

Professional Certification Class Agenda
November 13, 2008
4:00-7:00pm

Entry Task – (Half sheet handout)

Overview of tonight's class and objectives

Homework Collected: (Make certain your name is on each assignment)

1. Assigned Reading & [Self-Reflection Exercise related to 1c](#):
 - Highlight Self-Reflection as directed in class
2. [Demographic Data](#)
 - Indicate complete/incomplete
 - If incomplete- who might have the data you need

Objectives:

- Teachers will have an overview of the pieces we will do with each criteria
 - Research
 - Examine evidence
 - Self-assess
- Teachers will have an understanding of 1(d) ([Chart](#))
 - Teacher actions
 - Students actions
 - Possible evidence to collect
 - Personal assessment of 1d descriptors

Activities:

- Standard 1: Criteria 1d
 - Research ([Tomlinson Article](#)) ([Wehrman Article](#))
 - Article, descriptors, evidence list
 - What it is and what it isn't
 - Examine evidence
 - Low – medium – high ([Template](#))
 - Self-Assess (*Next Class*) ([1d Continuum](#))
 - To be completed after examination of evidence

Homework

- Complete high, medium, low chart ([Template](#))
 - Bring evidence of hi/med/low (same item)
- Read [Stiggins article](#) –
 - Think about what "streaks" the 3 students are on.
- What evidence do you have that could be used to show differentiation?

OSPI – Evidence of Descriptors: 1d

- Student journals
- Assessment rubrics
- Video tapes
- Audio tapes
- Observations
- Learning target on assignments - poster of learning targets observed
- Continuum of learning visual
- Individual student learning plans with continuum
- Outcome timelines
- Reflections of students of what was required and in what ways they met the learning targets.
- Journal reflection question
 - What skills prepared me for this lesson?
 - What are the skills I learned in this lesson?
 - What will I be learning next?
- Student journal entries on how they determined that they needed
 - help or enrichment and how they got the needed help,
 - list of options for help,
 - criteria for students to decide if they need to ask for help and
 - who or where appropriate help can be accessed,
 - reflection question:
 - what strategies used to obtain help when needed,
 - videotaped interview or discussion of students
- Graphic organizers
- Reflection papers
- Rubrics used for evaluating thinking used
- Student reflection on where they placed themselves and why;
- Student writing of how they will solve a problem and why;
- Student list of possible strategies to use and why they chose the ones they did to solve a problem,
- Teacher artifact of thinking needed to complete a lesson and student work demonstrating it;
- WASL problem practice with reflection and revision;
- student journal or reflection on applying the scientific process of predict, collect data, draw conclusion
- Video of discussions eliciting high-level thinking
- Class brainstorming on variety of possible ways to solve a problem and resulting student work,
- Examples of open-ended questions for students to work on and resulting student work,
- Examples of various students solving the problems differently
- Student journal entries of reflection:
 - What thinking strategies did you use,
 - Did those work well for you, why or why not,
 - What would you do differently next time?
 - Student reflection on making needed adjustments,
- Student work demonstrating adjusting their work with explanation of why they made that adjustment