**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
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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
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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
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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?