



SCHEDULE

TIME	GOAL/TARGET	LOCATION
8:00-8:15	Workshop Day Kickoff	DRHS Pit
8:20-9:35	Identify needs for curricular, instructional, and assessment scaffolding of cognitive complexities embedded in the content standards.	ELA- #101 Math- #209 Science- #Bio Lab Social Studies- #201 Allied Arts- #102
9:35-9:45	BREAK	
9:45-11:15	Report Card / Transcript / Reporting Design and Discussion	ELA- #101 Math- #209 Science- Bio Lab Social Studies- #201 Allied Arts- #102
11:15-12:00	LUNCH (on your own)	
12:00-3:00	Topic-Based Environments/Spaces	Engagement/Compliance- #201 Mental Health- #103 Students Tracking Own Progress- # Sci Lab Poverty- #101 Eligibility, Honors, etc- #102 Managing Late Work- #104



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**



12:00-3:00 -- Topic-Based Environments/Spaces

- 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/pdf/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
 - [“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?