

## Leadership Behaviors

<p style="text-align: center;"><b>1. Expect</b></p> <p>How will leaders consistently communicate a vision, standards, goals, and high expectations for student and teacher learning?</p>	<p style="text-align: center;"><b>2. Direct</b></p> <p>How will leaders define improvement objectives and expected standards, inspire involvement, and provide ongoing professional learning, resources, and support?</p>
<p style="text-align: center;"><b>3. Inspect</b></p> <p>How will leaders inspect data, curriculum, instruction, assessment, culture and climate, the learning environment, teacher performance, and organizational operations?</p>	<p style="text-align: center;"><b>4. Respect</b></p> <p>How will leaders show empathy, trust confidence, and flexibility, and recognize progress and accomplishment?</p>
<p style="text-align: center;"><b>5. Reflect</b></p> <p>How will leaders examine results, determine progress, and encourage the need for implementation of adjustments?</p>	

## EXPECT

<b>1</b>	Communicate the goal(s)/vision clearly, consistently, orally, and in writing.
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<p><b>SMART Goals</b></p> <p><b>S</b>= Strategic and Specific  <b>M</b>= Measurable  <b>A</b>= Attainable  <b>R</b>= Results-based  <b>T</b>= Time-bound          (O'Neill &amp; Conzemius, 2006)</p>	<p style="text-align: center;"><b>Connect the New Initiative to Other Goals and Programs</b></p> <div style="text-align: center;"> </div>	<p><b>Show the process for getting to the vision.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">1. <u>Rewrite</u> the CCSS in student/teacher-friendly language.</td> <td style="width: 50%; padding: 5px;">2. <u>Map/display</u> unit/chapter knowledge and skills.</td> </tr> <tr> <td style="padding: 5px;">3. <u>Create</u> assessments for CCSS.</td> <td style="padding: 5px;">4. <u>Create</u> unit designs.</td> </tr> <tr> <td style="padding: 5px;">5. <u>Audit</u> to determine alignment and sufficient emphasis.</td> <td style="padding: 5px;">6. <u>Create</u> lesson pacing guides and/or lesson plans.</td> </tr> <tr> <td colspan="2" style="padding: 5px;">7. <u>Match</u> instruction with CCSS.</td> </tr> </table>	1. <u>Rewrite</u> the CCSS in student/teacher-friendly language.	2. <u>Map/display</u> unit/chapter knowledge and skills.	3. <u>Create</u> assessments for CCSS.	4. <u>Create</u> unit designs.	5. <u>Audit</u> to determine alignment and sufficient emphasis.	6. <u>Create</u> lesson pacing guides and/or lesson plans.	7. <u>Match</u> instruction with CCSS.	
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**What do you expect this year for the Common Core Implementation?**

<b>2</b>	Gain commitment to the goal(s)/initiative(s)/vision.
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<b>Connect Goals/Initiatives/ Vision to Needs, Problems, and Concerns</b>	<b>Telling Stories for Change</b>		<b>Use Neural-pathways</b>
<ul style="list-style-type: none"> <li>• Time</li> <li>• Resources</li> <li>• Managing too much simultaneous change</li> <li>• Student achievement and behavior</li> <li>• Autonomy and influence</li> <li>• Competency</li> </ul>	<p><b>Stories . . .</b></p> <ol style="list-style-type: none"> <li>1. are emotional triggers that are the fast lanes to the brain</li> <li>2. are the doorways to understanding and organizing information</li> <li>3. make relevant connections between an organization’s existing conditions and a future perfect</li> <li>4. can build rapport with the participants of change</li> </ol>	<ol style="list-style-type: none"> <li>5. can evoke empathy</li> <li>6. can inspire people to action</li> <li>7. can ties pieces of the change process together</li> <li>8. can weave/integrate aspects of complex change</li> <li>9. can help participants of change to envision the process (i.e., journey) and the results (i.e., destination).</li> </ol>	<ul style="list-style-type: none"> <li>• Visual</li> <li>• Auditory</li> <li>• Kinesthetic</li> <li>• Tactile</li> <li>• Emotional</li> </ul>

**Strategy: Laser Talks Use to Inspire Understanding and Action**

<p style="text-align: center;"><b>1. Engage</b></p> <p>Draw someone into conversation, for instance with a startling fact, a statement of a problem, a question, or by acknowledging what he or she is committed to.</p> <p style="text-align: center;">For example, a talk might begin . . .</p> <p>70% of schools in Illinois are operating in the red. 14% of public schools students in America have IEPs. What percentage of students is visually preferred learners?</p>	<p style="text-align: center;"><b>2. Problem</b></p> <p>State the problem clearly. (Tip: Be bold!)</p> <p style="text-align: center;">For example . . .</p> <p>Students with IEPs have all kinds of learning challenges and special ed resource rooms often cannot supply the remediation that students need to learn how to learn and accommodate their disability.</p>
<p style="text-align: center;"><b>3. Inform</b></p> <p>Offer a solution or initiative that you're proposing. Use examples and stories to make your proposal vivid to the listener. (Tip: Use an illustration that moves <i>them</i>.)</p> <p style="text-align: center;">For example . . .</p> <p>Imagine a student in your classroom with a special need. What do they look like or act like when you are some challenging work. Now imagine him/her having the ability to take notes and chunk information. That is what can happen if we . . . .</p>	<p style="text-align: center;"><b>4. Call to Action</b></p> <p>Make one or more powerful requests. (Tip: Assume they could be as committed as you are, and just need to be asked.)</p> <p style="text-align: center;">For example . . .</p> <p>So, I would like you to work with me to create a staff development initiative to get all the social studies teachers to learn some key learning strategies and implement them with all the students and we can get the special ed teachers to teach, model, and reinforce the strategies during special ed resource.</p>

**Another Type of Laser Talk for Leaders**

I am at a \_\_\_\_\_ workshop in \_\_\_\_\_.

We learned that the \_\_\_\_\_ was created so that (reason) \_\_\_\_\_.

Another reason why \_\_\_\_\_ was created is (reason) \_\_\_\_\_.

