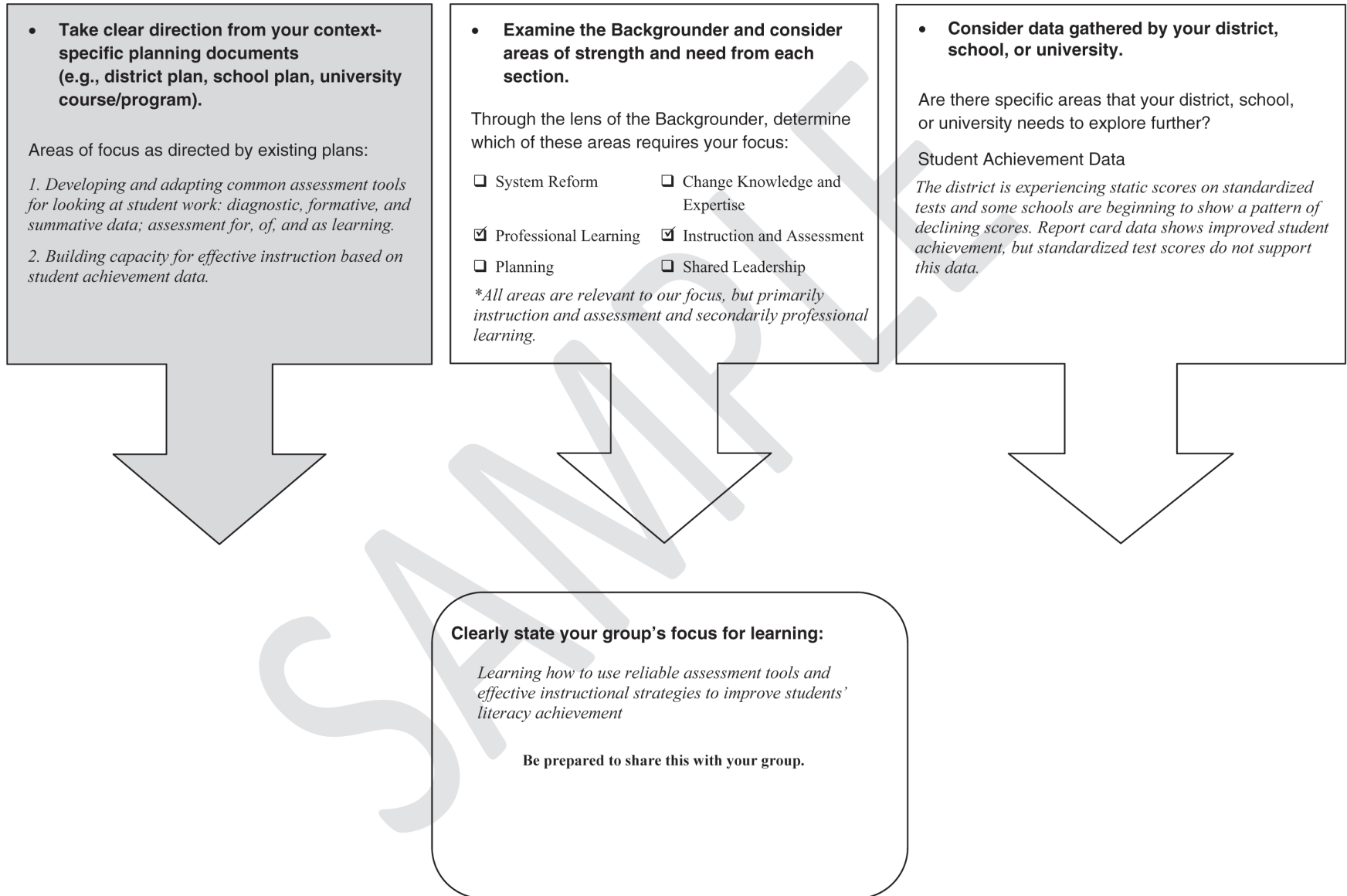


APPENDIX 1: Planning Master 1: Determining Your Focus for Learning Using the District or School Improvement Plan



Theme: *Instruction and Assessment (P1, 8, and 13; Readings 11 and 9)*

Focus for Learning: *Learning how to use reliable assessment tools and effective instructional strategies to improve students' literacy achievement*

Number of Learning Sessions: 5

Length of Each Session: 1 hour, 15 minutes

APPENDIX 1: Planning Master 2: Planning Your Learning Series Using the District or School Improvement Plan

