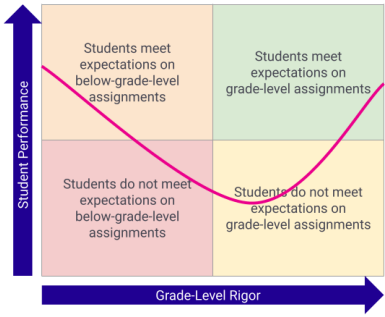


CSI Cohort Session 4

Planning Consultancy: Grade-Level Assignments

| | |
|------------|---|
| LOGISTICS | Wednesday, February 16 from 10:00-12:00 pm (CT) ZOOM LINK WORKBOOK LINK |
| OBJECTIVES | <ul style="list-style-type: none"> • engage in a consultancy protocol to diagnose root causes and brainstorm strategies • review examples of strategies to increase students' access to grade-level assignments • revisit improvement goals to plan for progress monitoring and change management |
| PRE-WORK | <ol style="list-style-type: none"> 1. Upload 2-3 of the assignments you collected to this folder. 2. Evaluate the remaining assignments you collected. 3. Strongly recommended: Evaluate another set of assignments and student work for the same or another priority course/grade. |

| SLIDE | NOTES |
|---|-------|
| <p>Review from January</p> <p>Looking back...</p>  <p>KEY POINTS: Student work provides evidence of both student performance and teacher practice. As assignment rigor increases, performance may dip... but with the right support, that dip is only temporary.</p> | |
| <p>Framing Problem of Practice: Step 1 (Full Protocol)</p> <p>Framing your problem of practice (step 1)</p> <p>1. Think About Your Dilemma Dilemmas deal with issues with which you are struggling or that you are unsure about. Some questions for helping you select a dilemma might include:</p> <ul style="list-style-type: none"> • Is it something that is bothering you enough that your thoughts regularly return to it • Is it something that is not already on its way to being resolved? • Is it something that does not depend on getting other people to change - in other words, can you affect the dilemma by changing your practice? • Is it something that is important to you, and is it something you are willing to work on? <p>Example: My 6th grade math teacher, Mr. Spiderman, is modifying assignments from Eureka Math in a way that makes the assignments less rigorous and over-scaffolded. We've adopted HQIM but students are still not being challenged appropriately.</p> <p><small>TNTP reimagine teaching</small></p> | |
| Framing Your Dilemma: Step 2 | |

Framing your problem of practice (step 2)

2. Do Some Reflective Writing About Your Dilemma

Some questions that might help are:

- **Why is this a dilemma for you? Why is this dilemma important to you?**
- What (or where) is the tension in your dilemma?
- If you could take a snapshot of this dilemma, what would you/ve see?
- **What have you done already to try to remedy or manage the dilemma?**
- **What have been the results of those attempts?**
- Who needs to change? Who needs to take action to resolve this dilemma? If your answer is not you, you need to change your focus. You will want to present a dilemma that is about your practice, actions, behaviors, beliefs, and assumptions, and not someone else's.
- **What do you assume to be true about this dilemma, and how have these assumptions influenced your thinking about the dilemma?**

Example: Mr. Spiderman is only a second-year teacher, so I assume he is just trying to help students and doesn't realize he's lowering the bar. We have done a series of content-specific PL on implementing the Eureka curriculum, but our math assessment data has remained pretty stagnant.

Framing Your Dilemma: Step 3

Framing your problem of practice (step 3)

3. Frame a Focus Question for Your Consultancy Group

- Try to pose a question around the dilemma that seems to you to get to the heart of the matter.
- Remember that the question you pose will guide the Consultancy group in their discussion of the dilemma.

4. Critique Your Focus Question

- **Is this question important to my practice?**
- **Is this question important to student learning?**
- Is this question important to others in my profession?

Example: We've invested in HQIM and done tons of PL on it, but students are still doing below-grade-level work and our data's not moving. **What else can I do to help teachers implement our adopted curriculum with fidelity?**



Consultancy Roles & Set-Up

Consultancy roles & set-up (5 minutes)

Roles:

- Presenter (whose work is being discussed by the group)
- Facilitator (who times, monitors discussion, and sometimes participates, depending on the size of the group)
- Consultants (3-4 people)

Once in your consultancy groups:

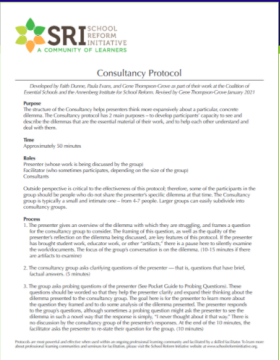
1. Share problems of practice and determine as a group which focus question to interrogate further.
2. Assign a facilitator to guide discussion and monitor time.



Consultancy Process

Consultancy process (45 minutes)

1. Presenter frames their problem for the group and shares any artifacts. (10 min)
2. Consultancy group asks clarifying questions of the presenter. (5 min)
3. Group asks probing questions of the presenter. (10 min)
4. Group talks with each other about the problem. (15 min)
5. Presenter reflects on what they heard and what they are now thinking. (5 min)



Strategies to Respond to Audit ([Flowcharts Enlarged](#))

Strategies to respond to audit results



Based on your audit, where would you place your school/staff? What are you starting to think about in terms of next steps?

Revisit Your Improvement Plan

Revisit your improvement plan goals

25:00

- Which goal(s) does this work around grade-level assignments align best with?
- What have the audit results revealed to you about progress toward this goal(s)?
- What are your immediate next steps coming out of this process?
- What mindset challenges might you encounter as you implement next steps?
- How will you handle these challenges?



Capture notes on tab 6. *Next Steps* of our [CSI Cohort Workbook](#).

Reference your notes on tab 2. Vision & Goals if needed!

Closing ([Survey Link](#))

[ELA Observation Tool](#) | [Math Observation Tool](#)



Pework for March: Skim over the following TNTP observation tools for strong instruction adapted for Nebraska:

- [ELA Observation Tool](#)
- [Math Observation Tool](#)

thank you

Flowcharts (Enlarged):