\_\_\_\_\_ is intended to benefit **students** by \_\_\_\_\_.

A benefit for **teachers** may be \_\_\_\_\_.

\_\_\_\_\_ is supposed to benefit **parents** by \_\_\_\_\_.

**States and districts** can also benefit from \_\_\_\_\_ by \_\_\_\_\_.

So far, \_\_\_\_\_ makes me feel \_\_\_\_\_.

## DIRECT

<b>3</b>	Model and demonstrate great practices related to goal(s)/initiative(s)/vision.
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Research-Supported Strategies/Practices for Improving Math Problem Solving	
<ol style="list-style-type: none"> <li>1. Providing immediate feedback about progress</li> <li>2. Modeling and guided practice using tightly sequenced forms of explicit instruction</li> <li>3. Teaching and modeling the use of problem representation and problem solving strategies</li> <li>4. Small group, cooperative learning, and peer tutoring</li> <li>5. Providing teachers with regular updates on student performance in terms of state standards</li> <li>6. Teaching prerequisite skills prior to the introduction of new operations and concepts</li> <li>7. Providing direct instruction in self-monitoring procedures</li> <li>8. Using graphic organizers</li> </ol> <p style="font-size: small; margin-top: 5px;">Sample Strategies 1 though 5 US Department of Education, The Use of Scientifically Based Research in Education, Working Group Conference, (2002)</p>	<ol style="list-style-type: none"> <li>9. Explicitly teaching summarizing and writing extended responses</li> <li>10. Incorporating manipulatives, concrete materials, and authentic situations</li> <li>11. Expanding math vocabulary and concept knowledge through explicit teaching (e.g., notetaking, memory and retrieval strategies, roots, prefixes, and suffixes in mathematics)</li> <li>12. Using timed math exercises that mirror state and district assessments</li> <li>13. Assuring equity of curriculum delivery and opportunity to learn math</li> <li>14. Creating opportunities for interactive classroom discussion regarding inventive and intuitive problem solving</li> <li>15. Providing opportunities to use calculators</li> <li>16. Providing computer-assisted math instruction</li> </ol> <p style="font-size: small; margin-top: 5px;">Sample Strategies 6 though 16 Sources: Walberg, (1995) In Cawelti, G. Handbook of Research on Improving Student Achievement. Arlington, VA: Educational Research Service</p>

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<b>4</b>	Facilitate problem solving related to the target goal(s)/initiative(s)/vision.
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<b>Problem Solving for Academic and Behavior Problems</b>	
<p style="text-align: center;"><b>IDEAL Model</b></p> <p><b>I</b> dentify the dimensions of the problem.</p> <p><b>D</b> etermine alternative solutions.</p> <p><b>E</b> stablish standards and evaluate each alternative solution.</p> <p><b>A</b> dopt and implement a plan.</p> <p><b>L</b> ook back, evaluate, and adjust.</p>	<ol style="list-style-type: none"> <li>1. (I) Identify the problem that needs to be solved.</li> <li>2. (I) What are the causes of this problem?</li> <li>3. (I) What positive results do you expect will occur when you solve this problem?</li> <li>4. (D) What are some possible ways to solve this problem?</li> <li>5. (E) Which alternative solution(s) do you choose to solve the problem?</li> <li>6. (A) What obstacles, if any, do you have to overcome in order to solve this problem?</li> <li>7. (A) What is your plan for applying the solution you chose?</li> <li>8. (L) Do you predict that this plan will work? Why?</li> <li>9. (L) When will you evaluate your solution strategy to make sure it is working?</li> </ol>

# INSPECT

<b>5</b>	Be aware of what is REALLY going on related to goal(s)/initiative(s)/vision.
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<b>Best-Shot Practice</b>	
<b>Focus (In the beginning of instruction)</b>	
1.	States objectives/learning goal(s)
2.	Displays objectives/learning goal(s)
3.	Engages students in noting and understanding lesson objectives
4.	Activates previous learning and builds background information and motivation to learn
<b>Instruction (Teaching, Modeling, and Reinforcing)</b>	
5.	Communicates accurate interpretation and explanation of content in an enthusiastic way
6.	Activities align to objectives
7.	Clearly communicates instructions and procedures for participating in activities
8.	Organizes and presents content and skills into small logical chunks
9.	Organizes and presents content and skills into small logical chunks (i.e., scaffolds) so that the task or content is simplified and more manageable
10.	Uses a pace that maintains attention and adapts to learners' needs
11.	Uses appropriate questions to inspire critical and/or creative thinking
12.	Uses explicit guided practice to teach skills, strategies, and processes.
13.	Encourages students to represent new content in nonlinguistic ways (e.g., graphic organizers, charts, pictures, physical movement, enactment, mental image) to reinforce learning and assess comprehension/thinking
14.	Encourages students to construct oral or written summaries to reinforce and assess new learning
15.	Encourages students to take notes on new content
16.	Teaches, models, and reinforces academic vocabulary for understanding, retention, and transfer
<b>Interaction (During Instruction)</b>	
17.	Provides opportunities to learn from and with peers effectively and efficiently with structure and process (e.g., cooperative learning, reciprocal teaching, pair-share)
18.	Engages students in oral description, discussion, elaboration, and/or prediction activities to enhance new knowledge
19.	Engages students in activities that require them to write out and represent their conclusions and understandings
20.	Uses developmentally appropriate questioning with suitable rigor
21.	Uses suitable wait time, support, and encouragement to elicit students' responses to questions
<b>Monitor Learning (During Instruction)</b>	
22.	Frequently assesses student progress after small chunks of content/skills have been presented to determine progress toward objectives, the appropriateness of the pace, and determine necessary adjustments in instruction
23.	Provides timely and specific feedback to students regarding their progress toward the learning goals
24.	Provides encouragement to students by responding to learners' needs (e.g., re-teach, clarify, extend learning, asks students to revise and correct errors) and emphasizing the importance of effort
<b>Closure (At the End)</b>	
25.	Engages students in concluding activities that require them to reflect on their own progress related to the stated learning goals, recognize and celebrate progress, and determine the need for assistance and adjustments
26.	Refers to homework and expectations for review or preparation for assignments or assessments
<b>Behavior/Classroom Management (Classroom Environment)</b>	
27.	Maintains a productive classroom environment with minimal/no disruptions
28.	Encourages students to cease disruptive behavior/misconduct using verbal and non-verbal cues
29.	Creates and maintains positive relationships with students

