September 26-27, 2013

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| **Approximate time and groupings** | **Designers/ Facilitators** | **Activity & Purposes** | **What we need all other leaders/peer teachers to be doing:** |
| 7:30-8:00  PLCs | Kris & Jackie | Welcome back. Goals for the year.  Recall norms; Introduce norm of *Listening to and making sense of or building on others’ ideas.* | Powerpoint |
| 8:00-8:45  PLCs | Kris and Brandon | PLCs collaboratively create a concept map of the major ideas from last year. Goals:   * focus on norms, specifically the productive norm of *Listening to and making sense of or building on others’ ideas*. * Review and make connections between ideas from last year, and between those ideas and student learning. * Help new teachers feel welcome.   **Reflection:** Create a five-word motto for *process* of creating concept map collaboratively**.** | Distribute 11 by 17 sheets and tape to poster paper  Post-its, and markers  Audio-record the PLC conversation you observe. Notice how teachers attend to the norm: Listening to and making sense of or building on others’ ideas. |
| 8:45-9:00  PLCs | Erik | Reminder of how to get on the Moodle. Everyone should be on the Moodle so they can access the Progressions documents today when they create their learning trajectories. | Help teachers get on the Moodle. |
| 9:00-9:30  (non-PLCs) | Jackie | Intro to formative assessment and how it fits with our goals and the ideas from last year (coherence, learning the CCSS, motivation). | Distribute handouts: Blank half sheets, Definitions of FA, and (end) Reflection half sheets |
| 9:30-9:40 | Break |  | Snacks |
| 9:40-10:55  PLCs | Hyung Sook and Jackie | PLCs create Concept Progressions using CCSS and Progressions documents | Distribute Extra copies of Progressions and CCSS; Poster paper,  Handouts for PTs and for teachers |
| 10:55-12:10 | Lunch and FA: Kris and Jackie | What makes a good formative assessment task?  Teachers create a formative assessment to use before next workshop. It will target the ideas in their learning trajectories. | Handouts: Task 1 and Task 2,  Student work on Tasks, Blank paper |
| 12:10-12:30  PLCs | Janet and Matt | Reflecting on roadblocks and goals |  |
| 12:30-12:40 | Break |  |  |
| 12:4-2:40 | Cheryl and Scott | Rich task (Tiny Triangles) with focus and reflection on SMP.  New teachers will take the DTAMS during this time | DTAMS; consent forms |
| 2:40-2:50 | Kris | Closure: metaphor: what I’m thinking about implementing CCSS. |  |
| 2:50-3:00 | Jackie/Janet | Brief Evaluation/Discuss observations this fall | Evaluation forms; homework sheets |