

Secondary Leadership PLC

Date 11-13-2012

DRAFT AGENDA

Warm-Up/Anticipatory Set/Engaging Scenario

Fogarty Change Cycle (Erin: 5 min)

12:15-12:20pm

Leadership

1. Multipliers Mini-Lesson (Steve: 45 min)
 - a. First Followers
 - b. Multiplier vs. Diminisher Performance Continuum (p. 207) jigsaw activity
2. Difficult Conversations with Steve (10 min)

12:20-1:05pm

1:05-1:15pm

PLCs/ Standards-Based Teaching & Learning

1. SMMS PLC Process presentation (Amy Torres: 10 min)
2. Self-assessment quarterly check-in with *Critical Issues for Team Consideration* (Travis: 10 min)
3. CFA Scaffolding Practice by school team—8 station rotation: 4 core, 2 levels, provide standards (Erin & Travis)

1:15-1:25pm

1:25-1:35pm

Frame: Why in school teams

- to help us focus on the process and not content-driven considerations,
- provide a safe place to practice the process,
- able to discuss process with school team

1:35-2:50pm

- a. What is the standard indicating that students should be able to KNOW and DO? (10 min)
rotate
- b. Review previous group's work. Add and/or revise if necessary. (5 min)
- c. How do we create a PROFICIENCY RUBRIC for this set of knowledge and skills? (20 min)
rotate
- d. Review previous group's work. Add and/or revise if necessary. (5 min)
- e. How can students demonstrate their level of mastery in a COMMON FORMATIVE ASSESSMENT? (15 min)
 - i. Brainstorm ideas
 - ii. Outline any key details
 - iii. Will teachers be able to see performance at all proficiency levels?*rotate*
- f. Review previous group's work. Add and/or revise if necessary. (5 min)
- g. Team REFLECTION of the PROCESS. (5 min)
 - i. How did the evaluation of the standard(s) contribute to the CFA ideas?
 - ii. How did the creation of the proficiency rubric contribute to the CFA ideas?
 - iii. How might you use the proficiency rubric to score the CFA?
- h. Large-group Debrief Process (Travis: 10 min)
Each school shares one "Aha" from the process. Optional sentence frames:
 - The process of _____ was beneficial because _____.
 - We hadn't thought about _____ before, but _____.
 - _____ didn't work for us because _____, but we can see how it might _____, if _____.
 - We are curious about _____, and would like to _____.

School Team Time:

1. Debrief from PLC activity – Principals facilitate conversations
 - i. How does this follow the work that you have been doing in our building?
 - j. How does this conflict with or add value to the work you have been doing?
 - k. How do you implement/plan to implement this process with your department?
 - l. What support do you need to help move our curriculum mapping and implementation forward?
 - m. What role do you need the principal to play in helping your department move forward?

2:50 – 3:05pm

Wrap-Up/Review/Reflection/Evaluation (5 min)

1. PCS update-TAG plans and ELP standards out. (Erin)
2. Reflection/Evaluation

3:05 – 3:15pm

Department Coordinator Meetings

3:20 -5:00pm

ELA:

- HS; Discuss Curriculum Map suggested changes, make decisions. Goal to finalize all decisions; Jan. meeting
- MS: collaboration Focused and Integrated ELD; EMS, BMS come with questions.

Math:

- Common Summative Assessment—Alg, Geo, Alg2
- Work Samples
- 6th to 7th grade transition and placement review and brainstorm

Science:

- Final agreements on order of Topics of Study
- Earth Science topics in grades 6-11
- Work Samples

Social Studies:

- Course Descriptions-review and approve new course descriptions
 - Topics by term matched to standards
 - MS: Tier 2 and Tier 3 vocabulary agreements
 - HS: CCSS Common Rubrics by grades 9/10 and 11/12
 - Review samples
 - Create for HSD Social Studies
 - Review Course Topics Outlines
 - All courses except World Studies
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LOOKING AHEAD

Questions for principals: *we can address these in the Operations Meeting Next Friday*

- How can we create more work time for departments in buildings?
- Where/How are PLCs not functioning? What support to PLC Leaders really need to help their PLCs function well?
- What suggestions do you have for the next three meetings?

For January

Leadership—Problem Solving Cycle

1. Big picture
2. Steps/Tools
 - a. Questioning Strategies (clarifying and probing questions)
 - b. Force Field Analysis

PLC—Fishbowl: Differentiation, Intervention, and Enrichment (Differentiating the Core)

Standards-Based T&L—

- SBAC Samples
- Department work on Curriculum Map components

For March

Leadership—Levels of Use Concept

PLC—Considering SBAC and other Summative Assessments in curriculum and instruction planning

Standards-Based T&L—Department work on Curriculum Map components

For April

Leadership—?

PLC—Focus on Instruction

Standards-Based T&L—

- TAG Plans by course
- Department work on Curriculum Map components
- Final Reviews of public documents