## Using Walkthroughs to Enhance Student and Teacher Learning

<b>Purposes of Three Types of Walkthroughs</b>
<ol style="list-style-type: none"> <li>1. <b>Implementation Walkthrough:</b> The purpose is to determine if program or improvement initiatives are being implemented as planned.</li> <li>2. <b>Instructional Walkthrough:</b> The purpose is to determine if the instruction being delivered within the classroom reflects what is known about instructional effectiveness.</li> <li>3. <b>Informational Walkthrough:</b> The purpose is to determine if the students are learning from the instruction being provided, and what evidence exists to back up this statement.</li> </ol>

<b>1 Getting Started in the School: Overview of Walkthroughs and Benefits</b>	<b>2 Focused Planning: The Big Picture</b>
<p>Meet in a joint meeting where teachers also have the opportunity to have dialogue in small groups.</p> <ol style="list-style-type: none"> <li>1. How can the walk-through process contribute to the school's approach to continuous improvement?</li> <li>2. What are some of the reasons for conducting periodic walkthroughs? Who should visit classrooms? Which rooms? How often?</li> <li>3. What should be the focus for observers during walkthroughs? What questions should observers ask students?</li> <li>4. What other data can the school gather and analyze to complement the data collected from walkthroughs?</li> <li>5. How can a positive and safe experience be created for all participants?</li> </ol>	<p>The planning team must consider the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the purpose of the walkthrough?</li> <li>2. Who will participate in the walkthrough?</li> <li>3. Where will it take place? What School? Which Classrooms?</li> <li>4. How will you inform and notify all relevant parties?</li> <li>5. Who will train participants?</li> <li>6. What tools (graphic organizers) will the participants need?</li> </ol> <p>Meet in a joint meeting where teachers also have the opportunity to have dialogue in small groups.</p> <p><b>Choose the focus for observations.</b></p> <ol style="list-style-type: none"> <li>1. Identify school improvement targets where you want to see progress.</li> <li>2. Select characteristics of a “desired school future” where you believe teaching, leading, and learning will flourish.</li> <li>3. Identify key components of effective practice based upon professional research and literature as well as teacher professional knowledge.</li> <li>4. Use documents from state assessments, district benchmarks, and the district staff evaluation criteria.</li> <li>5. Discuss the participants' vision of effective teaching and learning for the school?</li> </ol>

### Collecting Data: The Walkthrough

<b>Feedback Form for Walkthroughs</b>	<b>Student Interviews During Walkthroughs</b>
<ol style="list-style-type: none"> <li>1. Date/Rooms Visited:</li> <li>2. Team:</li> <li>3. Focus Question:</li> <li>4. Feedback: Specific Evidence that Supports the Focus Question</li> <li>5. Feedback: Specific Evidence that Does Not Support the Focus Question</li> <li>6. Questions You Would Ask:</li> </ol> <p>Use . . . checklists, rubrics, open-ended notes, etc.</p>	<ol style="list-style-type: none"> <li>1. What are you working on?</li> <li>2. What are the objectives for this lesson?</li> <li>3. Why are you doing this work?</li> <li>4. Is what you are doing interesting to you?</li> <li>5. How do you know if you understand the content or learning new skills?</li> <li>6. What do you do in this class if you need help?</li> <li>7. Please show me your work.</li> </ol>

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3 Conducting Walkthroughs	4 Provide Feedback to Teachers
<p>The observer(s) should . . .</p> <ol style="list-style-type: none"> <li>1. spend enough time in each classroom or school area to gather targeted data.</li> <li>2. look for evidence that supports – or not – the Focus Question (student work on display, work students are engaged in, student work in portfolios, teacher questions, student responses).</li> <li>3. use the pre-determined form or notetaking during the walk-through.</li> <li>4. interact with at least two students (see student interview questions above).</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide a written note about observations in the teachers' mailboxes after walkthroughs.</li> <li>2. Visit later with teachers sharing observations and learning more about what took place prior and/or after the classroom visit.</li> <li>3. Provide an email or voice message to the staff to let them know when debriefing will occur with the joint staff and/or professional teams.</li> </ol>

5 Debrief with the Planning Team and Teachers: Analyze and Interpret Walkthrough Data	6 Determine Next Steps
<ol style="list-style-type: none"> <li>1. Define the purpose of the meeting and communicate the time limit for the session.</li> <li>2. Assemble in small groups (e.g., content-alike, grade-alike, cross-disciplinary).</li> <li>3. Use the following questions to analyze and interpret the walk-through data.               <ol style="list-style-type: none"> <li>a) What observations can we make about this data?</li> <li>b) What trends do we see in this data?</li> <li>c) What do we see when we compare scores by content area, grade-level, and/or to other walk-through data?</li> <li>d) What data draws our attention?</li> <li>e) What is unique or unexpected about the data?</li> <li>f) What preliminary conclusions or generalizations can we draw about this data?</li> <li>g) What questions are raised by this data?</li> <li>h) What other kinds of data would we like to have?</li> <li>i) What can we celebrate?</li> </ol> </li> </ol>	<p>Staff members could . . .</p> <ol style="list-style-type: none"> <li>1. create SMART goals for improvement.</li> <li>2. engage in problem solving related to a target improvement goal.</li> <li>3. create professional development opportunities.</li> <li>4. plan for additional walkthroughs.</li> <li>5. collect additional data about teaching, learning, and the learning environment.</li> <li>6. conduct action research.</li> <li>7. share information with parents and other school/district stakeholders.</li> <li>8. radically celebrate.</li> </ol> <p style="text-align: center;"><b>Identifying Improvement Actions</b></p> <ol style="list-style-type: none"> <li>1. What teacher actions are needed to improve learning and performance?</li> <li>2. What student actions are needed to improve learning and performance?</li> <li>3. What systemic actions at the school/district level are needed to improve learning and performance (such as changes in curriculum, schedule, grouping)?</li> </ol>

