking. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.  
[http://www.ascd.org/publications/books/109111/chapters/General\\_Principles\\_for\\_Assessing\\_Higher-Order\\_Thinking.aspx](http://www.ascd.org/publications/books/109111/chapters/General_Principles_for_Assessing_Higher-Order_Thinking.aspx) (if not completed during Session 1).

**Session 2: Designing Checks for Understanding**

Tuesday, November 5, 4:00-6:00 pm

*Summary*

Teachers will develop oral, written, and visual prompts for monitoring student learning.

*Essential Question*

How do I know if students “get” it?

*Session Resources*

- ✂ Blank assessment blueprint
- ✂ Brookhart, S.M. (2010). Figure 1.1: Blueprint for a high school assessment on the English colonies, 1607-1750. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.  
[http://www.ascd.org/publications/books/109111/chapters/General\\_Principles\\_for\\_Assessing\\_Higher-Order\\_Thinking.aspx](http://www.ascd.org/publications/books/109111/chapters/General_Principles_for_Assessing_Higher-Order_Thinking.aspx).
- ✂ Brookhart, S.M. (2010). Figure A.1: Specific strategies for assessing higher-order thinking. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.  
<http://www.ascd.org/publications/books/109111/chapters/Afterword.aspx>.

- ✂ Brookhart, S.M. (2010). Afterword figure A.1: Checking for understanding strategy grid. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
- 📖 Fisher, D. and Frey, N. (2007). Chapter 2: Using oral language to check for understanding. In *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/107023/chapters/Using-Oral-Language-to-Check-for-Understanding.aspx>.
- 📖 Fisher, D. and Frey, N. (2007). Chapter 3: Using questions to check for understanding. In *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/107023/chapters/Using-Questions-to-Check-for-Understanding.aspx>.
- 📖 Fisher, D. and Frey, N. (2007). Chapter 4: Using writing to check for understanding. In *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/107023/chapters/Using-Writing-to-Check-for-Understanding.aspx>.
- ✂ Sample assessment blueprint from previous PLC participant
- ✂ Sample summative and formative assessment alignment guide
- ✂ Blank summative and formative assessment alignment guide

#### *Expectations between Sessions*

- Teachers will complete the assessment blueprint and/or alignment guide begun during Session 2.
- Teachers will bring at least one class set of graded formative assessments to Session 3 to be analyzed.

### **Session 3: Using Real-Time Data to Make Adjustments**

Tuesday, December 10, 4:00-6:00 pm

#### *Summary*

Teachers will use real-time data from formative assessments to make adjustments to their learning plan.

#### *Essential Question*

Given my checks for understanding, what modifications do I need to make?

#### *Session Resources*

- 📖 Brookhart, S.M. (2008). Chapter 2: Types of feedback and their purposes. In *How to give effective feedback to your students*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108019/chapters/Types-of-Feedback-and-Their-Purposes.aspx>.
- ✂ Data tracking tools
- ✂ Formative assessment data sets from participants (graded, but not yet analyzed)
- 📖 Popham, W.J. (2008). Chapter 3: Level 1 formative assessment – Teachers’ instructional adjustments. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Level-1-Formative-Assessment@-Teachers'-Instructional-Adjustments.aspx>.

#### *Expectations between Sessions*

- Teachers will bring at least one class set of ungraded formative assessments to Session 4. It will be most beneficial to bring a set of open-ended responses or a mix of open-ended and selected responses.

*Summary*

Teachers will understand how to use common rubrics and key phrases as a basis for written feedback that is clear, specific, and uses appropriate tone and word choice.

*Essential Question*

How do I give effective feedback to improve learning?

*Session Resources*

-  Brookhart, S.M. (2008). Chapter 3: How to give effective written feedback. In *How to give effective feedback to your students*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108019/chapters/How-to-Give-Effective-Written-Feedback.aspx>.
-  Fisher, D. and Frey, N. (2009). Feed up, back, forward. In *Educational leadership*. November 2009, v69, n3. <http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Feed-Up,-Back,-Forward.aspx>.
-  Video: Christine Moynihan on individualized feedback
-  ✂ Formative assessment from participants (ungraded)

*Expectation between Sessions*

- Teachers will videotape themselves providing oral feedback to students or take notes on key phrases they use in their oral feedback and be prepared to share with the group during Session 5.