Session # and Date	Content Selection	Activity Selection(s)	Feedback/Assessment Selection(s)	Notes
1. Oct. 7	1. Reading 1: "Accomplishing Districtwide Reform" 2. Parameter 1: Shared Beliefs and Understandings Among All Staff	Reading: Jigsaw Viewing: Key Understandings chart Applying: 3-2-1 Graphic Organizer and Walkabout	Note to Self Literacy Leadership School Assessment Tool: Planning Next Steps for Parameter 1	Also require Parameters at a Glance line master
2. Nov. 5	1. Reading: Instruction and Assessment theme from Backrounder 2. Reading 11: "Assessment for Learning: Why, What, and How?"	Reading: POP! Reading: 3 Heads are Better Than 1	Ticket out the Door	
3. Dec. 3	Parameter 8: In-School Grade or Subject Team Meetings	Viewing: Key Understandings chart Applying: Right Angle Thinking and Milling to Music	3-2-1 Literacy Leadership School Assessment Tool: Planning Next Steps for Parameter 8	
4. Jan. 10	Reading 9: "Getting Acquainted With the Essential Nine"	Reading: See Your Future, Be Your Future	Telegrams	
5. Feb.6	Parameter 13: Appropriate Literacy Instruction in All Areas of the Curriculum	Viewing: Key Understandings chart Applying: Fishbone and All Things Considered	Put Yourself on the Line Literacy Leadership School Assessment Tool: Planning Next Steps for Parameter 13	

Date: Dec. 3 staff meeting
 Location: School library
 Number of Participants: 25
 Session: 3 of 5
 Seating/Groups: Grade groups

Video Selection: P8: In-School Grade or Subject Team Meetings
 Reading Selection: N/A
 Activity Selection: Right Angle Thinking and Milling to Music
 Feedback/Assessment Selection(s): 3-2-1
 Use Facilitator's PowerPoint: yes no

Theme: Instruction and Assessment (P1, 8, 13; Readings 11, 9)
 Focus: Learning how to use reliable assessment tools and effective instructional strategies to improve students' literacy achievement

APPENDIX 1: Planning Master 3: Planning Your Session Using the District or School Improvement Plan

Total Time <i>1 hr 15 mins</i>	Content	Process	Materials/Preparation	<input checked="" type="checkbox"/>
INTRODUCTION Time: 15 minutes	<u>Welcome</u> <u>Share</u> agenda, norms for working together, and learning focus. <u>Revisit</u> theme of Instruction and Assessment.	Share some anonymous comments from Ticket out the Door feedback forms collected at last session.	Choose comments that will remind participants of key ideas from Reading 11 and record on PowerPoint slide, chart paper, or overhead transparency.	
UNDERSTANDING Before Viewing Time: 3 minutes During Viewing Time: 6 minutes After Viewing Time: 5 minutes	<u>Read</u> overview information for P8. <u>View</u> Parameter 8 video. <u>Discuss</u> key understandings.	Participants each read and note key ideas. They share notes with elbow partner. View video; participants make notes under headings on Key Understandings chart. Participants share notes with elbow partner. Debrief key understandings with larger group.	Parameter 8 Information sheet x 25 computer, LCD projector, screen, Toolkit DVD	
EXPLORING Guiding Question Time: 10 minutes	2. How would the careful examination of the work of some students inform instructional decisions made by a teacher for the whole class?	Facilitate table group discussion for 5–10 minutes. Groups summarize discussion and choose one member to share back to larger group.		
APPLYING Activity Time: 10 minutes	<u>Right Angle Thinking and Milling to Music</u> <u>Analyze</u> ideas and respond. <u>Share</u> own ideas and receive input from others.	Participants fill out graphic organizer individually. Milling to Music: When music stops, participants share one key idea noted and corresponding personal response with a partner. Large-group share: Ask volunteers to share their thinking or a partner's thinking.	Right Angle Thinking organizer x 25 Recorded music	
PLANNING Next Steps Time: 10 minutes	<u>Prompt thinking</u> using questions: As far as P8 goes, what is already in place? What will we need to put in place? What should we do next?	Participants return to small groups. Groups discuss prompts and record ideas on Literacy Leadership School Assessment Tool. Note time; either have groups call out ideas and record on a chart OR collect LLSAT from each group.	LLSAT: Planning Next Steps for P8 x 5 (one per group) Chart paper for recording next steps if time permits	
REFLECTION Time: 6 minutes	<u>Review</u> content and processes experienced in this session.	Participants reflect on new understandings and effectiveness of processes experienced in session. Participants share reflections with elbow partner. Debrief by asking volunteers to share ideas with group.		
FEEDBACK Time: 5 minutes	<u>Collect data</u> from participants about the session.	Participants fill out form according to prompts provided; collect forms.	3-2-1 feedback form x 25	