**Making Time for Walkthroughs**

<ol style="list-style-type: none"> <li>1. <b>Communicate efficiently and effectively</b> (e.g., phone calls, email, public relations, publishing schedule)</li> <li>2. <b>Delegate</b> (e.g., secretary, train someone, instructional leadership team, ask for help.)</li> <li>3. <b>Plan</b> (e.g., priorities, pre-schedule, find best time, to do lists, calendar of visits, eliminate non-essentials)</li> <li>4. <b>Learn to say "No."</b> (e.g., quit non-mandatory committees, push back on amount of "stuff")</li> <li>5. <b>Confront Time Guzzlers</b> (e.g., discipline issues, control interruptions, don't procrastinate, manage paper flow)</li> <li>6. <b>Be visible</b></li> <li>7. <b>Use technology skillfully</b> (e.g., productivity tools, eliminate toys that don't save time)</li> </ol>
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### Concerns-Based Adoption Model (CBAM)

- Concerns** Feelings, reactions, attitudes (not necessarily anxieties, worries, or fears)
- Innovation** Any program, product, or process new to the individual
- Intervention** An action or event that influences the use of an innovation
- Facilitator** Anyone who has some responsibility for helping people change and for creating a context to support change.

**Stages of Concern      Expressions of Concern**

- |    |               |  |
|----|---------------|--|
| 6. | Refocusing    | I have some ideas about something that would work even better.             |
| 5. | Collaboration | How can I relate what I am doing to what others are doing?                 |
| 4. | Consequence   | How is my use affecting students? How can I refine it to have more impact? |
| 3. | Management    | I seem to be spending all my time getting materials ready.                 |
| 2. | Personal      | How will using it affect me?   |
| 1. | Informational | I would like to know more about it.  |
| 0. | Awareness     | I am not concerned about it.   |

INTERVENTIONS must be related to:

- The people first
- The innovation second

Finding Out What is Going on With Changes			
1. What <b>CONCERNS</b> do you have about _____?	2. What <b>QUESTIONS</b> do you have about _____?	3. What positive results do you <b>HOPE</b> _____ brings?	4. What do you <b>NEED</b> to help you and/or your colleagues get ready for _____?

#### CBAM Levels of Use

0	Non-use	Having little or no knowledge of the innovation
1	Orientation	Acquiring some information of the innovation
2	Preparation	Preparing for the first use of the innovation
3	Mechanical Use	Focusing on immediate needs of the user to master tasks of the innovation
4A	Routine	Making few changes of the ongoing use of the innovation
4B	Refinement	Varying use of the innovation to make an impact on students
5	Integration	Combining efforts of self and colleagues to achieve collective impact on students
6	Renewal	Reevaluating own use, seeking major modifications, and exploring new developments

Hord, S., Rutherford, W., Hulling-Austin, I., Hall, G. (1987). Taking charge of change. Alexandria, VA: ASCD

<b>6</b>	Be aware of the tangible support teachers need and help them get it.
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**Professional Needs Assessment**

Area of Focus	Our department team would like to collaboratively work to , , ,
<b>Curriculum and Unit Design</b>	1. Create unit objectives for upcoming units. 2. Examine previously written objectives and determine their depth, variety, and comprehensiveness. 3. Review, create, or modify curriculum maps.
<b>Assessment</b>	4. Create a rubric for a performance, product, or task. 5. Examine a previously written test and tag the items with the unit objectives. 6. Create a test directly based upon the importance of the objectives and their emphasis during instruction. 7. Review a test to determine how effective it is for measuring students’ strengths and learning needs. Make necessary or desired changes. 8. Create an assessment plan for an upcoming unit identifying types, frequency, and placement of assessments.
<b>Academic Interventions</b>	9. Create corrective activities that respond to students’ learning needs for upcoming units. 10. Create enrichment activities that respond to students’ mastery of tested materials and need for extension. 11. Create alternative assessments to use for reassessing student learning. 12. Create a program to address failing students and underachievers.
<b>Instruction</b>	13. Create lessons using new strategies to improve student learning. 14. Create instructional resource materials to be used during the implementation of new strategies and practices. 15. Create lessons resources to increase the achievement of special needs students (i.e., special education, ELL, and at-risk students).
<b>Explicit Vocabulary Instruction</b>	16. List vocabulary words that are important for students to know for each unit of study. 17. Create a list of “no excuse” words that students must know by the end of the course.
<b>Explicit Reading, Writing, and Thinking Instruction</b>	18. Select graphic organizers that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction. 19. Create exemplars of graphic organizers for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently. 20. Select summary frames that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction. 21. Create exemplars of summaries for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.
<b>Learning Environment</b>	22. Develop behavior management systems and strategies. 23. Apply problem-solving strategies to address inappropriate student behaviors
<b>Data Analysis, Goal Setting, and Planning</b>	24. Examine student work and/or achievement data and identify the greatest areas of student learning needs. 25. Create a 30-60 day SMART goal to increase student learning. 26. Explore research-supported and classroom-testing practices/strategies that could address the student learning needs. 27. Create a plan for taking decisive new actions and/or for implementing new practices. 28. Review the implementation of new practices, determine the impact on student learning, and identify what your professional team has learned.
<b>PD to Specific Topics</b>	29. Learn about _____ from _____ (Please list and describe.)
<b>We Need . . .</b>	30. (Please list and describe.)

