

# Creating Coherence

## Connecting Teacher Evaluation and Support Systems to the Common Core

■ **Facilitator's Guide**

JANUARY 2014



PROFESSIONAL LEARNING MODULE

### **About This Booklet**

This *Creating Coherence: Facilitator's Guide* is intended for use with the following additional resources:

- *Creating Coherence: Workbook*
- *Creating Coherence: Handouts*
- Sample agenda
- Slide presentation (Parts 1 and 2)

These online resources are available for download on the *Professional Learning Modules* webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/>.

### ***Adapting This Booklet***

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the GTL Center requests that the following disclaimer be included in the revised materials:

***This booklet was modified in whole or in part with permission from the Center on Great Teachers and Leaders.***

# Creating Coherence: Facilitator’s Guide

## Connecting Teacher Evaluation and Support Systems to the Common Core

Revised Edition

January 2014

Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■

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## Module Overview

This Creating Coherence Professional Learning Module, developed by the Center on Great Teachers and Leaders (GTL Center), contains the materials to be used in Creating Coherence work sessions at the district or school level. These sessions are intended to support the integration of the Common Core State Standards implementation, teacher evaluation, and professional learning.

The duration, scope, and sequence of the work sessions may be customized to accommodate local needs and conditions. The work sessions are designed to take place in two parts. Part 1 can be completed in approximately 2 hours. Part 2 can be completed in 1–2 hours.

### Creating Coherence Materials

The following materials are part of this module:

- *Creating Coherence: Facilitator’s Guide*
- *Creating Coherence: Workbook*
- *Creating Coherence: Handouts*
- Creating Coherence work session suggested agenda
- Creating Coherence slide presentation (in two parts)

All materials are available on the GTL Center’s *Professional Learning Modules* webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules>.

### Goals

The goals of the Creating Coherence work sessions are for district or school teams to:

- Build a shared understanding and language for addressing professional learning for the Common Core.
- Elucidate and strengthen the connections between the Common Core; district teacher evaluation systems; and school and district professional development plans, offerings, and structures.
- Identify any gaps in support for teachers’ instruction, and discuss concrete steps to address those gaps.

### Intended Audiences

**Participants:** Creating Coherence work session participants are district teams that may include district superintendents, central office staff, district school board members, principals, teacher leaders, teacher association representatives, and other decision makers.

**Facilitators:** Creating Coherence work session facilitators may include GTL Center staff, regional comprehensive center staff, state education agency staff, regional service agency staff, or other technical assistance providers.

## Using This Facilitator’s Guide

This facilitator’s guide provides suggestions for structuring each work session, notes on how to implement suggested activities, and talking points to be used with the Creating Coherence slide presentations.

### Helpful Hint

Read the Special Issues Brief, *Creating Coherence: Common Core State Standards, Teacher Evaluation, and Professional Learning*. It describes the importance of this work and provides an overview of the process that teams will be engaging in during this work session. The brief is available online at <http://www.gtlcenter.org/sites/default/files/CreatingCoherence.pdf>

### Planning Ahead

Determine which districts and stakeholders to invite as participants. In the invitation, describe how the work sessions will benefit them. Consider listing the outcomes (shown on Slide 4 in Part 1 and Slide 3 in Part 2). Ask districts to send teams of 4–8 district decision makers who are involved in the implementation of Common Core State Standards, teacher evaluation, and professional development.

A few days before the meeting, you may want to remind participants to bring their documents to the meeting (see below for Participant Documents Needed). You also may want to consider sending the workbook to participants ahead of time so they have a chance to review the materials and process before the work session begins.

Reserve adequate space and equipment. Tables should be set up to support small-group discussion. Access to the Internet for participants is helpful but may not be necessary.