*Summary*

Teachers will learn how to provide “quick and quiet” feedback, facilitate in-class and out-of-class conferences, and make connections between prior and new learning.

*Essential Question*

How do I give effective feedback to improve learning?

*Session Resources*

-  ✂ Assessment training institute. (2003). Activity 13: Using feedback to set goals. In *Assessment for learning: Thinking about assessment*.
-  Brookhart, S.M. (2008). Chapter 4: How to give effective oral feedback. In *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/books/108019/chapters/How-to-Give-Effective-Oral-Feedback.aspx>.
-   Brookhart, S.M. (2009). Disc 2: Seven key factors to ensure effective feedback. In *Giving effective feedback to your students DVD series*. Alexandria, VA: ASCD.
-  Video: Feedback clarity (“Alice Giving Feedback”)
-   Oral feedback videos and notes from participants
-  ✂ Sample oral feedback talking points from previous PLC participant
-  ✂ Video note-taking guide

*Summary*

Teachers will learn how to provide action-oriented steps that students can execute to improve individual learning.

*Essential Question*

How do I give effective feedback to improve learning?

*Session Resources*

- ✂ Assessment Training Institute. (2003). Resource 2: Student survey to study assessment *for* learning practices in the classroom. In *Assessment for learning: Thinking about assessment*.
- ✂ Assessment Training Institute. (2003). Resource 3: Using test results to self-assess and set goals. In *Assessment for learning: Thinking about assessment*.
- ✂ Assessment Training Institute. (2003). Resource 4: Student self-assessment and goal-setting activities. In *Assessment for learning: Thinking about assessment*.
- 📖 Brookhart, S.M. (2008). Chapter 5: How to help students use feedback. In *How to give effective feedback to your students*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108019/chapters/How-to-Help-Students-Use-Feedback.aspx>.
- ✂ Brookhart, S.M. (2009). Worksheet 3.2: Reflection on reading – Listening to students. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Brookhart, S.M. (2009). Figure 4: Post-assessment questionnaire. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Brookhart, S.M. (2009). Figure 5: Pre- and post-assessment comparison. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Formative assessment action plan options
- 📖 Wormeli, R. (2011). Redos and retakes done right. In *Education leadership: Effective grading practices*. November 2011. Alexandria, VA: ASCD.
- ✂ Sample during and post-assessment reflection from previous PLC participant

*Recommended Resources*

- 📖 Chappuis, J. (2005). Helping students understand assessment. In *Educational leadership*. November 2005, v63, n3. <http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Helping-Students-Understand-Assessment.aspx>.
- 📖 Popham, W.J. (2008). Chapter 4: Level 2 formative assessment – Students' learning tactic adjustments. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Level-2-Formative-Assessment@-Students'-Learning-Tactic-Adjustments.aspx>.
- 📖 Popham, W.J. (2008). Chapter 5: Level 3 formative assessment – Classroom climate shift. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Level-3-Formative-Assessment@-Classroom-Climate-Shift.aspx>.

*Expectations following Session*

- Teachers will complete and submit a formative assessment action plan from one of the options offered.



## *Differentiation*

### Summary

Teachers will refine their skills as instructional planners by integrating strategies and materials to meet their students' varying interests, preferences, strengths, contributions, and prior knowledge. They will learn best practices for designing differentiated learning experiences as well as managing a differentiated classroom. Teachers will consider process, product, content, and environment in their work.

### Related Learning Principles

- Learning is most effective when it is differentiated by the learners' interests, preferences, strengths, contributions, and prior knowledge.

### Overarching Teacher Development Targets

- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

### PLC-Specific Teacher Development Targets

- 2E: Differentiate Plans

### Format

- Two 4-hour Saturday sessions
- One hour of pre-reading and instructional planning before each session
- One hour of action planning after each session

### Pre-Requisite

- *Developing or proficient* performance on teacher development targets 2F, 3A, 3C, and 3D is a prerequisite for participation in this professional learning community.

*Summary*

Teachers will become increasingly proficient in understanding their students as individuals, increasingly comfortable with the meanings and structures of the disciplines they teach, and increasingly proficient at teaching flexibly in order to match instruction to students' need with the goal of maximizing the potential of each learner in a given area. Teachers will explore flexible grouping, tiered assignments, and student choice as instructional strategies to scaffold student learning.

*Essential Questions*

How do I know where my students are? How do I design for them accordingly?

How do I tailor instruction to meet student needs?

