

## Teaching Labs: TLA: April 2020

### To Dos:

1. **Share a brief written summary to your observers. Include your P.O.P. (a.k.a. Inquiry question/focus and focus area) and how you are working towards this challenge.**
2. **A written lesson plan: Be sure to include standards, thinking strategies and student success criteria. Use whatever lesson format you are used to.**
3. **Decide who will videotape a small portion of your lesson. (5 min or less). This should highlight your chosen focus area.**
4. **Talk through your entire lesson with a thought partner ahead of time. (e.g. your TLA colleague and/or an administrator and/or coach.)**  
The goal is to offer opportunities to receive feedback and really dig into your "stretch point." Have fun!
5. **Lab Reflection Template:** Please use to capture your insights and plan to bring to our next TLA. Link to come....

**Next TLA: May 6 & 7 Please bring:**

- **All of the above...**

<b>Lab Host Name &amp; School</b> <span style="color: red;">Please fill out the rest of this form, note the "to-dos" and fix any mistakes. Thanks to all!</span>	<b>Observer(seople, texts, video clips etc.) Reach out if you need ideas!):</b> <b>Who will join? Please list. (We will add a few as well and let you know...)</b> <ul style="list-style-type: none"> <li>• Administrator</li> <li>• TLA partner(s)</li> <li>• Coach ?</li> <li>• Colleagues?</li> </ul>	<b>Workshop Focus Area: Conferring</b> <b>Guiding Question &amp; Resources you plan to utilize: Please list</b>  What resources are you exploring? (e.g. p	<b>Date and Time</b> <b>April 8 &amp; 9</b>
Courtney Davis (K) Borah	Michelle Brassat, Amanda Cutts, Kristina Davenport	Problem of Practice: Ask learners questions about their progress.	April 8th 9:15-9:45
Michelle Brassat(K) Borah	Courtney Davis, Amanda Cutts, Aaron Peak	POP: Conferring with Reflective Feedback Questioning and Non-Judgemental Data	April 8th 10:45-11:30
Amanda Cutts(4) Borah	Michelle Brassat, Courtney Davis, Kristina Davenport	POP: Conferring with Reflective Feedback Questioning and Non-Judgemental Data	April 8th Katy come see us!! 1:20-2:00

Jeni Franks (2) Bryan	Erica Buzolich, Kristina Russell, Kristin Gorringer, Marissa Owen	Problem of practice: conferring with reflective questioning	April 8 12:40-1:20
Erica B. (K) Bryan			
Nancy Nuttleman(1) Dalton	Jen Cleave, Becky Miller, Jody H., Kelli Ogle		April 8 11:00-12:00
Kelli Ogle(5) Dalton	Jen Cleave, Nancy Nuttelman, Becky, Jody		
Jen Cleave Dalton			
Becky Webb (3) Fernan			
Heather Mangini (ALP) Fernan			
Shelby Randklev (Title 1) Fernan			
Misti Ruchti(5) Fernan			
Amy Wise (1) Atlas	Mindy Banks Jessica Peebles Heather Somers	POP: How will I listen to the learner better and go where they lead? (Conferring)	April 9th
Jessica Peebles (5) Atlas	Amy Wise Mindy Banks Heather Somers	POP:How can I make conferring more intentional?	April 9
Mindy Banks(2) Atlas	Amy Wise Jessica Peebles	POP~ How will I make conferring during writing more meaningful?	April 9
Ramsey A+ Team	A+ Team	Focus: Conferring	April 9th

	(plus Troy and Dr. Cook)	We will visit everyone's classrooms for 30 minutes of independent work time. Students will already have had their mini lesson and will understand their focus. We will give each pair of guests in our room two students to confer with during this time (and video). We will audio record these conferring sessions and do a quick write up for the classroom teacher about our take-aways from the conferring sessions. The shorter classroom times will allow for a longer debrief at lunch and at the end.	
Emily Garrick (3) Ramsey	Casey Campbell, Amy Biggs, Travis Ewert, Crystal Kubista, Aaron Drake, Katy Karschney, Kate Orozco,	Question of inquiry:	
Lucy Clifford (4) Ramsey	A+ Team (plus Troy and Dr. Cook)	POP: How can I use reflective reasoning to facilitate a conferring session that encourages students to pause and chew?	April 9th
Amy Biggs (4) Ramsey	Casey Campbell, Amy Biggs, Travis Ewert, Emily Garrick, Crystal Kubista, Aaron Drake, Katy Karschney, Kate Orozco,	Question of inquiry: Students leading the conferring with each other in small groups with guided questions.	
Spencer Norminton (Music) Ramsey	A+Team (plus Troy and Dr. Cook)	POP: How can I use reflective reasoning to facilitate a conferring session that encourages students to pause and chew?	April 9th
Sumer Comfort (1) Ramsey	A+ Team (plus Troy and Dr. Cook)	POP: How can I use reflective reasoning to facilitate a conferring session that encourages students to pause and chew?	April 9th
Casey Campbell (1) Ramsey			
Scott Busch (5) Ramsey	Casey Campbell, Amy Biggs, Travis Ewert, Emily Garrick, Crystal Kubista, Aaron Drake, Katy Karschney, Kate Orozco,	Question of Inquiry:	April 8th, 2020 10:50-11:45 Math