### Participant Documents Needed

Ask participants to bring a copy (at least one per team) of the following documents:

- Teacher evaluation professional practice framework/rubric in use at the district or school
- Any professional development documents (e.g., plans, menu of offerings, calendar)

### Work Session Supplies Needed

- Computer with Creating Coherence slide presentations
- Projector and screen
- Name table tents (optional)
- Poster paper (preferably the kind with adhesive backing; if not available, bring masking tape to post the papers on the wall)
- Colored markers

- Self-sticking notes
- “Sticky dots” (small, round multicolored stickers)

## Print Materials Needed

Ensure that you have sufficient copies of the following publications:

- *Creating Coherence: Workbook* (one copy for each participant)
- The following handouts, printed from the *Creating Coherence: Handouts* booklet:
  - **Handout 1: Common Core Connections** (one copy for each participant; will be handed out during Activity 3)
  - **Handout 2: ELA/Literacy Anchor Standards** (optional, to be placed on chairs or in folders)
  - **Handout 3: Mathematical Practice Standards** (optional, to be placed on chairs or in folders)
- *Creating Coherence: Common Core State Standards, Teacher Evaluation, and Professional Learning* (optional). You can print copies of the online version (available at <http://www.gtlcenter.org/sites/default/files/CreatingCoherence.pdf>) or have participants print their own copies).

## Preparation

### Copies to Make Ahead of Time

Make copies of the materials listed under “Print Materials Needed” (at the top of this page).

### Posters to Make Ahead of Time

#### *Part 1:*

- For **Activity 1: Who’s in the Room?** (Slide 6), create four posters—either for individuals or for teams—with a question on each poster. At the top of each poster, write one of the following questions in large type. Below each question, write some possible answers (as options that the participants can choose). You can alter these questions or answers depending on the audience. Place these posters on one wall with adequate room in between them so participants can easily come up and put up sticky dots for their answers.

**Questions for Individual Participants:**

- **What is your role?** (Possible options: teacher leader, district administrator, school administrator, union representative, state agency representative, policy representative, other)
- **What is your area of expertise?** (Possible options: ELA, mathematics, other)
- **How familiar are you with your district’s teacher evaluation framework?** (Possible options: just learning, somewhat familiar, very familiar, know it like the back of my hand)
- **How well do you know the Common Core State Standards?** (Possible options: just learning, somewhat familiar, very familiar, know it like the back of my hand)

**Questions for Teams:**

- **What framework/rubric is your district using for teacher evaluation?** (Possible options: Danielson, Marzano, CLASS, Marshall, Stronge, home-grown, other)
- **How long has your district been implementing the teacher evaluation framework/rubric?** (Possible options: What’s a framework? Less than 1 year, 1–2 years, 3–5 years, 6 or more years)
- **How long have teachers been engaged in the Common Core State Standards?** (Possible options: Less than 1 year, 1–2 years, 3 or more years, We don’t use Common Core)
- **What do your teacher evaluation data say about teacher practice? What strengths and challenges of teacher practice are evident?** (If session participants are using the same evaluation framework in their districts, you can use these questions to make a chart such as the following and have teams place a sticky dot in each appropriate cell. If teams are using different frameworks, make two columns on the poster—“greatest strength” and “biggest challenge”—and have participants write an appropriate standard/indicator on a self-sticking note.)

	<b>Strength</b>	<b>Challenge</b>
Standard 1		
Standard 2		
Standard 3		
Standard 4		

- For **Activity 2: Four Corners** (Slide 7), create four posters—each with the name of a sport on it. Suggested sports are baseball, basketball, golf, and football. Place each poster in a different corner of the room.
- For Question 1 of Teaching to the Common Core (Slide 10), create a poster in which participants will offer common themes, big ideas, keywords, or terms that are associated with the Common Core State Standards.
- For **Activity 5: District Huddle** (Slide 21), create a **District Huddle Share-Out** poster.

**Part 2:**

- Create a **Parking Lot poster** where participants can place self-sticking notes with their feedback for technical assistance providers.

**Work Session Suggested Agenda for Parts 1 and 2**

Depending on how much time you have available and the expertise of the participants, you may shorten or lengthen the duration of each section. As mentioned, this module is designed in two parts. We strongly suggest at least a 2-hour initial session in Part 1, with a 1- to 2-hour follow-up in Part 2.

If you choose to alter this agenda, please make appropriate changes to Slide 3 (Part 1) and Slide 4 (Part 2).