*Expectations before the Session*

- Teachers will read Heacox, D. (2002). Chapter 1: What is differentiation? In *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing.
- Teachers will bring an upcoming unit plan that will be taught in late November or December, including the summative assessment, at least three formative assessments, and at least three learning activities, to Session 1.
- Teachers will bring school-level and/or classroom level data to utilize during Session 1.

*Session Resources*

- ✂ Differentiation plan exemplar
- 📖 Heacox, D. (2002). Chapter 5: What do students need? Flexible instructional grouping. In *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing.
- 📖 Heacox, D. (2002). Chapter 6: What do students need? Tiered assignments. In *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing.
- 📖 Heacox, D. (2002). Chapter 7: What do students need? Choices. In *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing.
- ✂ Heacox, D. (2002). Appendix B: Differentiating classroom discussions. In *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing.
- ✂ Tomlinson, C.A. and Eidson, C.C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum, Grades 5-9*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/102293.aspx>.
- ✂ Tomlinson, C.A. and Strickland, C. (2005). *Differentiation in practice: A resource guide for differentiating curriculum, Grades 9-12*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/104140.aspx>.
- ✂ Tomlinson, C.A. (1999). Figure 2.1: Differentiation of instruction. In *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/199040/chapters/Elements-of-Differentiation.aspx>.
- ✂ Tomlinson, C.A. (2001). Figure 4.3: Range of activities in a differentiated classroom. In *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/101043/chapters/The-Learning-Environment-in-a-Differentiated-Classroom.aspx>.
- ✂ Unit plan exemplar

*Recommended Resources*

- 📖 Tomlinson, C.A. (2003). Chapter 1: What's behind the idea of differentiated classrooms? In *Fulfilling the promise of the differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/books/103107/chapters/What's-Behind-the-Idea-of-Differentiated-Classrooms%C2%A2.aspx>.
- 📖 Tomlinson, C.A. (2003). Chapter 2: Student needs as the impetus for differentiation. In *Fulfilling the Promise of the Differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/books/103107/chapters/Student-Needs-as-the-Impetus-for-Differentiation.aspx>.

### *Expectations between Sessions*

- Teachers will reflect on the strengths and growth opportunities of the unit differentiated during Session 1. They will come to Session 2 prepared to share their experiences.
- Teachers will bring an upcoming unit plan that will be taught in second semester, including the summative assessment, at least three formative assessments, and at least three learning activities, to Session 2.

## **Session 2: Leading and Managing a Differentiated Classroom**

Saturday, January 11, 9:00 am to 1:00 pm

### *Summary*

Teachers will understand how to create a learning environment that supports students' development as thinkers and autonomous learners. They will also learn how to balance rigor and respect when designing learning experiences for special education and English language learners so that students have meaningful opportunities to demonstrate understanding. Finally, teachers will design a set of learning experiences to demonstrate their understanding of differentiation.

### *Essential Questions*

How do I create the space to have each student learn well?

How do I differentiate for special populations?

How do I tailor instruction to meet student needs?

### *Session Resources*

- 📖 Heacox, D. (2009). Chapter 8: Developing student responsibility and independence. In *Making differentiation a habit*. Minneapolis: Free Spirit Publishing.
- 📖 Heacox, D. (2002). Chapter 10: How do you differentiate for special populations? In *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing.
- 📖 Rance-Roney, J. (2009). Best practices for adolescent ELLs. In *Educational leadership*. April 2009, v66, n7. Alexandria, VA: ASCD. <http://www.ascd.org/publications/educational-leadership/apr09/vol66/num07/Best-Practices-for-Adolescent-ELLs.aspx>.
- 📖 Tomlinson, C.A. (2001). Chapter 6: Routines for managing a differentiated classroom. In *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/101043/chapters/Strategies-for-Managing-a-Differentiated-Classroom.aspx>.
- ✂ Wormeli, R. (2007). Chapter 5: Twelve samples of differentiated learning experiences from multiple subjects. In *Differentiation: From planning to practice, grades 6-12*. Portland, ME: Stenhouse Publishers.

