

Secondary Leadership PLC
October 9, 2012

Agenda Planning

Materials Notes:

- Handout: Steve's template for CBAM and CBAM Stages of Concern
 - Handout: agenda and sentence frames for warm-up and sentence stems for CBAM (Steve)
 - Handout: half sheet school time reflection.
1. Warm-Up/Anticipatory Set/Engaging Scenario: **Shifting Roles** (12:15-12:35, 20 minutes)
Erin Introduce, Principals lead.
Notes on back of agenda.
 2. Leadership: **Leading Second-Order Change and the Concerns-Based Adoption Model** (12:35-1:20, 45 *minutes*)
Steve's show. Original notes below, but not sure what this will look like.
 - a. Introduce and Review the *Concerns-Based Adoption Model: Stages of Concern*
Questions to consider
 - i. Where are the members of your PLC on these continuums on the path to Standards-Based Teaching and Learning?
 - ii. What do you do with members at different stages?
 - iii. How do you meet their concerns/meet them where they are?
 - b. Language to honor where people are and move them up a level—brainstorm in groups (Steve)
 - i. Index cards—comments or questions you have heard that you want help to respond to.
 - ii. Fogarty: What would be a horrible misapplication of this?
 - c. What does it look like when someone understands the innovation, but doesn't believe in it? (not part of the scale)
You're one question away.
 - i. Passive Objectors
 3. Leadership: **Self-reflection** (1:20pm-1:40, 20 minutes)
Travis introduce, principals lead the discussion
We assume all principals have their "Most engaged, talented, hopeful teachers at the table, because they believe all kids can be college and career ready."
 - a. Value Questions
 - i. That all kids can meet grade-level standards.
 - ii. That standards-based teaching is the most effective for
 - b. Questions with self-reflection based on CBAM scales. *We assume everyone in the room is at a level 5 or 6. This is consistent with an effective leadership team. Take a minute to evaluate your place on the scale as the role of leader in this work. If you are*
 - i. "the innovation" is the your role as the leader of this work in your department.

BREAK (10 minutes)

4. PLCs (1:50-2:45, 55 *minutes*)
 - a. Reference the Wheel. *These vignettes are big picture. Some will say "I needed this; it's just in time." Others will say, "We're not there yet."*
 - b. Fishbowl
 - i. Topic: Standards Unwrapping and Common Formative Assessments readiness
 - ii. Integrating small group reflection and role playing
 - c. Large group debrief
5. Standards-Based Teaching & Learning: Hilhi CFA Experiences (2:45-2:55, 10 minutes)
6. Standards-Based Teaching & Learning: School Team Time (2:55-3:25, 30 *minutes*)
Guiding Questions:
 - a. When are we supposed to do this work? *What structures and support exist in the building for us to work with the standards-based curriculum maps?*
 - b. Where are we with PCS and Curriculum Maps?
 - c. Is your team working with norms?

- d. How do we build equitable participation in our PLC meetings?
- e. How do we use data to inform instruction?
- f. How are we negotiated what is required and not required in the Common Core?
- g. How does the Common Core change what and how we should teach?
- h. How do we do less more deeply?

Wrap-Up/Review/Reflection/Evaluation (3:15-3:25, *10 minutes*)

What next for your team? (half sheet)

BREAK (10 minutes)

7. Standards-Based Teaching & Learning: Department Curriculum Leader Meetings (3:35-5:00, *85 minutes*)

Objectives

- a. Move the **guaranteed standards by term** work from “draft” to “done for now”
- b. Make a decision about what work will happen in the building departments to be brought back to this group in November.

Agenda

- c. Standards decisions by term/course (55 min, 10-15 minutes for Math)
 - i. Math: work samples (40 min)
 - ii. ELA: Text Complexity (after standards with remaining time)
- d. Decide on work for November meeting (3 min)
- e. Participatory agenda ideas (2 min)