**Work Session: Part I (Approximately 2 Hours)**

Section 1A— Overview (5 minutes)

Section 1B—Activity 1: Who’s in the Room? (5 minutes)

Section 1C—Activity 2: Four Corners (15 minutes)

Section 1D—Introducing the Core Instructional Practices (25 minutes)

Section 1E—Activity 3: Diving Into the Core Instructional Practices (10 minutes)

Section 1F—Teacher Evaluation Framework and Professional Learning (5 minutes)

Section 1G—Activity 4: Team Systems Review (40 minutes)

Section 1H—Activity 5: District Huddle (15 minutes)

Section 1I—Wrap-Up of Part 1 (5 minutes)

**Work Session: Part 2 (1–2 Hours)**

Section 2A—Insights and Priorities Identified From Part 1 (10 minutes)

Section 2B—Activity 6: Finishing the Team Systems Review (up to 50 minutes)

Section 2C—Activity 7: Putting It All Together (15 minutes)

Section 2D—Activity 8: Action Planning and Next Steps (25 minutes)

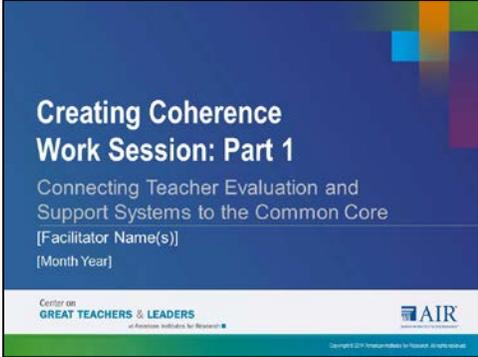
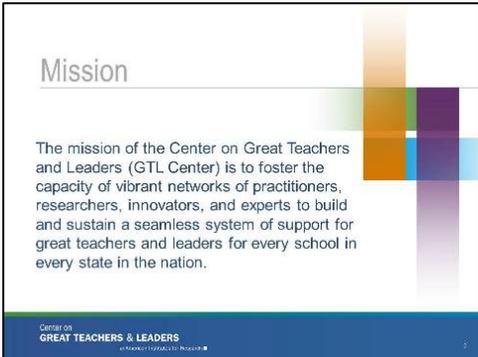
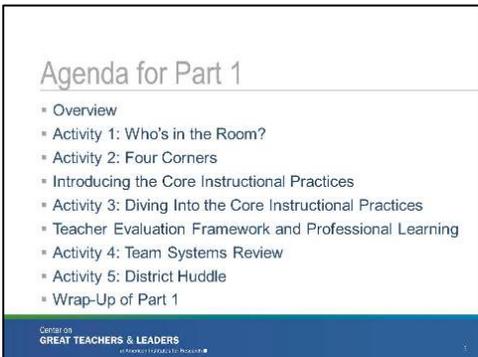
Section 2E—Activity 9: Cross-District Critical Friends (20 minutes)

Section 2F—Closing (5 minutes)

Details and notes for Part 1 and Part 2 of the work sessions can be found on the following pages.

# Creating Coherence Work Session: Part 1

## Section 1A—Overview (5 minutes)

<p><i>Officially welcome the participants. Introduce yourself and fellow facilitators.</i></p> <p><i>Point out that at their tables are two handouts: <b>Handout 2: ELA/Literacy Anchor Standards</b> and <b>Handout 3: Mathematical Practice Standards</b>. These handouts are available for their own reference throughout the session.</i></p>	 <p>Slide 1</p>
<p><b>Explain:</b> “The materials for this work session were developed by the Center on Great Teachers and Leaders. The GTL Center is a federally funded technical assistance center created to support state-led initiatives to grow, respect, and retain great teachers and leaders for all learners.”</p>	 <p>Slide 2</p>
<p><i>Read the agenda or paraphrase the text in your own words to give participants a sense of what the session will be about.</i></p>	 <p>Slide 3</p>

*Read the outcomes, or paraphrase the text in your own words.*

## Outcomes

Participants will:

- Build a shared understanding and language for addressing professional learning for the Common Core State Standards.
- Elucidate and strengthen the connections between the Common Core; district teacher evaluation systems; and school and district professional development plans, offerings, and structures.
- Identify any gaps in support for teachers' instruction, and discuss concrete steps to address those gaps.

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Slide 4

### **Explain:**

“The main idea of the graphic in this slide is to represent the purpose and need for creating coherence among multiple education reforms.