### *Recommended Resources*

- 📖 Tomlinson, C.A. and Imbeau, M. (2011). *Leading and managing a differentiated classroom webinar*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org/professional-development/webinars/tomlinson-imbeau-webinar.aspx>.
- ✂ Tomlinson, C.A. and Imbeau, M. (2011). *Leading and managing a differentiated classroom webinar handouts*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://groups.ascd.org/resource/documents/103266-ASCDLMWebinarHandouts.pdf>.
- 📖 Short, D.J. and Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners*. New York: Carnegie Corporation.
- ✂ Heacox, D. (2009). Walkthrough indicators of differentiation in action. Chapter 12: Leadership for differentiated classrooms. In *Making differentiation a habit: How to ensure success in academically diverse classrooms*. Minneapolis: Free Spirit Publishing.
- ✂ Mariana Bracetti Academy Charter School. (2010). *Teacher development targets: 2E – Differentiate plans*. Philadelphia, PA.

*Expectations following the Session*

- Teachers will submit a fully differentiated unit for second semester, including a summative assessment, at least three formative assessments, and at least three learning activities to their supervisor for feedback by February 15.



## Summary

Teachers will review the seven keys to cooperative learning and explore the importance of developing students' social skills. They will also learn cooperative learning structures such as One Stray, Inside-Outside Circle, and variations of Round Robin, Rally, and Round Table.

## Related Learning Principles

- Learning is most effective when it is differentiated by the learners' interests, preferences, strengths, contributions, and prior knowledge.

## Overarching Teacher Development Targets

- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

## PLC-Specific Teacher Development Targets

- 2D: Incorporate Cooperative Learning
- 2E: Differentiate Plans

## Format

- One 7.5-hour full-day session
- One 1-hour post-session assignment
- One 30-minute one-on-one meeting with supervisor

## Pre-Requisite

- *Developing or proficient* performance on teacher development targets 2F, 3A, 3C, and 3D is a prerequisite for participation in this professional learning community.

## Session Overview

Thursday, January 2, 7:45 am to 3:45 pm  
Independent Assignment and One-on-One Meeting Completed by February 1

*Summary*  
(see above)

### *Essential Question*

How can I actively engage *all* of my students and develop their social skills as well as their content understanding?

# Mariana Bracetti Academy Charter School

## Peer Review Planning Tool



\*Note: This Peer Review Planning Tool must be completed submitted to the Director of Teaching and Learning ***one week prior*** to the scheduled peer review.

<b>Teacher's Name</b>		<b>Unit</b>	
<b>Course</b>		<b>Pre-Review Meeting Date</b>	
		<b>Peer Review Date</b>	
<b>Curriculum Coordinator's Name</b>		<b>Curriculum Coordinator's Signature</b>	

Peer Review Preparation	Yes	No
<p><i>Unit Plan</i></p> <ul style="list-style-type: none"> <li>All sections of the unit plan are complete.</li> <li>The learning goals and evidence sections directly match what has been outlined in “School Plans” on <i>The School Collective</i>.</li> <li>Formative assessment and learning plan sections provide a sufficient level of detail for reviewers.</li> </ul>		
<p><i>Summative Assessment(s)</i></p> <ul style="list-style-type: none"> <li>Summative assessment(s) is complete and adheres to assessment best practice guidelines.</li> <li>Summative assessment(s) is clearly aligned to the Common Core standards identified in the unit plan.</li> <li>A rubric(s) appropriately aligned to the summative assessment(s) has been selected and included.</li> </ul>		
<p><i>Exemplar</i></p> <ul style="list-style-type: none"> <li>A common rubric(s) appropriately aligned to the summative assessment(s) has been selected and included.</li> </ul>		
<p><i>Formative Assessments</i></p> <ul style="list-style-type: none"> <li>Three formative assessments are included, one from each phase of the learning plan (i.e., beginning, middle, and end of the unit).</li> </ul>		
<p><i>Differentiation Plan</i></p> <ul style="list-style-type: none"> <li>Completed differentiation plan is included and considers the needs of both high level and low level students.</li> </ul>		

Issues/Questions the Designer Would Like Highlighted during Peer Review

Curriculum Coordinator Notes and Recommendations



### Purpose

The primary purpose of peer review is to provide feedback to designers to enable them improve their designs. However, there are residual benefits. Participants in peer review sessions have an opportunity to share and discuss curriculum and assessment designs with colleagues. Mariana Bracetti Academy believes that these sessions provide a powerful approach to professional development since the conversations focus the heart of teaching and learning: What is worthy of understanding in this unit? What counts as evidence that students *really* understand and can use what we are teaching? What knowledge and skills must we teach to enable students to achieve and apply their understandings in meaningful ways?

