Bell ringer:

The most interesting thing that happened this week (or last) was . . .

One thing I'd never do the same way again is . . .

This week (or last), I was pleasantly surprised by . . .

I discovered that . . .

Last month's exit ticket:

Needs: More time, access to resources, confidence

Joy: Students-interested in learning, engaged

Some DACC programs and processes you may be wondering about:

- How do I complete the Self-Assessment and Professional Growth Plan (PGP) for my evaluation?
- What are PLCs and which ones am I in??
- Let's review the various meetings . . .
- What else has come up in terms of the 'way we do things' that you are still not sure about?

Learning-focused Conversations: A Template for Planning:

Exploring and Discovering

Envisioning and Clarifying Goals and Outcomes

- As you think about what you know about your students, and the content, what are some key learning goals?
- What are some ways that these goals integrate with other content learning?
- What are some thinking/social skills students will need to apply?

Specifying Indicators of Success

- Given these goals, what are some things you expect to see/hear as students are achieving them?
- What are some formative assessments you're planning for monitoring student learning?
- What are some data sources you might use to determine student success?

Choosing Approaches, Strategies, and Resources

- What are some strategies you're planning that will both challenge students and support their success?
- What are some ways you'll ensure high engagement for all students?
- What are some resources or materials you/your students will need to support and extend student learning?

Determining Potential Choice Points and Concerns

- As you anticipate teaching the lesson/unit, what are some choice points that might arise?
- What are some options for supporting struggling students and enriching those who need greater challenge?
- Should there be a glitch in Plan A, what might be some options (Plan B)?