“The Common Core State Standards for student learning, in the circle, represent the destination. They describe the outcome of where we want students to be able to get before they graduate.

“Instruction, the big green arrow, is the primary means for getting students where they need to go.

“The purple and orange arrows, professional learning and teacher evaluation systems, ideally support instruction. They help lift and drive instruction toward the goal.

“This graphic represents the ideal situation, but what happens in too many places is that these arrows are pointed in different directions and teachers receive incoherent messages about the best ways to teach. Or somewhat better but still problematic, these arrows are running in parallel with each other, rather than reinforcing and leveraging each other.

“So, as you engage in the work today, think about trying to align learning, evaluation, and support systems to support instruction for Common Core goals.”

## Toward Coherent Instructional Support



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Slide 5

## Section 1B—Activity 1: Who’s in the Room? (5 minutes)

**Purpose:** This activity will allow you to quickly get a sense of the type and level of expertise of the participants without taking up valuable time.

On one wall, remember to set up posters that provide the specific questions for individuals or teams (see pages 4–5). *Note:* This activity can be done while participants are entering the room, before the overview. It also can be done verbally, with participants simply sharing their answers to the questions one after another, without the use of the chart paper.

*Read the questions on the four posters. Ask participants to place “sticky dots” to indicate their answers as appropriate on the posters.*

**Customization Point:** *You may want to select different questions depending on the composition of the group.*

A slide titled "Activity 1: Who's in the Room?". Below the title, it says "[Insert selected questions for individual participants or teams from the *Creating Coherence Facilitator's Guide*, pages 4–5.)". At the bottom, there is a blue footer with the text "Center on GREAT TEACHERS & LEADERS" and "A MODEL FOR QUALITY EDUCATION".

Activity 1: Who's in the Room?

[Insert selected questions for individual participants or teams from the *Creating Coherence Facilitator's Guide*, pages 4–5.)

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Slide 6

## Section 1C—Activity 2: Four Corners (15 minutes)

**Purpose:** This activity provides an opportunity for participants to talk informally with one another, build trust, and get some of their frustrations out on the table in a fun way so they can set those frustrations aside and work. The names of four sports are needed. Examples are baseball, basketball, golf, and football. You can select these sports ahead of time, or you can ask the participants to select them. It’s important that the facilitator leaves open what the sports can mean, so that the participants generate their own metaphors.

**Explain:**

“You may have noticed that around the room are four posters, each with the name of a different sport on it.

“I am going to read aloud a statement and ask you to move to the corner with the sport that most aligns with the statement I read.

“After you are in your corner, I’m going to ask you to talk in your group about why you picked that corner. You will have two minutes; then we’ll briefly discuss it as a whole group.

*[Check for understanding.]*

“Okay, we will be doing this twice, for two statements.”

A slide titled "Activity 2: Four Corners". Below the title, there are two bullet points: "As statements are read out loud, move to the corner that best describes how you feel about that statement." and "Once in your corner, discuss why you picked that corner." At the bottom, there is a blue footer with the text "Center on GREAT TEACHERS & LEADERS" and "A MODEL FOR QUALITY EDUCATION".

Activity 2: Four Corners

- As statements are read out loud, move to the corner that best describes how you feel about that statement.
- Once in your corner, discuss why you picked that corner.

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Slide 7

**Explain:**

“Here is the first statement:

**1. In my district, implementing the Common Core State Standards is like....”**

*Ask participants to move to the corner with the sport that best represents their district situation. Remind them to talk in their group about why they picked that corner.*

*While participants are in their four corners, encourage reluctant participants to talk by engaging them separately or brokering introductions. After about two minutes, have participants return to their seats. Then call the group back to order and facilitate a share-out, having a representative from each of two sports discuss what each group talked about.*

Activity 2: Four Corners

Statement 1

- In my district, implementing the Common Core State Standards is like....

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Slide 8

**Explain:**

“Here is the second statement:

**2. In my district, implementing the teacher evaluation system is like....”**

*Again, ask participants to move to the corner with the sport that best represents their district situation. After about two minutes, have participants return to their seats. Call the group back to order and facilitate a share-out, having a representative from each of two sports discuss what each group talked about.*

*After the activity, have participants return to their seats.*

Activity 2: Four Corners

Statement 2

- In my district, implementing the teacher evaluation system is like....