Mandi Ferguson (5) Ramsey	A+ Team (plus Troy and Dr. Cook)	POP: How can I use reflective reasoning to facilitate a conferring session that encourages students to pause and chew?	April 9th
Steve Blee(4) Ramsey	A+ Team (plus Troy and Dr. Cook)	POP: How can I use reflective reasoning to facilitate a conferring session that encourages students to pause and chew?	April 9th
Travis Ewert(4) Ramsey	Casey Campbell, Amy Biggs, Travis Ewert, Emily Garrick, Crystal Kubista, Aaron Drake, Katy Karschney, Kate Orozco,	Question of Inquiry: Student lead conferring and conferencing....	
Tara Gray(3) Ramsey	A+ Team (plus Troy and Dr. Cook)	POP: How can I use reflective reasoning to facilitate a conferring session that pulls out more of the students' perspective about his or her skills and growth?	April 9th
Elaine Moreen (4) Sorenson	Elaine, Crystal, Shanna, and Brett	POP: Conferring with Reflective Feedback Questioning and Non-Judgemental Data (3-5 minute conferring video)	April 8th 10:30-11:15
Crystal Baine(5) Sorenson	Elaine, Crystal, Shanna, and Brett	POP: Conferring with Reflective Feedback Questioning and Non-Judgemental Data (3-5 minute conferring video)	April 8th 9:30-10:15
Shanna Marshall Sorenson	Elaine, Crystal, Shanna, and Brett	POP: Conferring with Reflective Feedback Questioning and Non-Judgemental Data (3-5 minute conferring video)	April 8th 12:15-1:00
Sarah Devlin (K) Winton	Erin Barrett Madison Smith Jodi Johnson Becky Miller Eileen Blough and/or Anna Piette	Conferring with littles. Combining conference with thinking strategy and foundational skills Thinking strategy: Inferencing?	April 8
Jodi Johnson (2) Winton			
Madison Smith (5) Winton			
Erin Barrett(2)			

Winton			
Brooke Vig (2) H. Meadows	Priscilla Walsh	Students being reflective about their learning through conferring with peers.	April 9
Priscilla Walsh (2) H. Meadows			
Diane Bean (4) Skyway	All observe each other through the video-meet one morning to watch and gather data		
Courtney Hutchins (1) Skyway	All observe each other through the video-meet one morning to watch and gather data		
Megan Neary(5) Skyway	All observe each other through the video-meet one morning to watch and gather data		
Kat Souser(1) Skyway	All observe each other through the video-meet one morning to watch and gather data		
Emily Cook (3-4) Skyway	All observe each other through the video-meet one morning to watch and gather data		
Jessica Johnson (Title) NExA	Brianne Weinberger, Jessica Johnson, Chris Cahoon, Mikaela Martinez, Vanessa Staudacher, Sara King, Jessica Moore, Jodi	We are inviting our new teachers (for next year) to our school to learn about our PBL school.	April 13-17 **It will become more specific later.

	Vershun, new staff, William Rutherford		
Chris Cahoon (2) NExA	Brianne Weinberger, Jessica Johnson, Chris Cahoon, Mikaela Martinez, Vanessa Staudacher, Sara King, Jessica Moore, Jodi Vershun, new staff, William Rutherford	We are inviting our new teachers (for next year) to our school to learn about our PBL school.	April 13-17 **It will become more specific later.
Jessica Moore and Vanessa Staudacher (5) NExA	Brianne Weinberger, Jessica Johnson, Chris Cahoon, Mikaela Martinez, Vanessa Staudacher, Sara King, Jessica Moore, Jodi Vershun, new staff, William Rutherford	We are inviting our new teachers (for next year) to our school to learn about our PBL school.	April 13-17 **It will become more specific later.
Mikaela Martinez (K) NExA	Brianne Weinberger, Jessica Johnson, Chris Cahoon, Mikaela Martinez, Vanessa Staudacher, Sara King, Jessica Moore, Jodi Vershun, new staff, William Rutherford	We are inviting our new teachers (for next year) to our school to learn about our PBL school.	April 13-17 **It will become more specific later.
Jodi Vershun (2) NExA	Brianne Weinberger, Jessica Johnson, Chris Cahoon, Mikaela Martinez, Vanessa Staudacher, Sara King, Jessica Moore, Jodi Vershun, new staff, William Rutherford	We are inviting our new teachers (for next year) to our school to learn about our PBL school.	April 13-17 **It will become more specific later.

