

Review of Evidence –High School
(Reviewing Evidence of Student Learning in Literacy, Grades 6-12)

Location: varies

Dates: October 7 & 9, 2008 & February 24, 2009

Times: 7:00-2:30

Overview:

Opening - be sure to talk about lit leaders and 8/9 articulation

Building - Here's what (facts) AND So what (multiple possibilities NOT definitive answers)

Whole group - Here's what on a poster (each school presents w/out comments from others

-So what's on the items that are shared between buildings. Announce that our norm is that we are NOT going for answers now.

-Parking lot/talking points that we want to talk about later or another date - items that are district wide

Building - choice (EHS will probably work on specific areas of the map, JHS will work on maps, CHS)

Lunch

Building

Whole Group

Agenda for Review of Evidence Day:

7:00 to 7:15 - coffee and donuts/*get to know ya*

7:15 to 7:30 - Ice breaker activity:

In Your Pocket

In a round-robin pattern (perfect if we are all in a large circle), participants select an object from their pocket, purse, or briefcase and use it as a metaphor or explanatory device to describe their hopes for our time together, or a concern or expectation about the topics under consideration for the present session.

Example:

For instance, I may pull out of my pocket several folded charge or credit card receipt slips. I might say that because today's session is titled, Review of Evidence, I could retrace my travel patterns, what I had for lunch, how much I spent on food, household products, gas, entertainment, etc., and probably track trends by sorting and categorizing the receipt slips. My past activities leave a trail, create data, that with some reflective analysis would reveal information about my spending habits, let's say, that until now I have been unconsciously aware. I can then choose to do something, or not, about my new awareness. That's what I anticipate a Review of Evidence day is like. We will take time to look at where we have been, discover patterns, and choose to do something, or not do something, with our findings.

7:30 to 8:30 - In small groups (sites), analyze data

8:30 to 8:35 Break

8:35 to 9:15 - Meet at the circle and share out by school. What data did you look at? What observations did you make (facts)? Share out on chart paper. Withhold any "so what" conversations. When all 3 have presented, then share "So what's" about areas that we shared.

9:20 to 9:25 Break

9:25 to 10:25 - Cont. with site work (curriculum, delivery, and philosophy ideas) IFLs decide

10:5 to 10:45 - In the large group, choose to either share your curriculum map or share your NOW WHAT ideas, implications, and effects your morning work has on your curriculum map (prior to designing a new curriculum map)

10:45 to 11:25 - Lunch

11:25 to 1:15 - Work (revisit) curriculum maps (revamping and adding)

1:15 to 1:25 - Break

1:25 to 2:10 - Share curriculum maps with large group

2:10 to 2:25 - In small groups, create *Talking Points* to share with admin. and English staff

2:25 to 2:30 - Evaluations