

# Model Before You Mandate

Date: 11/10/2009

Std/GLE/GLO: Developing Common Language

Target: As part of the overall strategy for improving teaching and learning in Renton School District, administrators will model powerful teaching and learning during staff meetings and other professional development opportunities.

Essential Questions: What influence does a principal have on changing teacher practice? What fundamentally motivates people to change?

| Time Line     | Content   Activity  | Material   Notes   | Key Question  | Purpose               |
|---------------|---|--|---|-----------------------|
| 9:30 - 10:00  | BERC Program of support - REVIEW<br><br>The goal of this introductory session is to provide administrators an opportunity to reflect on the support provided by The BERC Group and to gain needed clarification before pressing on with more professional development. The goal is to make a connection for each administrator to see how the BERC support can help them in their work.   | PPT slides 1 - 4<br>KWL-like handout<br>Understanding the STAR Protocol and Process handout<br>5 minutes intro PPT<br>5 minutes each person fill out the KWL<br>5 minutes talking with colleagues<br>10 minutes present PPT and STAR Protocol and Process handout<br>5 minutes Q & A | What is the nature of the BERC Support in YR 2? How does it fit in with other initiative efforts? What questions do you have? | Higher-order learning |
|               | <ul style="list-style-type: none"> <li>• Dialogue (S1)</li> <li>• Use a graphic organizer (S3)</li> <li>• Assures participants are aware of lesson objectives and assures that students know how to meet the objectives (K4)</li> <li>• Generate their own ideas, questions, or hypotheses (K5)</li> <li>• Raise questions (K6)</li> <li>• Elicits responses from multiple participants to a question (T7)</li> <li>• Reflect quietly to gain personal meaning (T9)</li> <li>• Make meaningful personal connections (A11)</li> <li>• Articulate the purpose of a particular project (A11)</li> <li>• Encourages participants to share their ideas, thoughts, and/or feelings (R13)</li> <li>• Receive social support for learning through periodic grouping with peers (response partners, triads) (R14)</li> </ul> |  |   |                       |
| 10:00 - 10:15 | PPT   | PPT slides 5 - 11  | What are some things you have done to model powerful teaching and learning  | Personal connection   |
|               | <ul style="list-style-type: none"> <li>• Participate in a discussion around an issue (T8)</li> <li>• Make a text-to-text and/or text-to-self connection (T9)</li> <li>• Make meaningful personal connections (A11)</li> <li>• Receive social support for learning through periodic grouping with peers (response partners, triads) (R14)</li> </ul>   |  |   |                       |
| 10:15 - 10:30 | Contrasting Staff Meeting -- Pre-reform   | PPT slides 12, 13<br>Contrasting Staff Meeting<br>DVD<br>7 minutes: Pre-reform staff meeting   | When should you conduct pre-reform staff meetings?  | Higher-order learning |
|               | <ul style="list-style-type: none"> <li>• Dialogue/debate (S1)</li> <li>• Develop arguments (S1)</li> <li>• Focuses on higher-order thinking questions (T7)</li> <li>• Participate in a discussion around an issue (T8)</li> <li>• Provide their own opinions on a topic or issue (T8)</li> <li>• Examine own biases on an issue (T9)</li> <li>• Make meaningful personal connections (A11)</li> <li>• Receive social support for learning through periodic grouping with peers (response partners, triads) (R14)</li> </ul>   |  |   |                       |

|   |  |  |  |                       |
|---|--|--|--|-----------------------|
| 10:30 - 10:45   | Contrasting Staff Meeting -- Post-reform<br>They will score during the lesson and prepare to talk about where they would mark the lesson on the continuum?                 | PPT slides 14 - 15<br>Contrasting Staff Meeting DVD<br>15 minutes: Post-reform staff meeting Each participant will have a copy of the STAR protocol.   | What elements of powerful teaching and learning were evident?  | Higher-order learning |
| 10:45 - 10:55   | Break  |  |  | Higher-order learning |
| 11:00 - 11:20   | Debrief the lesson<br>Follow the group and personal questions in the STAR Protocol to guide discussion and reflection  | PPT slides 16 - 17   | If to the right, what are some good ideas you can take away? If in the middle, what else did you want to see? If to the left, how could the indicator have shown up given the context? | Higher-order learning |
| <ul style="list-style-type: none"> <li>• Response logs (S1)</li> <li>• Dialogue/debate (S1)</li> <li>• Make their own choices about ways to approach learning tasks (R15)</li> <li>• Organize/categorize information (S2)</li> <li>• Use a graphic organizer (S3)</li> <li>• Analyze/critically examine information (K5)</li> <li>• Make distinctions (K6)</li> <li>• Demonstrate the use of vocabulary and fundamental concepts of a subject area (K6)</li> <li>• Probes participants' responses beyond a correct answer (T7)</li> <li>• Articulate thinking strategies (T8)</li> <li>• Explain problem-solving processes (T8)</li> <li>• Make a text-to-text and/or text-to-self connection (T9)</li> <li>• Participate in a relevant simulation (A11)</li> <li>• Receive social support for learning through periodic grouping with peers (response partners, triads) (R14)</li> <li>• Make comments and respond to peers in a positive and constructive manner (R14)</li> <li>• Participate in research groups/lab groups/problem solving groups (R14)</li> <li>• Experience multiple ways to practice a concept and/or new learning (R15)</li> </ul> |  |  |  |                       |
| 11:20 - 11:40   | Listen to 10 minutes of the commentary<br>Commitment - each person will complete the back page of the STAR Protocol: what did I learn? What do I commit to doing different | PPT slides 18 - 23<br>10 minutes: Listen to commentary<br>10 minutes: personally reflect and commit<br><br>Note: if time is short, cut the 10 minute commentary and go straight to reflection and commitment | What are some ideas you have for your staff meetings as a result of listening to the commentaries?   | Personal connection   |
| <ul style="list-style-type: none"> <li>• Generate their own ideas, questions, or hypotheses (K5)</li> <li>• Arrive at a conclusion or interpretation (K5)</li> <li>• Reflect quietly to gain personal meaning (T9)</li> <li>• Make meaningful personal connections (A11)</li> <li>• Receive social support for learning through periodic grouping with peers (response partners, triads) (R14)</li> </ul>   |  |  |  |                       |
| 11:40 - 11:55   | Briefly describe and demo the PTL online lesson planner  | PPT slide 24   | How might you use the online planner to support common language and modeling of PTL  | Higher-order learning |
| 11:55 - 12:00   | Final remarks  | "Model before you Mandate"   |  | Higher-order learning |

Next Steps: Plan a staff meeting lesson with administrative colleagues