# RESPECT

7	Build and sustain relationships and collaboration.
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### School Leaders Can Be More Visible

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|---|--|
| <ol style="list-style-type: none"> <li>1. Select different times to wander around: 8:00 AM, 10:00 AM, noon, 2:00PM, 4:00PM.</li> <li>2. Engage in conversations to celebrate student and teacher success.</li> <li>3. Conduct focused peer walkthroughs (e.g., 7 minute classroom snapshots).</li> <li>4. Monitor the hallway and outside at transition times.</li> <li>5. Schedule periodic one-to-one discussions.</li> <li>6. Conduct task or focus group discussions.</li> <li>7. Make staff room visits.</li> <li>8. Collect student work samples and send admiration notes to colleagues about their students.</li> </ol> | <ol style="list-style-type: none"> <li>9. Wander by "black holes in school space" that you visit infrequently.</li> <li>10. Observe display cases and consider what they say about the school.</li> <li>11. Interview students in the hallways to find out how things are going.</li> <li>12. Create a suggestion box and encourage teachers to place ideas in it.</li> <li>13. Make sure you don't let a lot of time go by without talking to particular teachers.</li> <li>14. Find out something about each of your constituents and refer to it from time to time when you are with them.</li> <li>15. More . . .</li> </ol> |
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### Activities for a Meaningful Peer Coaching Relationship

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|---|---|
| <ol style="list-style-type: none"> <li>1. Collaborate to develop/revise unit or course curriculum, instructional strategies, lesson plans, labs, and/or assessments related to the use of technology.</li> <li>2. Clarify and discuss policies and procedures related to curriculum, instruction, assessment, or behavior management.</li> <li>3. Observe classes for the following purposes:             <ul style="list-style-type: none"> <li>• chart student time-on-task (labs, discussions, lectures)</li> <li>• script what happens during a</li> <li>• chart teacher's interaction with students during lessons</li> <li>• chart the use of cooperative groups</li> <li>• record the number of times and the points in the lesson when the teacher checks for student understanding (walking around the room, checking student work, asking questions)</li> </ul> </li> </ol> | <ul style="list-style-type: none"> <li>• tabulate the number of times re-teaching occurs in response to student feedback</li> <li>• gather examples of student behaviors which appear to indicate that the students understand the teachers expectations (for behavior, homework, classwork, the lesson)</li> <li>• More . . .</li> </ul> <ol style="list-style-type: none"> <li>4. Engage in troubleshooting sessions to solve educational dilemmas.</li> <li>5. Meet for coffee or a meal to just chat.</li> <li>6. Exchange resources (books, bibliographies, lessons, web sites).</li> <li>7. Encourage each other when the "going gets tough" or when either one of you survived a risk or a tough time.</li> <li>8. Share student work and successes.</li> <li>9. More . . .</li> </ol> |
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Positive cultural-school norms include . . .	Components of Collegiality	Creating time to meet in professional teams (e.g., job, content, grade-alike, and interdisciplinary) . . .
<ol style="list-style-type: none"> <li>1. Collegiality</li> <li>2. Experimentation</li> <li>3. High expectations</li> <li>4. Trust and confidence</li> <li>5. Tangible support</li> <li>6. Reaching out to the knowledge base</li> <li>7. Appreciation and recognition</li> <li>8. Caring, celebration and humor</li> <li>9. Involvement in decision-making</li> <li>10. Protection of what's important</li> <li>11. Traditions</li> <li>12. Honest, open communications</li> </ol> <p>(Saphier and King, 1985)</p>	<p>School leaders and teachers can build collegiality in the following ways:</p> <ul style="list-style-type: none"> <li>• Teachers talking together about students</li> <li>• Teachers talking together about curriculum</li> <li>• Teachers observing one another teach</li> <li>• Teachers teaching one another</li> <li>• Teachers and administrators learning together (p. 23)</li> </ul> <p>(Hoerr, 2005)</p>	<ol style="list-style-type: none"> <li>1. provides opportunities to focus on improvement targets, core problems and a desire for continuous improvement.</li> <li>2. provides more plausible interventions for challenged learners.</li> <li>3. deepens understanding about what is really going on at the school.</li> <li>4. expands leadership capacity.</li> <li>5. decreases isolation.</li> <li>6. fosters shared responsibility.</li> <li>7. positively affects fundamental, systemic change.</li> </ol> <p>(Hord, 1997)</p>

### Tips for Building and Sustaining Positive Relationships

<ol style="list-style-type: none"> <li>1. Getting to know members, and what makes them "tick", and what are their personal and professional interests</li> <li>2. Listening to everyone's ideas with an open mind and a courteous ear</li> <li>3. Being willing to compromise</li> <li>4. Offering honest, constructive criticism in private</li> <li>5. Giving honest and generous encouragement and praise in public and private</li> <li>6. Addressing problems between people</li> <li>7. Encouraging and praising in public</li> </ol>	<ol style="list-style-type: none"> <li>8. Asking opinions</li> <li>9. Informing members of progress</li> <li>10. Not playing favorites</li> <li>11. Being fair and consistent</li> <li>12. Thinking before speaking</li> <li>13. Giving others credit for their suggestions</li> <li>14. Being empathetic about change</li> </ol>
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**8****Recognize teachers for the journey and the results.****Leaders Can Recognize Others for Free**

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| <ol style="list-style-type: none"> <li>1. Look colleagues in the eye and say thank you.</li> <li>2. Listen to your colleague with sincere intention.</li> <li>3. Shake hands, give high fives, or thumbs up.</li> <li>4. Be accessible and pay attention to colleagues.</li> <li>5. Tell colleagues about additional training and conferences and advocate for support.</li> <li>6. Close meetings by noting progress.</li> <li>7. Link recognition to bigger organization and unit department goals.</li> <li>8. Be specific about why you are recognizing each other.</li> <li>9. Recognize in a timely fashion.</li> <li>10. Follow up group recognition with individual recognition.</li> <li>11. Diversity recognition.</li> <li>12. Recognize the behind the scenes people too (e.g., secretaries, mail person, etc.)</li> <li>13. Write the word recognition in your calendar every day and act on it.</li> <li>14. Give certificates of recognition.</li> </ol> | <ol style="list-style-type: none"> <li>15. Bring visiting teachers to meet colleagues.</li> <li>16. Leave recognition voice mails.</li> <li>17. Tell someone how proud you are of him/her.</li> <li>18. Post positive results (e.g., charts, graphs, other work).</li> <li>19. Send an email recognition and copy everyone in the department.</li> <li>20. Ask positive performers to be mentors.</li> <li>21. Keep a supply of "thank you, you did a good job" notes on hand and distribute them accordingly.</li> <li>22. Ask colleagues what they think. Ask for advice about a new program or idea you are thinking about.</li> <li>23. Send an e-card to recognize accomplishment.</li> <li>24. Help a colleague on a big project.</li> <li>25. Ask colleagues to be in charge of something.</li> <li>26. Give a paid subscription to a professional magazine or membership.</li> </ol> |
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Darnell, Bobb. (2010) Twenty-first Century Instructional Leader. PD Quick Kits. Alexandria, VA: ASCD

