Entry Task

- Place revised high, medium, low charts in the middle of your table
- Put your name on your article and place it in the middle of the table
- Quickwrite

Objectives:
- Teachers will have an overview of the remainder of the course
- Teachers will draft Student Learning Contexts
- Teachers will have an understanding of 1(b)
  o Teacher actions
  o Students actions
  o Possible evidence to collect
  o Personal assessment of 1b descriptors

Overview of remainder of course

- General Assignment Information

Activities:
- Student Learning Context Assignment
  o Instructions
  o Ideas
  o Example
  o Drafting (computer time)

- Resend Professional Priorities for 1d to Tessa (See December Agenda)

- Standard 1: Criteria 1b
  o Student-Involved Assessment articles (The ones you brought)
  o Evidence of 1b –
  o Self-Assess (1b Continuum & Professional Priorities)

  o Review 1a, 1e, 1f, 1g assignment

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

Homework
Email the following to Tessa by Thursday, February 5:
1. Professional Priorities 1d – (This is the assignment you sent in December needs to be resent due to computer problems)
2. Completed draft of Student Learning Context

Bring the following completed assignments with you to class Feb. 26
3. Completed 1b Continuum -both sides
4. Completed continuums ("x" side only) for 1a, 1e, 1f & 1g
   ▪ Rank order these continuums – write ranking in upper left corner of each
      Note: Order of importance to you and your goals at this time
      1st = most important, 4th = least important.
5. ASCD article by Guskey & Anderman titled "*Students at Bat*"
      Thomas R. Guskey and Eric M. Anderman "Students at Bat"
      November 2008 | Volume 66 | Number 3 | Pages 8-14
   - Find and print the article
   - Read article -note best practice ideas for your classroom in margin.
   - Complete Reading Reflection Form for article (linked here for convenience)