### Roles



The *designer's* role is primarily to listen – not explain, defend, or justify design decisions.



The *reviewers* should be friendly, honest consultants (critical friends) to the designer. The designer's *intent* is the basis of the review. The aim is to improve the designer's idea, not replace it with the reviewers' teaching priorities, style, or favorite activities. The reviewers' job is twofold:

- To give useful feedback
  - Did the effect match the intent?
- To give useful guidance
  - How might the gaps in intent v. effect be removed?
  - How might the design be improved, given the intent?

### Review Group Norms

When looking at one another's instructional designs, having a shared set of guidelines helps everyone participate in a manner that is respectful as well as conducive to effective feedback. The group should review the norms below before starting *every* protocol. The facilitator and timekeeper should remind reviewers of the guidelines and schedule when needed at any time during the process.

- *Be respectful of the designer(s).* By making their work more public, educators are exposing themselves to kinds of critiques that may not be used to receiving. If inappropriate questions or comments are posed, the facilitator should make sure they are blocked or withdrawn.
- *Contribute to substantive conversation.* Resist blanket praise or silence. Without thoughtful descriptions, questions, and comments, the designer(s) will not benefit from using the protocol to understand his/her own practice. Be specific when giving feedback and/or guidance.
- *Keep the conversation constructive.* There is a productive middle ground somewhere between feedback that only affirms and feedback that does damage. It is the facilitator's job to make sure that a healthy balance is maintained. At the end of the review, the presenter should be able to revise the work productively on the basis of what was said.
- *Be appreciative of the facilitator's and timekeeper's roles.* This is particularly in regards to following the protocol guidelines and keeping time. A complete protocol is sometimes run on a tight schedule. A protocol that does not allow for all the steps to be enacted properly will do a disservice to the designer(s) and to the reviewers.
- *Try to keep your comments succinct,* and monitor your own air time.

## Recommendations for Effective Peer Review

### *Designers*

Designers typically assume that their design is more self-evident than it is. Imagine yourself to be a naïve student. Would you know what to do? Would the flow of the unit be obvious? Do you know how you will be assessed? Is the purpose of the work clear?

### *Reviewers*

A peer review session is successful when the designer feels that the design was understood by peers and improved (or validated) by the subsequent critique and discussion. Always begin by offering feedback in those areas where the design most conforms to the design criteria (i.e., strengths), describing in detail how and where the design met those criteria.

Reviewers give feedback, making clear the basis for the comments in the match (or mismatch) between the goals, assessments, and learning plan, in reference to the design standards. Couching feedback about possible mismatches in question or conditional form may be appropriate. For example:

- “We wondered about the validity of the assessment task, in light of the specified goal.”
- “If your aim is critical thinking, then the assessments don’t seem to demand more than recall.”

Reviewers give guidance in each area where they perceive a gap between intent and effect or some confusion about the design’s purpose or execution. Note that guidance should improve the intent, not substitute the reviewers’ goals or methods for such a unit.

### *Common Misconceptions*

A common misconception about peer review is related to the assumption that we should judge the work of others and that others will judge our design. But the goal of review is to provide helpful feedback and guidance, not judgment.

The distinction between *feedback* and *guidance* is almost universally misunderstood. Despite common parlance, feedback merely describes what happened, not how you feel about it or what should be changed.

The most common mistake in peer review, therefore, as a result of this misconception, is to assume that the peer review process is meant to offer praise and criticism. That is far less important than accurately describing the design’s strengths and weaknesses based on design standards, so that the designer will understand why advice is offered.

## Process

### ❶ *Pre-Review Meeting with Curriculum Coordinator (20 minutes)*

- Designer(s) meet one-on-one with curriculum coordinator at least one week prior to their peer review to review the alignment of the unit's stage one learning goals with the course's scope and sequence guide. The designer(s) is responsible for bringing all of the materials listed below to this meeting.
  - Unit plan
  - Summative assessment(s) with exemplar
  - Three formative assessments, one from each phase of the learning plan (i.e., beginning, middle, and end of the unit)
  - Differentiation plan
- During this time, the curriculum coordinator also confirms that an appropriate rubric has been selected which aligns to the summative assessment(s).
- Curriculum coordinator completes and signs Peer Review Planning Tool and submits it to the Director of Teaching and Learning.
- *Please note:* If a curriculum coordinator is the unit designer, he/she will meet with his/her supervisor prior to the peer review.