## REFLECT

<b>9</b>	Use effective processes to encourage reflection during meetings and individual consultations.
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<b>1. Talking about Planned and Delivered Curriculum Knowledge, Understandings, and Skills</b>
<ol style="list-style-type: none"> <li>1. What planned <u>knowledge, understandings, and skills</u> were <b>omitted/abandoned</b> during the delivery of the chapter/unit of study?</li> <li>2. What knowledge, understandings, and skills were <b>added</b> during the delivery of the chapter/unit of study?</li> <li>3. What were students' <b>strengths</b> related to the knowledge, understandings, and skills?</li> <li>4. What knowledge, understandings, and skills were challenging for students and will be <b>needed for subsequent learning</b>?</li> <li>5. What will you do to <b>re-teach or review</b> the knowledge, understandings, and skills identified in #4 and modify the unit.</li> </ol>

<b>2. Talking about Instructional Best Practices and Strategies</b>
<ol style="list-style-type: none"> <li>1. What instructional practices, strategies, and/or techniques <b>engaged</b> students and <b>facilitated achievement</b> of stated learning goals?</li> <li>2. What instructional practices, strategies, and/or techniques <b>did not engage</b> students and <b>did not facilitate achievement</b> of stated learning goals?</li> <li>3. What do you need to learn (e.g., strategies, practices, techniques) to increase student engagement and/or learning?</li> </ol>

<b>3. Talking about Assessing Student Progress</b>
<ol style="list-style-type: none"> <li>1. What types of formative assessments do you use and how frequently?</li> <li>2. What types of summative assessments do you use to assess students end-of-unit/chapter progress?</li> <li>3. How do you analyze students' performance after assessments?</li> <li>4. How do you provide students with feedback about their performance?</li> <li>5. What targeted skills and/or knowledge are challenging for students?</li> <li>6. What do you need or want to learn how to do related to assessing student learning?</li> </ol>

<b>4. Igniting and Inviting Data Conversations to Determine---Why is performance the way it is?</b>	
<ol style="list-style-type: none"> <li>1. Do I teach it?</li> <li>2. Do I teach it the way it is tested on classroom and external assessments?</li> <li>3. Do I teach it to the same depth that it is tested?</li> <li>4. Do I place it in the right sequence?</li> </ol>	<ol style="list-style-type: none"> <li>5. Do I teach it frequently enough?</li> <li>6. Do I teach it for the appropriate duration?</li> <li>7. Do I use the best (i.e., research-supported) practices or strategies?</li> </ol>

<b>5. Talking about New Innovations and Initiatives at the School</b>			
1. What <b>CONCERNS</b> do you have about _____?	2. What <b>QUESTIONS</b> do you have about _____?	3. What positive results do you <b>HOPE</b> _____ brings?	4. What do you <b>NEED</b> to help you and/or your colleagues get ready for _____?

### Processing Prompts for Meetings

<ol style="list-style-type: none"> <li>1. I learned/relearned . . .</li> <li>2. I am concerned about . . .</li> <li>3. In order to use the information, skills, strategies, I need . . .</li> <li>4. I am optimistic about . . .</li> <li>5. Think of an upcoming opportunity to use a new idea.</li> <li>6. "In _____, I'm going to use to help</li> <li>7. Think of an adjustment that will make your application of (content topic) more relevant.</li> <li>8. "Next time I'm going to use to . . .</li> <li>9. Head, Foot, Heart <ul style="list-style-type: none"> <li>•Head--An idea I had . . .</li> <li>•Hear--A feeling I experienced . . .</li> <li>•Foot--An action I will take. . .</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>10. What do you hope to accomplish related to . . . (goals and objectives)?</li> <li>11. What are the present efforts underway? What am I already doing.?</li> <li>12. What should you quit doing in order to use . . .</li> <li>13. What will you need to learn to accomplish the goals and objectives related to . . . ?</li> <li>14. How will leadership practices have to change in order to accomplish the goals and objectives related to ... ?</li> <li>15. What resources do you need to access or create?</li> <li>16. What partnerships need to be created?</li> <li>17. How can you evaluate your progress toward the goals and objectives?</li> </ol>
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<p><b>Strategy: Pace and Lead</b> Responding to a Colleague Who is Frantic about a Problem</p> <p><b>Scenario: A colleague frantically comes up to you with a problem.</b></p> <ol style="list-style-type: none"> <li>1. Listen and summarize. (Pace) <ul style="list-style-type: none"> <li>•Summarize how he/she feels</li> <li>•Summarize what he/she is saying e.g., topics and issues</li> </ul> </li> <li>2. Ask if he/she had a similar problem they dealt with successfully (Lead). <ul style="list-style-type: none"> <li>•What did he/she do when they addressed a similar problem/issue?</li> <li>•What was the results?</li> <li>•Offer a problem scenario that you or someone else experienced if necessary.</li> </ul> </li> <li>3. Ask how this issue/problem is similar and different.</li> <li>4. Get him/her to connect with the problem they solved.</li> <li>5. Ask him/her to summarize what they plan to do?</li> </ol>	<p><b>Strategy: Praise--Prompt--and Leave</b> Responding to a Colleague Who is Challenged by Learning a New Process or Completing a Complex Task</p> <p><b>Scenario: A colleague is frustrated with a new process or task.</b></p> <ol style="list-style-type: none"> <li>1. Ask him/her to tell you what they know about the process they are trying to apply. <ul style="list-style-type: none"> <li>•Draw out the process if possible.</li> </ul> </li> <li>2. Ask him/her to tell you what they have done so far related to the process/task.</li> <li>3. Praise him/her for the parts of the process successfully completed.</li> <li>4. Prompt the next step of the process.</li> <li>5. Ask him/her to repeat what the next step is to try.</li> <li>6. Leave and check back later or provide more help if it is required. Success is important.</li> </ol>
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## Common Core State Standards (CCSS) Professional Proficiencies and To-Do's

