**Southwick-Tolland November 3, 2015**

**Improving Instructional Practice: Staff Day Agenda**

I. What? So What? Now What??

1. Thinking about Growth
2. Understanding Rigor
3. The Value of Questions
4. Looking Ahead

Please complete workshop survey

Website: <http://mattersofeducation.org/workshop_materials/southwick-tolland/>

Password: gorams Code: *VglZr*

**Detailed Workshop Agenda**

1. What? So What? Now What??

Checking in from September

II. Thinking About Growth

A. Brief Introduction

B. Carol Dweck Revisits the Growth Model

1. Please Read Article on pp 2-3 in Workshop Materials Packet

2. *Final Word* Protocol

Use the Final Word process with a short article, or a section from a long article.

1. Assign reading. Ask students to highlight two to three items in their reading that were most interesting or thought-provoking. This can be assigned as work outside of class.
2. Formulate groups. All people within each group should have read the same article or section.
3. In turn, each individual shares one of the items they highlighted, but does not comment on it. When sharing their item, it is helpful to give page, column, and paragraph info so the item can be quickly found by everyone in the group. To share the item once people have found it, simply read it.
4. Starting to the left of the person who shares the item, group members comment, one at a time, in round-robin order about the item. It is important that there is no cross talk.
5. The person who initially shared the item then shares his/her thinking about the item last, getting the final word.
6. Repeat the pattern so that each group member gets an opportunity to initiate an item from their highlighted list.

What is interesting about the Final Word process is that the person who initiates the item may have a completely different perspective about it once others have all commented on it.

This process is excellent for helping people see others’ perspective, developing listening skills (no cross-talk), and challenging assumptions.

C. What Does Growth Look Like?

1. In Your Instructional Vision

2. Fixed and Fluid

III. Understanding Rigor

1. What is it? Learning Strategy: *Color-Symbol-Image*

Way to explore topic, idea, person, event, or concept.

Choose a color that you think best represents the essence of that idea person, event, or concept.

Create a symbol that you think best represents the essence of that idea, person, event, or concept.

Sketch an image that you think best captures the essence of that idea person, event or concept.

The value is in the presentation/explanation of the choices one makes.

1. Where is it?
2. When is it?
3. What does it look like in your class?: Pair-Share
4. Rigor Checklist
5. Models of Rigor

Now that we’ve create a checklist that identifies the components of rigor, let’s see if we can find it in other materials. Please assess what you are given based on our criteria;  
1. Full Group: Imperialism Unit Test (handout)

Macbeth opening lesson, <http://betterlesson.com/lesson/566373/what-s-your-sentence-tomorrow-and-tomorrow-and-tomorrow-introducing-macbeth-by-william-shakespeare>

2. Small Group Exploration

Social Studies:

a) Lesson on Electoral College (MS)

b) Presidential Election Maps: The Stories They Tell (HS)

c) Assignment: African Nation Study and Forum (HS)

ARTS: Lesson On Rise of Popular Culture in the 19th Century

ELA:

a) Yes And/Yes But (ELA, 10)

<http://betterlesson.com/lesson/534429/yes-and-and-yes-but-using-improvisation-to-construct-argument-in-the-taming-of-the-shrew-act-4>

b) 9-11 Lesson (ELA, 12)

<http://betterlesson.com/lesson/499398/9-11-tribute-the-names-and-responding-to-an-iconic-photo>

c) Elements of Fiction, Part I (ELA, 7)

<http://betterlesson.com/lesson/494731/story-elements-introduction-part-1>

1. Iron Teacher: Using the materials you are given as a starting point, create an assignment (single or multi period—some assessment component)

that demonstrates RIGOR. Use the check list we have created as your guide.

And by all means, bring in other materials!!

**Social Studies and Art Teachers**:

You will be given a visual document and the text of the Constitution

<http://www.usconstitution.net/const.html>

* Voting Rights Cartoon
* Torn in Two Cartoon
* Gerrymander Map
* Elephant and Donkey Cartoon
* Results of the 15th Amendment Lithograph

Make the Map All White, <http://web3.encyclopediavirginia.org/resourcespace/filestore/3/2/7_1ede2c1167aefe3/327scr_1e57cca24ec0818.jpg>

**ELA Teachers**:

You will be given chapter by chapter study guides of one of the following commonly read MS or HS texts:

*Of Mice and Men*

*Animal Farm*

*Huck Finn*

*Invisible Man*

These study guides are “just the facts.” Identify the ways in which you could add rigor to teaching these books.

IV Questioning

Dare to Disagree

<https://www.ted.com/talks/margaret_heffernan_dare_to_disagree?language=en>

1. Higher Order Thinking Skills

1. Personal Favorites

2. A Useful Rubric

3. Blooms

4.Integrative

|  |  |
| --- | --- |
| **TEXT DEPENDENT**  Question can be answered using everything ‘in front of you’—the book, the problem, the experiment… | **TEXT EXTENDER**  One hand on the text, the other reaching out |
| **ANALYTIC**  Brings together several pieces—but posed BY THE TEACHER… | **CREATIVE**  Also brings together several pieces, but generated BY THE STUDENT and demonstrates internalization of the concepts/ideas taught |

KEY POINTS:

· Not necessarily a progression

· Often dependent on one another

· Big Goal: Student Interaction, Cooperative Learning

5. RAFT **Question** Model:

*TO KILL A MOCKINGBIRD*

|  |  |  |  |
| --- | --- | --- | --- |
| ROLE | AUDIENCE | FORMAT | TOPIC |
| Mayella | Jury | Newspaper Report | Tom Robin’s Guilt |
| Jem | Dill | Diary | Scout’s Temper |
| Atticus | Lynch Mob | Radio Program | Racism |

6. Write questions on text you brought that

a. encourages critical thinking

b. allows students to show understanding of the text

c. engages students in active learning

d. uses one of the models above

B. Essential Questions: Understanding by Design

1. What? How? Why?
2. UbD Checklist: Stage 1
3. Model: Cover Sheets of MCUs in relevant disciplines, to see how EQs, EUs, Skills, and Knowledge fit together
4. Unpack some to see how they fit together and if the EQs are rigorous
5. Fill-in the Blank
6. Create their own or adapt something they brought—use blank form

C. Look at Stages 2 and 3 of UbD template

D. Perplexity

Dan Meyer, Teaching for Perplexity--: <http://www.coetail.com/dimac4/2014/12/06/the-question-is-the-answer-3/>

D. Dimensions of Learning

1. Dimension 3-Extend and Refine Knowledge
2. Dimension 4-Use Knowledge Meaningfully
3. Dimension 5-Habits of Mind

V: Looking Ahead

Between November 3 and January 27, each person will tweak a lesson or unit, employing something we explored today. We are encouraging partnerships across disciplines.

We are also encouraging Lesson Reflections.

Two models of Lesson Reflections are in Workshop Materials Packet.

Google Folders might be a useful vehicle here.

No judgment, no evaluation, just genuine sharing among colleagues in a non-threatening and supportive way.

Begin with reflection templates, pp 12-19 in Workshop Materials packet.

For great model of rigorous lessons that include reflections:

<http://betterlesson.com/master_teacher_projects>

Math Rock Stars: James Dunseith (12th and Algebra), James Bialasik, Christa Lemily

ELA Rock Stars: Glenda Funk (12), Jessica Keigan (10), Kristal Doolin (7)

And the best teacher on the entire site is a first grade teacher, Tommy Young