### ❷ *Materials Distribution (5 minutes)*

Curriculum coordinators come to each peer review with a content-specific binder that includes a reference copy of the standards and assessment anchors and scope and sequence guides and extra copies of the Peer Review Form.

The designer(s) should prepare individual copies of the following materials for each reviewer:

- Peer review form
- Unit plan
- Summative assessment(s) with exemplar and applicable rubric(s)
- Three formative assessments, one from each phase of the learning plan (i.e., beginning, middle, and end of the unit)
- Differentiation plan

### ❸ *Overview of Unit with Designer(s) (10 minutes)*

- Establish roles (facilitator and timekeeper). The facilitator's key job is to keep the conversation moving and gently but firmly ensure that the designer(s) listens (instead of defending) when the review is reported. The designer(s) will act as the recorder during the review. He/she is restricted to only answering informational questions and may not participate in the ongoing dialogue.
- Designer(s) provides a brief overview of the unit.
- Reviewers silently skim the unit and review summative and formative assessments to identify clarifying and/or contextual questions for the designer(s).
- Designer(s) states any issues he/she would like highlighted in the feedback session.
- Reviewers ask contextual questions to clarify the designer's intent (e.g., "How are you making assessment criteria clear to students?").

④ *Individual Review of Assessment Quality and Alignment (5 minutes)*

- Each reviewer silently assesses strengths of the design first, then growth opportunities (in relation to the specific design criteria).
- Each reviewer completes the Peer Review Form *before* discussion of the unit by the entire review group.

⑤ *Clarification Questions (5 minutes)*

- After reviewing the materials individually, reviewers are given an opportunity to ask the designer(s) any clarifying questions they might have before engaging in the team discussion.

⑥ *Peers Discuss Assessment Quality and Alignment (20 minutes)*

- Group considers the issues highlighted by the designer(s).
- Review group discusses individual reactions of strengths and growth opportunities (in terms of design standards).
- Designer(s) are silent and taking notes during this time. Some review groups have found it helpful to have the designer(s) remain in the room but sit outside the discussion circle.

⑦ *Concluding Remarks (5 minutes)*

- Designer(s) describes key takeaways from the review experience, including intended action steps.

⑧ *Post-Review with Supervisor (via e-mail)*

- Within one week of the peer review, teacher will e-mail supervisor the following materials:
  - Completed peer review form
  - Original *and* revised unit plan
  - Original *and* revised summative assessment(s) with exemplar and applicable rubric(s)
  - Original *and* revised formative assessments
  - Original *and* revised differentiation plan
  - Sampling of learning plan components aligned to the revised assessments
- The supervisor will review the materials and recommend any further revisions that will maximize alignment between learning goals, assessments, and activities.

# Mariana Bracetti Academy Charter School

## Peer Review Form



Teacher's Name		Unit	
Course		Review Date	

**Issues/Questions the Designer Would Like Highlighted during Peer Review**

3 = meets the standard    2 = partially meets the standard    1 = does not yet meet the standard

Stage 2: Evidence						
Assessment Quality and Alignment	3	2	1	Feedback		Guidance
				Strengths	Growth Opportunities	
<i>Summative assessment(s) is a valid measure of each Common Core standard.</i>						
<i>Summative assessment(s) requires genuine performance or production, in a realistic context, as a meaningful challenge, in which the student is provided minimal scaffold.</i>						
<b>Format</b> of the <i>formative assessments are a valid complement to the summative assessments.</i>						
<b>Content</b> of the <i>formative assessment are a valid complement to the summative assessments.</i>						
<i>The exemplar and rubric(s) (if applicable) provide enough information on each key criterion to provide students with helpful direction and feedback.</i>						
<i>Formative assessments are used as feedback for teachers to guide immediate planning and students to self-assess and monitor progress toward goals.</i>						

Assessment Presentation	3	2	1	Feedback		Guidance
				Strengths	Growth Opportunities	
The <i>format and aesthetics</i> of the assessments make them <i>accessible to all learners</i> and do not detract from students' ability to demonstrate understanding.						

Connection of Summative Assessment(s) to Mission <i>To which of the following pillars is the summative assessment <u>most</u> aligned?</i>			Notes/Guidance
	Independent, adaptive problem solvers		
	Powerful thinkers		
	Effective communicators		
	Meaningful contributors to the larger community		