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Slide 9

**Section 1D—Introducing the Core Instructional Practices (25 minutes)**

*You will ask three questions to get participants thinking about teaching practices related to the Common Core.*

*Read aloud the question on the slide. Then lead the full group in the generation of themes and terms that participants think of and have learned are related to the Common Core.*

*Terms may include the following: higher-order thinking, deep (not broad), rigor, text complexity, scaffolding, evidence, reasoning, persistence.*

*Capture terms generated by participants on poster paper.*

Teaching to the Common Core

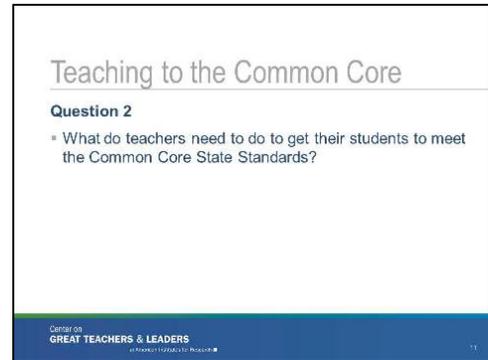
Question 1

- What are some common themes, big ideas, key words, or terms that are associated with the Common Core State Standards?

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Slide 10

*Read aloud the question on the slide. Ask participants to turn to an elbow partner and discuss their answer. Then lead a whole-group share-out.*



Teaching to the Common Core

**Question 2**

- What do teachers need to do to get their students to meet the Common Core State Standards?

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Slide 11

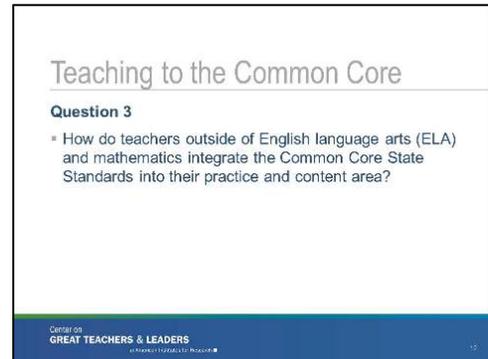
**Explain:**

“How many of you have heard non-ELA or math teachers talk about the Common Core? What do they say? Do they ‘check out’ when the Common Core are discussed?”

*Read aloud the question on the slide.*

*Talk about the importance of instructional practices being applicable to all teachers regardless of subject area, grade level, or specialty.*

*Then ask pairs to join with another pair (from a different district if possible) and discuss how teachers in other content areas are included in, understand, and implement the Common Core State Standards into their practice. Encourage cross-district quads to hear different approaches on integration.*



Teaching to the Common Core

**Question 3**

- How do teachers outside of English language arts (ELA) and mathematics integrate the Common Core State Standards into their practice and content area?

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12

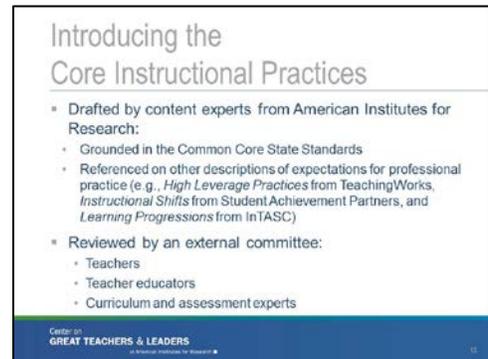
Slide 12

**Explain:**

“Now that you have had some time to think and talk about what instruction for the Common Core looks like, we are going to share with you two lists of what we’re calling *Core Instructional Practices* that should reflect much of what you just discussed.

“To create the lists of Core Instructional Practices, GTL Center staff recruited highly qualified content and curriculum experts at American Institutes for Research to develop an initial list of Common Core-aligned instructional practices. These practices articulate the moves that teachers need to make and indicate what teachers need to do well—using the Common Core documents as well as their knowledge of the content and field.

