**From Exit Tickets to Enduring Understandings: The Garrison ELA Journey**

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| **Objectives** | **Agenda** |
| You will:   * Define a current need in student response and identify how planning goals and structures may contribute to this * Plan daily and unit-length strategies to address the quality of student responses * Identify the supports that both teachers and leaders need to achieve this vision | 1. Setting the Stage 2. Exit Tickets and Short Cycle Assessments 3. Early Unit Planning 4. Current Unit Planning 5. Results |

1. **Setting the Stage**

**August- December 2014**

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| **Plan-o-Rama** | **Tuesday** | **Thursday** |
| * Half day each month to plan * Focused learning, followed by time to plan * Used for data meetings and planning | * Looking at student work * Reflecting on quality of daily teaching and learning | * Focused planning time * Practicing lessons |

Reflect: What is a current need in your school around student response? How might planning goals and structures contribute to this?

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1. **Exit Tickets and Short Cycle Assessments**

**January- March 2015**

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| **Exit Tickets** | **Short Cycle Assessments** |
| * Shifted the focus of planning and instruction * Grounded in design of expected responses and analysis of student work | * Bi weekly measures * “Cold Assessment” indicating what learning students had taken from instruction, independently |

Reflect: What shifts can be made at the daily level to impact the quality of student responses? What structures exist to support these shifts?

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1. **Early Unit Planning**

**April- June 2015**

Reflect: What shifts can be made at the unit planning level to impact the quality of student responses? What structures support these shifts?

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1. **Current Unit Planning**
2. Redesigned Unit Plans:
   * + 10 years from now…
     + Student learning targets
     + Study aligned texts, anchor vocabulary,
     + End of Expedition Assessments - project, assessments, mid-expedition checkpoints and experiences
3. Exit ticket “sets,” leading to checkpoints
4. Student work analysis of progress towards checkpoints/assessments
5. Academic Passports (parallel with entire process)

Reflect: Review the monitoring tools.

* How do the planning and monitoring tools help keep Garrison grounded in improving the quality of student responses?

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* What planning and monitoring tools may help your school to ensure that planning and analysis remains grounded in improving the quality of student responses?

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Reflection Page (to be left in the center of the table)

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“From Exit Tickets to Enduring Understanding: The Garrison ELA Journey”

* What supports will you and your teachers need?
* How can your ANet Coach best support implementation?