I can . . . / I will be able to . . .	Product/ Performance	Yes	Not Yet	Help/Support Needed
1. Explain the purposes and potential benefits of the Common Core State Standards (CCSS).	Oral/written summary			
2. Describe the structure and organization of the CCSS.	Oral/written summary			
3. Apply a process for converting, selecting, and evaluating student-friendly learning targets (i.e., objectives/"I can"/"I will be able to" statements).	Lists of student-friendly learning targets aligned to the CCSS			
4. Explain the components of a curriculum map (i.e., scope and sequence) and be able to create and evaluate curriculum.	Curriculum maps			
5. Describe the characteristics of quality assessment and be able to create/select formative and summative assessments that align to the CCSS.	Assessment plans and assessments			
6. Explain and apply the process for creating and evaluating unit designs.	Unit designs			
7. Explain and apply the process for creating pacing guides and/or lesson plans.	Lesson plans/ pacing guides			
8. Use curriculum maps, unit designs, lesson-pacing plans, and other curriculum resources to audit curriculum.	Gap analyses/audits			
9. Identify how your existing school/district curriculum correlates to the CCSS.	List of changes			
10. Be familiar with and use a broad range of research-supported instructional strategies that match CCSS expectations for literacy, math, and other content learning.	A variety of instructional strategies			
For Administrators and Teacher Leaders				
11. Create and implement a plan to integrate CCSS with support services and practices for addressing the needs of English Language Learners, special education students, and other students requiring academic support.	A written plan listing existing and needed services, programs, and practices			
12. Create and use a plan to prepare for and implement CCSS in your school/district.	A written plan			
13. Use techniques, strategies, and tools to facilitate and monitor the CCSS preparation and implementation process.	A variety of leadership strategies, tools, and techniques			
14. Illustrate how the CCSS correlates with and affects other school improvement initiatives and other aspects of the school/district.	A graphic organizer and/or written document illustrating connections A list of affects on programs, services, and practices			

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## Integrating the Common Core State Standards with Your Curriculum

### 1. Explain the purposes and potential benefits of the Common Core State Standards.

The Common Core Standards are intended to address the following issues/goals for education.

<ol style="list-style-type: none"> <li>1. Equity and consistency for students in all states.</li> <li>2. Addresses mobility of students in today's world</li> <li>3. Increases competitiveness for high-wage, high-skilled jobs in an information-based economy</li> <li>4. College and career readiness</li> </ol>	<ol style="list-style-type: none"> <li>5. Prepares students for new reading and communication demands</li> <li>6. Provides consistency of accountability for education across the US</li> <li>7. Provides a common language in our profession</li> <li>8. Adapts to the changes in the way students can, want, and need to learn</li> </ol>
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### 2. Describe the structure and organization of the CCSS.

See Common Core website or [www.achievementstrategies.org](http://www.achievementstrategies.org)

### 3. Unpack/Convert the CCSS into student/teacher-friendly language.

Common Core Standard	Student/Teacher-Friendly Learning Target
<b>RST.11-CCR.2</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	<ul style="list-style-type: none"> <li>• I can <b>determine</b> the <b>central ideas</b> of science and technical texts. [RST.11-CCR.2]</li> <li>• I can accurately <b>summarize</b> complex science and technical texts, making clear the <b>relationships among the key details and ideas and by paraphrasing</b> them in simpler but still accurate terms. [RST.11-CCR.2]</li> </ul>

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### 4. Add CCSS standards into the curricular map and unit designs.

Unit 1: Science Skills and Introducing Biology	Unit 2: Cells	Unit 3: Genetics	Unit 4: Evolution
Concepts/Topics	Concepts/Topics	Concepts/Topics	Concepts/Topics
<ul style="list-style-type: none"> <li>• Scientific Method (11.A)</li> <li>• The Study of Life</li> <li>• Unifying Themes of Biology (11.A)</li> <li>• Chemistry of Life (12.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Microscope (12.A.4.a)</li> <li>• Cell Structure and Function</li> <li>• Cells and Energy (12.A.4b)</li> <li>• Cell Growth and Division (12.A.4b)</li> <li>• Photosynthesis (12.A)</li> <li>• Cellular Respiration (12.A)</li> <li>• Mitosis</li> </ul>	<ul style="list-style-type: none"> <li>• Meiosis and Mendel (12.A.4a)</li> <li>• Extending Mendelian Genetics (13.A.4c)</li> <li>• From DNA to Proteins (12.A.4b)</li> <li>• Frontiers of Biotechnology (13.B)</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Evolution (11.A)</li> <li>• The Evolution of Populations (12.B) and (12.C)</li> <li>• The History of Life (11.C) (12.E.4b)</li> </ul>
Skills	Skills	Skills	Skills
<ul style="list-style-type: none"> <li>• Hypothesize (11.A.4a)</li> <li>• Measure (11.A.4c)</li> <li>• Organize and record data (11.A.4c)</li> <li>• Create and interpret graphs (11.A.4c)</li> <li>• Perform controlled experiments (11.A.4b)</li> <li>• Write lab conclusions (13.A.4b)</li> <li>• Take comprehensive notes</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothesize (11.A.4a)</li> <li>• Use the microscope</li> <li>• Interpret diagrams (11.A.4c)</li> <li>• Compare and contrast (12.A.3c)</li> <li>• Make observations (11.A.4c)</li> <li>• Write a procedure (11.A.5b)</li> <li>• Take comprehensive notes</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze data (13.A.4b)</li> <li>• Construct proteins (12.A.4b)</li> <li>• Interpret a DNA fingerprint (13.A.4b)</li> <li>• Construct models (12.A.4b)</li> <li>• Utilize reading strategies</li> <li>• Construct punnett squares and pedigrees (12.A.4a)</li> <li>• Interpret punnett squares and pedigrees (12.A.4a)</li> <li>• Analyze Karyotypes (12.A.5b)</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothesize (11.A.4a)</li> <li>• Analyze evidence of Evolution and interpret Darwin's observations (11.A.4a) (11.A.4e)</li> <li>• Compare and contrast natural selection (12.A.4c)</li> <li>• Make observations and investigate the theories of the history of Life (11.A.4c)</li> <li>• Research</li> <li>• Present</li> </ul>
Add reading and writing CCSS	Add reading and writing CCSS	Add reading and writing CCSS	Add reading and writing CCSS