“In addition, AIR staff reviewed the resources developed by Student Achievement Partners at AchievetheCore.org and EngageNY, the high-leverage practices that Deborah Ball’s



Introducing the  
Core Instructional Practices

- Drafted by content experts from American Institutes for Research:
  - Grounded in the Common Core State Standards
  - Referenced on other descriptions of expectations for professional practice (e.g., *High Leverage Practices* from TeachingWorks, *Instructional Shifts* from Student Achievement Partners, and *Learning Progressions* from InTASC)
- Reviewed by an external committee:
  - Teachers
  - Teacher educators
  - Curriculum and assessment experts

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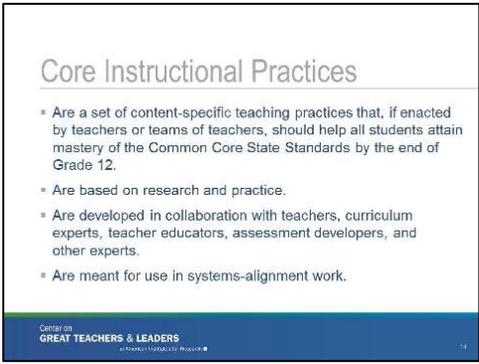
Slide 13

group is developing at the University of Michigan’s TeachingWorks, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and other resources in this process.

“This initial list was then reviewed by a committee composed of practitioner-experts across the field, including classroom K–12 teachers, teacher educators, assessment and curriculum developers, and other experts.”

**Explain:**  
 “This slide indicates what the Core Instructional Practices are.”

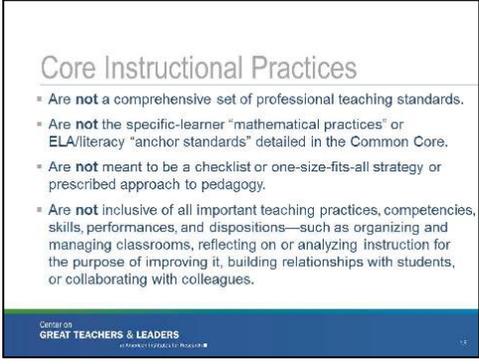
*Read the slide aloud, or have a participant read the slide aloud. (Note: The slide is animated.)*



Slide 14

**Explain:**  
 “This slide indicates what the Core Instructional Practices are not.”

*Read the slide aloud, or have a participant read the slide aloud. (Note: The slide is animated.)*



Slide 15

## Section 1E—Activity 3: Diving Into the Core Instructional Practices (10 minutes)

**Purpose:** This activity introduces participants to the Core Instructional Practices and provides time for familiarization and learning. Participants will use **Handout 1: Common Core Connections** for their work.

Pass out **Handout 1: Common Core Connections**.

First describe the purpose of the activity. Then give the directions:

Participants should choose a subject-area focus. (ELA/literacy Core Instructional Practices are on pages 1–3 of Handout 1, and mathematics Core Instructional Practices are on page 4.) Participants will use a pen to underline key words in the Core Instructional Practices and then use a highlighter to indicate alignment between the Common Core State Standards terms/themes the group just generated as part of Activity 3 (which were captured on the poster) and the terms in the Core Instructional Practices (on Handout 1). This process should take about 8 minutes.

While going through this activity, ask participants to jot down any connections that they can think of to their work.

After a few minutes, ask a few people to share out their thinking and connections.

### Activity 3: Diving Into the Core Instructional Practices

- Look at **Handout 1: Common Core Connections**.
- Choose whether you are going to focus on Core Instructional Practices in ELA/literacy or mathematics.
- Use a pen to underline key words or terms in the Core Instructional Practices.
- Use a highlighter to indicate alignment between the words that the group just generated and the terms in the Core Instructional Practices.

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Slide 16

## Section 1F—Teacher Evaluation Framework and Professional Learning (5 minutes)

Now the work really begins!

Pass out the **Creating Coherence: Workbook**.

### Explain:

“The *Creating Coherence: Workbook* guides you through a critical review process, taking you step-by-step to find direct and indirect connections between the Core Instructional Practices, teacher evaluation, and the Common Core State Standards. Again, the point of this work is to ensure that all our instructional support systems reinforce those teaching practices that will ensure students can achieve the Common Core.”

Walk participants through the workbook, noting the following sections.

### Creating Coherence Workbook



The *Creating Coherence Workbook* takes you step-by-step to find direct and indirect connections between the Core Instructional Practices, teacher evaluation, and the Common Core State Standards.

