<table>
<thead>
<tr>
<th>TIME</th>
<th>GOAL/TARGET</th>
<th>LOCATION</th>
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<tr>
<td>8:00-8:15</td>
<td>Workshop Day Kickoff</td>
<td>DRHS Pit</td>
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<td>8:20-9:35</td>
<td>Identify needs for curricular, instructional, and assessment scaffolding of</td>
<td>ELA- #101</td>
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<td>cognitive complexities embedded in the content standards.</td>
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<td>Allied Arts- #102</td>
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<td>9:35-9:45</td>
<td>BREAK</td>
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<td>9:45-11:15</td>
<td>Report Card / Transcript / Reporting Design and Discussion</td>
<td>ELA- #101</td>
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<td>Allied Arts- #102</td>
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<td>11:15-12:00</td>
<td>LUNCH (on your own)</td>
<td>Engagement/Compliance- #201</td>
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<td>Mental Health- #103</td>
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<td>Students Tracking Own Progress- # Science Lab</td>
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<td>Poverty- #101</td>
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<td>Eligibility, Honors, etc- #102</td>
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<td>Managing Late Work- #104</td>
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AGENDA

8:00-8:15

● Workshop Day Kickoff
  ○ Professional Development Survey
    ■ Identified by Need (High, Moderate, Low, No)
    ■ Raw Data
    ■ Summary Data
  ○ Vertical Content-based Conversations Focused on Alignment & Consistency
  ○ Providing Time and Space To Share, Problem-Solve, Ideate, and Design
    ■ (un)Conference/Personalized PD Design
      ● Get out what goes in
      ● The expertise is in the room
      ● Actively focus on solutions
      ● Identify zones of control and work within them
      ● Designate a facilitator and recorder
    ■ Compare and contrast challenges and successes
    ■ Develop common expectations across grade spans and buildings, while maintaining autonomy.
    ■ Create innovative and applicable solutions to everyday challenges
  ● Norms
    ○ Bias toward action; finished, not perfect.
    ○ Assume the best
    ○ Be present and active
    ○ Support each other and yourself
    ○ Embrace both uncertainty and failure as learning opportunities

8:00-9:30

● Content-area meetings
  ○ 8:00-9:00
    ■ Goal: Identify needs for curricular, instructional, and assessment scaffolding of cognitive complexities embedded in the content standards.
    ■ Follow the “Dancing with Data” Protocol, approved by MSAD #46 District Data Team
      ● Data to use: “Assessment Type Report” Data from Atlas
      ● Video: Creating an Assessment Type Report in Atlas
      ● Guiding Questions (not all of these need to be answered, but should be used to guide the work and conversation):
        ○ How might we identify the cognitive complexity embedded in our performance indicators and/or standards?
        ○ How might we identify the cognitive complexity in our existing public curriculum documentation (Atlas)?
To what extent are our classroom assessments aligned and are appropriately scaffolded to the cognitive complexity embedded/required in our performance indicators and/or standards?

To what extent do our instructional methods and lessons align and appropriately scaffold to the cognitive complexity embedded/required in our performance indicators and/or standards?

9:00-9:30
- Develop a strategy proposal for addressing the alignment inaccuracies across our standards, assessments, and instruction in and across our public curriculum documents (Atlas)
- Share this strategy proposal (including people involved, timelines/deadlines, and other relevant information) with building leadership and Director of Curriculum-Instruction-Assessment
  - This information will be used to intentionally design and drive time during the 2017-2018 school year to “bring these proposals to life.”
  - This strategy proposal does not need to be perfect… but it needs to be finished.

9:30-9:45 BREAK

9:45-11:15
- Report Card / Transcript / Discussion & Design
  - 9:45-10:20
    - Content Teams will share with each other the grade reporting mechanisms being used at their respective schools
    - Teams will analyze each grading system using the Charrette Protocol
  - 10:20-11:15
    - Teams will develop prototypes of common reporting mechanisms (report card, progress reports, transcripts, etc)
    - Teams will share prototypes with other teams and identify commonalities and new ideas from each other.
    - Prototypes and commonalities/new ideas will be shared with building leadership, Director of Curriculum-Instruction-Assessment, and Director of Technology and Information Systems so your work can be used going forward in our system design and implementation.

11:15-12:00 LUNCH
Environments/Spaces were established based on PD Survey data, and will explore the following topics (and sample guiding questions):

- **Engagement v. Compliance** (click link for notes page)
  - Evaluate the extent to which my classroom is based on principles of “Engagement” or “Compliance”
    - [http://www.ascd.org/ASCD/pd/siteASCD/marketing/Engaged-or-Compliant-Learner.pdf](http://www.ascd.org/ASCD/pd/siteASCD/marketing/Engaged-or-Compliant-Learner.pdf)
    - [http://blogs.edweek.org/edweek/finding_common_ground/2016/04/student_engagement_is_it_authentic_or_compliant.html](http://blogs.edweek.org/edweek/finding_common_ground/2016/04/student_engagement_is_it_authentic_or_compliant.html)
    - “Measuring Engagement in Fourth to Twelfth Grade Classrooms: The Classroom Engagement Inventory”
  - How might we identify engaged learners vs. compliant learners? What are the “signs?”

- **Mental Health (Depression, Anxiety, ACEs, etc.)** (click link for notes page)
  - How might we evaluate the effectiveness of our curriculum-instruction-assessment methods, specifically as they relate to students dealing with mental health issues?
  - How might we create safe learning environments (both within the classroom and outside of it) for students with mental health issues?

- **Students Tracking Their Own Progress** (click link for notes page)
  - What tools can be used to encourage students to track their own progress?
  - What benefits to student learning, engagement, and proficiency are there to having students track their own progress?

- **Poverty** (click link for notes page)
  - How might students affected by poverty (including generational poverty) learn differently in our classrooms/schools?
  - How might we create safe and effective learning environments for students affected by poverty?

- **Eligibility, Honors, etc.** (click link for notes page)
  - How are eligibility, honors, etc. accounted at your school?
  - What do you see are the benefits and detriments of eligibility, honors, etc.?
  - How do our structures, policies, and practices regarding eligibility, honors, etc. meet the needs of all learners?

- **Managing Late Work** (click link for notes page)
  - How late is “too late?”
  - Our structures, systems, environments, and actions place a greater value on which timeliness or learning? Evidence? Why?
  - How might we create structures that encourage timely behavior while also maintaining a deep focus on the learning?