Sarah King(1) NExA	Brianne Weinberger, Jessica Johnson, Chris Cahoon, Mikaela Martinez, Vanessa Staudacher, Sara King, Jessica Moore, Jodi Vershum, new staff, William Rutherford	We are inviting our new teachers (for next year) to our school to learn about our PBL school.	April 13-17 **It will become more specific later.
Vanessa Staudacher(SpEd) NExA (see Jessica Moore above)	Brianne Weinberger, Jessica Johnson, Chris Cahoon, Mikaela Martinez, Vanessa Staudacher, Sara King, Jessica Moore, Jodi Vershum, new staff, William Rutherford	We are inviting our new teachers (for next year) to our school to learn about our PBL school.	April 13-17 **It will become more specific later.
Brianne Weinberger NExA	Brianne Weinberger, Jessica Johnson, Chris Cahoon, Mikaela Martinez, Vanessa Staudacher, Sara King, Jessica Moore, Jodi Vershum, new staff, William Rutherford	We are inviting our new teachers (for next year) to our school to learn about our PBL school.	April 13-17 **It will become more specific later.

Strategies to help students get “test ready...”

Ramsey	B Team: Teachers grades 3-5 are going to focus on the ISAT practice by teaching kids how to read and annotate the directions separate from the task given. We are going to look at and teach what the test means when it asks them to do different tasks so they know what is expected of them when they see the test. We are also going to continue to use
--------	---

	<p>strategies from the articles such as writing down your fears and throwing them away.</p> <p>A Team: We could use a class spreadsheet, and share it with our classes, going through what each category means and what they are assessing, then we can have invitational groups which are based off of the categories of the iStation test, and students will choose which group lesson they will attend in order to help the whole class grow in that area, then class will retake the iStation growth check to chart growth. Class will look at the class spreadsheet again and reflect.</p> <p>We also want to have a culture of assessment message as a staff so we relay the same message to students and parents.</p> <p>Eventually we hope to get into data dialogue, or datalogue, which means talking about the data, as a staff. Then we can pause and chew, and move forward.</p>
Borah	Tech teacher taking time to help students who struggle with computer/technology use ie...typing. How can we give our students a mindset for testing? Share ideas amongst whole school not just grade level team.
Winton	Leadership will be exploring and setting potential dates for next year to collaborate across grade levels. What do 2nd graders need to know, have exposure to, be able to do by the time they get to 3rd grade. Frontloading important concepts across grade levels. Example: 4th grade getting exposure to decimals before 5th grade ISATs.
Skyway	Next step: conferring with the whole staff to align assessment thinking and where we want to go with the data.
NExA	Using tools such as writing down and chunking spelling words. Effective math notetaking.
Fernan	
Sorenson	Teaching kids to read their own data reports and having them set goals with strategies to grow, intentional academic vocab, interim tests, analyzing data trends, celebrating growth and mindset shifts, snacks/break schedules, Librarian/Tech specialists to teach to/review technology needs and tools with kids
Hayden Meadows	Showing students the iStation class scores and talking about the “what and why” of the test. Allowing for students to make class goals and practice skills based on subcategory need. After taking assessment, giving time for students to be reflective about next steps and areas of growth. Interested in learning how this could apply to iReady.
Atlas	<p>Data Days with each grade level, Title Teacher, Resource Teacher and administration to go over data and implement ideas based on that data. Stay the course and add the spelling strategy of using tapping, pause, paper/pencil and then final answer .</p> <p>Share data with students and set goals as a whole class.</p>

Bryan	
Dalton	showing parents at conferences how to use and log in to Khan Academy for extra practice. Remove all barriers (keyboard tools, headsets, spell check), build breathing techniques, videos to show to pump 5he, up and ease the stress, mints, gum, water bottles and tape on their motivational quote.