

# Professional Certification Class

## December 14, 2006, 4:00-7:00pm

### Agenda

#### Warm-up

- Share with someone from a different grade level your
  - Student Learning Context

#### Introduction

- Turn in Student Learning Context
- Review of Upcoming Requirements
  - Discussion about the role of each individual on the Professional Growth Team – including written information for team members
  - Relationship between Pre-Assessment [Professional Growth Plan](#) goals and Core Seminar elective credits
  - [Evidence Guidelines](#)
- Questions and Answers

#### Final Word Protocol

[The Key to Classroom Management by Marzano and Marzano \(from Educational Leadership, September 2003\)](#)

#### Advanced Track - Allison

Review of Advanced Track Options

#### Regular Track – JoAnne

*Part 1 - Guest Experts*

Criteria

- (c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment.

Becky Ballbach, Lead Counselor

Jeff Weiss, EBD Teachers at HM Jackson High School ([School Web Page](#))

*Part 2 Managing Classrooms through Instructional Routines – tie to UBD*

- ~~A look at one of Disney's Creative Classrooms – Managing through Engagement~~
- Starting with "Thinking Routines" – Chapter Handout
  - [Visible Thinking](#)

#### Resources

[Ritchhart, Ron](#). Intellectual Character: What It Is, Why it Matters, and How to Get It. San Francisco, CA: Jossey-Bass, 2002.

[Cushman, Kathleen](#). Fires in the Bathroom: Advice for Teachers From High School Students New York: The New Press, 2003.

#### HOMEWORK – January 11 –

1. Read through [WWU handbook](#) regarding evidence
2. Bring draft of Professional Growth Plan

## Final Word Protocol

Best done in groups of 3-6 based on time limitations.

3 group members	Rounds 5-6 minutes	Time = 15-18 minutes + reading time
4 group members	Rounds 6-7 minutes	Time = 24-28 minutes + reading time
5 group members	Rounds 7-8 minutes	Time = 35-40 minutes + reading time
6 group member	Rounds 8-9 minutes	Time = 48-54 minutes + reading time

Introduce the protocol and the text to be examined. It should be short so that it takes no more than 10 minutes to examine. Ask everyone to select a couple of statements or segments that have particular meaning they would like to draw attention to within a group.

Each group needs a facilitator who assigns an order for the group to comment in a circle and makes certain the group stays focused on the protocol. The facilitator participates as a group member as well. There also needs to be a second person who strictly tracks time with a partner who will monitor time when the timekeeper speaks.

The person designated to start will have 2 minutes to present **uninterrupted** one selection and why they thought it was important to discuss.

Following the 2 minutes, each member of the group in turn has 1 minute to comment **uninterrupted** or further the thinking presented by the speaker.

When all other group members have had their minute, the presenter gets a minute to wrap up their thinking based on what they have heard others say.

The facilitator prompts the second person to present and the process is repeated. **2 minutes uninterrupted** for the presenter followed by one minute from each group member and then one minute final word.

This is repeated until every group member has been the presenter.

After each group is finished as a large group, debrief the general ideas that surfaced. Then make certain to debrief the process as well.