

# T&L Tuesdays

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## DESCRIPTION

Participants will:

- ▶ explore research in their area of focus.
- ▶ make connections with the Danielson Framework.
- ▶ create / share resources.
- ▶ develop strategies to support teacher growth.
- ▶ make connections with the school leader standards.

## WHAT TO EXPECT

- ▶ Sessions will be grounded in research and provide explicit connections to daily practice.
- ▶ Participants will create and enact a logic model to influence positive changes in their buildings.
- ▶ Participants will have an active role in their own learning and will contribute to the learning of others.
- ▶ Participants will be challenged to thoughtfully consider current practices in terms of their alignment with research on best practice.
- ▶ Participants will be fully supported in the implementation of positive change.

## GUIDING TEXTS

Participants will receive a copy of each of the following texts:

- ▶ Visible Learning for Teachers: Maximizing Impact on Learning. Hattie, 2012
- ▶ The Differentiated Classroom: Responding to the Needs of All Learners. Tomlinson, 2014

Session facilitators may also incorporate a variety of articles, videos, and other resources relevant to the focus topic.

## MEETING INFO

Tuesdays: 3:30PM - 5:00 PM

ASC / Training Room  
231 E. Indian Trail

## FACILITATOR INFO

### Classroom Environment

Dr. Jen Dalrymple - *Professional Learning Coordinator*

### Assessment & Feedback

Ed Moyer - *Director of Assessment & Accountability*

### Student Engagement

Dr. Lori Campbell - *Director of Curriculum & Instruction*

**SCHEDULE**

Please note that the content of the sessions is tentative and may be altered, with the input of the group, to benefit the members of the group.

<b>Month</b>	<b>Date</b>	<b>Topic</b>
September	9/26/2017	<b>Introduction</b> 1. Introduction to the T&L Tuesdays series 2. Identify a Problem of Practice related to one of the strands 3. Begin draft of Logic Model
October	10/17/2017	<b>R-E-S-P-E-C-T: Find out what it means to US</b> 1. Including students in the definition of respect 2. Teaching & modeling respectful behaviors 3. Addressing disrespect 4. Effects of a respectful classroom on learning outcomes
November	11/7/2017	<b>Classroom Management vs. Discipline</b> 1. Routines vs. rules 2. Proactive vs. reactive 3. Consistency is KEY 4. Repairing relationships
December	12/5/2017	<b>Do you have a Growth Mindset or do you LIVE IT?</b> 1. Teaching vs. telling students to have a growth mindset 2. Acknowledging your fixed mindset 3. Taking the time to fail
January	1/16/2018	<b>Revisit Logic Model</b>
February	2/6/2018	<b>The Caring Classroom</b> 1. Teachers who care 2. Students who care
March	3/6/2018	<b>Influences of Poverty</b> 1. No excuses 2. Myth busting 3. <i>Inspiring Learners</i>
April	4/10/2018	<b>Bringing it All Together</b> 1. Providing leadership for a positive learning environment building-wide
May	5/8/2018	<b>Revisit Logic Model &amp; Celebrate</b>

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September	9/26/2017	<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Introduction to the T&amp;L Tuesdays series</li> <li>2. Identify a Problem of Practice related to one of the strands</li> <li>3. Begin draft of Logic Model</li> </ol>
October	10/24/2017	<b>Back to basics</b> <ol style="list-style-type: none"> <li>1. What is a balanced assessment system?</li> </ol>
November	11/14/2017	<b>Formative Assessment</b> <ol style="list-style-type: none"> <li>1. Embedded in practice</li> <li>2. For teacher and student use</li> <li>3. Common formative assessments: friend or foe?</li> </ol>
December	12/12/2017	<b>Effective Feedback</b> <ol style="list-style-type: none"> <li>1. Feedback Questions / Levels (Hattie)</li> <li>2. Feedback vs. Praise</li> <li>3. Student ownership</li> </ol>
January	1/23/2018	<b>Revisit Logic Model</b>
February	2/13/2018	<b>Re-dos &amp; Re-takes</b> <ol style="list-style-type: none"> <li>1. Why?</li> <li>2. How?</li> </ol>
March	3/13/2018	<b>Effective Communication of Assessment Results</b> <ol style="list-style-type: none"> <li>1. Understanding the purpose of the assessment</li> <li>2. Understanding the use of the results</li> <li>3. Making the data understandable to others</li> </ol>
April	4/17/2018	<b>Bringing it All Together</b> <ol style="list-style-type: none"> <li>1. Providing leadership for assessment and feedback building-wide</li> </ol>
May	5/15/2018	<b>Revisit Logic Model &amp; Celebrate</b>

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September	9/26/2017	<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Introduction to the T&amp;L Tuesdays series</li> <li>2. Identify a Problem of Practice related to one of the strands</li> <li>3. Begin draft of Logic Model</li> </ol>
October*	10/31/2017	<b>Motivation</b> <ol style="list-style-type: none"> <li>1. Sell your content!</li> <li>2. Providing opportunities for <i>Mastery, Autonomy, and Purpose</i> in the classroom (Daniel Pink)</li> <li>3. Communicating high expectations and a <i>Growth Mindset</i></li> </ol>
November	11/28/2017	<b>Creating an Environment for Engagement</b> <ol style="list-style-type: none"> <li>1. Limiting Teacher Talk Time</li> <li>2. Problem/Inquiry-based instruction</li> <li>3. Engagement vs. Compliance</li> </ol>
December	12/19/2017	<b>Questioning &amp; Discussion</b> <ol style="list-style-type: none"> <li>1. Promoting critical thinking</li> <li>2. Protocols for discussion</li> </ol>
January	1/30/2018	<b>Revisit Logic Model</b>
February	2/20/2018	<b>Engaging Lesson Design</b> <ol style="list-style-type: none"> <li>1. Pacing</li> <li>2. Movement and Brain Breaks</li> <li>3. Intensity &amp; Enthusiasm</li> </ol>
March	3/20/2018	<b>Differentiation</b> <ol style="list-style-type: none"> <li>1. Content</li> <li>2. Process</li> <li>3. Product</li> </ol>
April	4/24/2018	<b>Bringing it All Together</b> <ol style="list-style-type: none"> <li>1. Providing leadership for student engagement building-wide</li> </ol>
May	5/22/2018	<b>Revisit Logic Model &amp; Celebrate</b>

\* May be rescheduled with input from the group.