## Integrate literacy and numeracy standards with unit designs.

<b>Identify the knowledge components of the unit of study/chapter.</b>	Create a visual organizer that displays the big categories/ideas, concepts, key vocabulary, and topics that are part of the unit/chapter.			
	<b>Chord Properties</b>	<b>Tangent Properties</b>	<b>Arcs and Angles</b>	<b>Circumference</b>
	<ul style="list-style-type: none"> <li>•center</li> <li>•perpendicular</li> <li>•bisector</li> <li>•equidistant</li> <li>•central angle</li> <li>•inscribed angle</li> <li>•radius</li> <li>•intercepted arc</li> <li>•congruent</li> <li>•chord</li> </ul>	<ul style="list-style-type: none"> <li>•tangent</li> <li>•point of tangency</li> <li>•perpendicular</li> <li>•radius</li> <li>•tangent segments</li> <li>•congruent</li> <li>•externally tangent</li> <li>•internally tangent</li> </ul>	<ul style="list-style-type: none"> <li>•parallel lines</li> <li>•secant</li> <li>•inscribed angle</li> <li>•central angle</li> <li>•intercepted arc</li> <li>•congruent</li> <li>•semicircle</li> <li>•right angle</li> <li>•cyclic quadrilateral</li> <li>•supplementary</li> </ul>	<ul style="list-style-type: none"> <li>•circumference</li> <li>•diameter</li> <li>•radius</li> <li>•pi</li> <li>•perimeter</li> <li>•ratio</li> </ul>
<b>Determine the learning targets objectives of the unit of study/chapter.</b>	Create/select learning objectives that represent what you want students to know, be able to do, and understand. <ol style="list-style-type: none"> <li>1. <b>Define</b> and use unit vocabulary.</li> <li>2. <b>Describe</b> properties of chords.</li> <li>3. <b>Describe</b> properties of tangents.</li> <li>4. <b>Compare</b> common tangents and tangent circles.</li> </ol>			<ol style="list-style-type: none"> <li>5. <b>Use</b> applications of tangents.</li> <li>6. <b>Show</b> an arc, tangent, and chord in an original drawing.</li> <li>7. <b>Describe</b> the relationship between the circumference of a circle and its diameter.</li> <li>8. <b>Apply</b> the formula for circumference of a circle.</li> </ol>

## 5. Create/Select assessments to collect evidence of student learning.

<b>Close-Ended Selected Response</b>	<b>Open-Ended Constructed Response</b>	<b>Products</b>	
<ul style="list-style-type: none"> <li>•multiple choice</li> <li>•true-false</li> <li>•matching</li> </ul>	<ul style="list-style-type: none"> <li>•fill in the blank</li> <li>•short answer</li> <li>•label diagram</li> <li>•“show your work”</li> <li>•visual representation (e.g., web, concept map, flow chart, graph/table, picture)</li> </ul>	<ul style="list-style-type: none"> <li>•essay</li> <li>•research paper</li> <li>•log/journal</li> <li>•lab report</li> <li>•story/play</li> <li>•poem</li> </ul>	<ul style="list-style-type: none"> <li>•portfolio</li> <li>•art exhibit</li> <li>•science project</li> <li>•model</li> <li>•video/ Podcast</li> <li>•audiotape</li> <li>•spreadsheet</li> </ul>
<b>Performances</b>	<b>Process-Focused</b>	<b>Student Self-Assessment</b>	
<ul style="list-style-type: none"> <li>•oral presentation</li> <li>•dance/movement</li> <li>•science lab demonstration</li> <li>•athletic demo/competition</li> </ul>	<ul style="list-style-type: none"> <li>•oral questioning</li> <li>•observation</li> <li>•interview</li> <li>•conference</li> <li>•process description</li> <li>•“think aloud”</li> <li>•learning log</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher-made prompts for reflection</li> <li>•content/skills-specific conferences</li> <li>•discussion (whole-class or small-group)</li> <li>•reflection logs</li> <li>•weekly self-evaluations</li> <li>•self-assessment checklists and inventories</li> <li>•teacher-student interviews</li> </ul>	
<b>Portfolio</b>			
<ul style="list-style-type: none"> <li>•student-work artifacts</li> <li>•accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>•best work selection</li> <li>•difficulties</li> </ul>	<ul style="list-style-type: none"> <li>•process documentation</li> <li>•surprises</li> </ul>	<ul style="list-style-type: none"> <li>•reflections</li> </ul>

**Short-Cycle/Formative Assessment Plan**

<b>Teach, assess, provide correctives or enrichments</b>	<b>Evaluate (Summative Test)</b>			
Re-assess Observe progress and strategies	Intervene and Re-assess if necessary			

**6. Audit curriculum to determine alignment, sufficient emphasis, rigor, and priorities.**

<b>Common Core Standard</b>	<b>Units/Chapters</b>
<b>RST.11-CCR.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	
<b>RST.11-CCR.2</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	

**7. Use a variety of instructional strategies to teach content area and literacy standards**