

ALL IN!



**MOSES LAKE
SCHOOL DISTRICT**

*A caring community dedicated to the success and
well-being of all.*

Mission Vision Core Principles



Slide 3

- From Birth to 3 to CTE~
- Nurses, Counselors and Psychs . . .
 - All the folks for all the tykes!



Creating the Wheels



Feeling pruney!

- “You are only as good as what you are soaked in!”

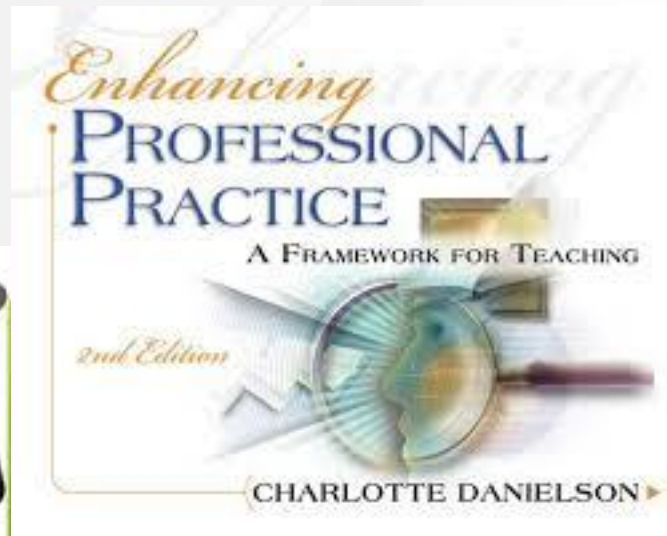


...the “Full—On” Training



A deeper understanding

- Increasing our evaluation literacy



The Fit: “Loose –Tight”



- Adherence to Rubric
- PLC context
- Language of MOU
- Attend trainings or not . .

The Fit: 2 District Initiatives

- Highly Effective PLCs
 - Designing formative assessments
- Student Engagement
 - Higher Level Questioning
 - Student to Student Discourse



The Ripple Effect: PLCs

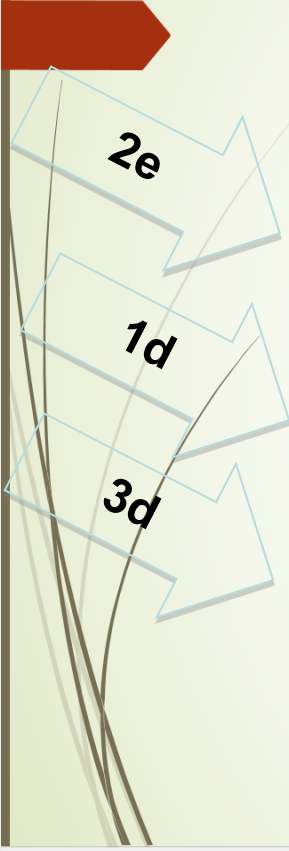
- Student Growth Goals
- A tighter focus



The Ripple Effect: TAP Program

		October	November	D E C.	January	February	March
1	High Expectations						
2	Instruction						
3	Differentiation						
4	Content Knowledge						
5	Learning Environment	Classroom Management					
6	Multiple Data Points				Classroom-Based Assessment		
7	Parent Communication		Communication Staff, Parents, Colleagues				
8	Professional Responsibilities					Professional Growth Plan – Reflection	MLEA Year 2

The Ripple Effect: all PD



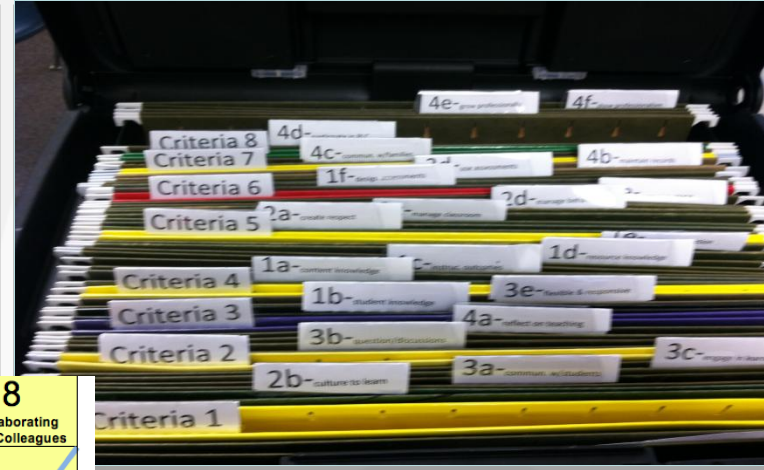
Establishing Procedures, Setting, and Expectations -

- Number Talk Environment should allow you to maintain close proximity to your students so you can observe and have informal interactions with them when they are communicating with each other. (**Danielson Component 2e: Organizing Physical Space**)
- Be Patient – provide appropriate wait time for the majority of students to solve the problem. “Hold it in the 6 inches between your ears!” **Kindergarten Video Clip 1:47**
- Make the number talk **PURPOSEFUL** with a focus/specific skill in mind. Goldilocks design in mind “Just Right Number Talk” (**Know your Students – 1d**)
- Encourage student communication throughout the number talk. (Turn and Talk, Think-Pair-Share, collaborative conversations, conferring with small groups. **Danielson Component 3b: Using Questioning and Discussion Techniques**)
- **GLAD Strategy – 10/2 Turn to your elbow partner and share what you know about solving the math equation. Give them many opportunities to hear and share the language of math...**

Making it work



Creating the infrastructure



State Criteria	1	2	3	4	5	6	7	8
Danielson Domains	High Expectations	Effective Teaching Practices	Individual Student Needs	Intentional Focus on Subject Matter	Safe, Positive Environment	Multiple Data Points	Communicating with Families	Collaborating with Colleagues
1 Planning & Preparation			1b Demonstrating Knowledge of Students	1a Knowledge of Content & Pedagogy 1c Setting Instructional Outcomes 1d Knowledge of Resources 1e Designing Coherent Instruction		1f Designing Student Assessments		
2 Observable in Classroom Classroom Environment	2b Establishing a Culture for Learning				2a Creating an Environment of Respect and Rapport 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space			
3 Observable in Classroom Instruction	3a Communicating with Students 3c Engaging Students in Learning	3b Using Questioning and Discussion Techniques	3e Demonstrating Flexibility and Responsiveness			3d Using Assessments in Instruction		
4 Professional Responsibilities		4a Reflecting on Teaching				4b Maintaining Accurate Records	4c Communicating with Families	4d Participating in a PLC 4e Growing and Developing Professionally 4f Showing Professionalism

The “GRID”

Making a Difference?

- Anchoring data to faces



Next steps

- Early and frequent training for those
 - New to teaching or ESA
 - New to our district's framework
 - New administrators



consistency

Staying the course

- Commitment
- Community
- Caring

Our Number 1 Priority= Our Students



Slide 19