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Slide 17

**Explain:**

- “Pages 3–4 are the instructions for using the workbook, in case you need to review the directions.
- Pages 5–18 are used for the systems review of ELA/literacy Core Instructional Practices.
- Pages 19–28 are used for the systems review of mathematics Core Instructional Practices.
- Pages 29–31 have some culminating and action planning guiding questions, which we’ll tackle in Part 2 of this workshop.
- Appendix A lists the Core Instructional Practices again; Appendix B describes how they were developed and indicates the reviewers.
- Finally, what might be helpful in your work is a glossary with many of the terms you’ll find in the Core Instructional Practices and the Common Core State Standards.”

*Walk through the review steps.*

**Explain:**

- “Step 1: Identify the explicit or direct connections in the professional practice framework to the Core Instructional Practices. Write in the indicator or component that demonstrates those direct connections.
- “Step 2: Identify the kinds of professional learning opportunities that are available that directly support teachers’ implementation of that aspect of practice.
- Step 3: Answer the three Questions for Consideration; in the Additional Notes, jot down any reactions or insights you may have had while conducting that review.”

**Explain:**

“This slide shows an example of systems review for a mathematics Core Instructional Practice.”

*Customization Point: You may want to customize this slide with a local evaluation instrument (if everyone is using the same one).*

*Creating Coherence Workbook:  
Steps in the Systems Review Process*

1. Review your professional practice (teacher evaluation) framework.
  - Identify direct or explicit connections.
  - Identify indirect or implicit connections.
2. Review your professional learning plans, structures, initiatives, or offerings.
  - Identify direct supports.
  - Identify clear gaps.
3. Answer the three Questions for Consideration, and jot down any other thoughts in the Additional Notes.

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Slide 18

*Example of Systems Review*

Core Instructional Practice	Professional Practice Framework	Professional Learning Initiatives, Offerings, Programs, Supports
MCIP-1	<b>Explicit Connections:</b>  Danielson Components: 1a and 1c  <b>Implicit Connections:</b>  Danielson Component: 1f	<b>Direct Supports</b> <ul style="list-style-type: none"><li>▪ Common planning time across subject areas for teachers</li><li>▪ State-sponsored online workshops that focus on designing lessons for particular Standards</li><li>▪ Ongoing professional learning communities to review assessment data</li></ul>

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Slide 19

## Section 1G—Activity 4: Team Systems Review (40 minutes)

Have each team choose four Core Instructional Practices (two in ELA/literacy and two in mathematics) to review.

The expectation is that participants will complete the Systems Review pages for each of the four Core Instructional Practices as a team.

Let them know that they will be given 10 minutes at the end of the working session to share one of the connections they identified between the Core Instructional Practices and either the evaluation framework or their professional learning supports.

**Customization Point:** You may want to customize this review section. For example, if all the districts in the room are using the same evaluation instrument, you may want to all do one Core Instructional Practice example together to review the framework, as a kind of informal calibration check, and then proceed to work in district teams to complete the review. Or, you can choose ahead of time which particular Core Instructional Practices to start with.

Note that the point is not that there is a “right answer” necessarily but to elucidate sometimes subtle connections, build a shared understanding of those connections, and figure out ways that the district can strengthen those connections.

Activity 4: Team Systems Review

- In your *Creating Coherence Workbook*, choose four Core Instructional Practices (two in ELA/literacy and two in mathematics) to review.
  - For ELA/Literacy, see pages 5–18.
  - For mathematics, see pages 19–28.
- Complete the System Review pages for each chosen Core Instructional Practice.

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## Section 1H—Activity 5: District Huddle (15 minutes)

With 15 minutes left in the work session, call the groups back to order and give them 5 minutes to discuss in their teams the following items:

- One connection
- One gap
- Immediate next steps needed to complete the workbook

For the final 10 minutes, have each group do a very quick share-out of the connections they identified between the Core Instructional Practices and either the evaluation framework or their professional learning supports—or any other ideas or thoughts. They also can discuss the next preplanned steps. (Depending on how many teams are there, decide how many minutes to spend for each group.)

Capture these connections, ideas, insights, gaps, and questions on a **District Huddle Share-Out poster**. Keep this poster for Part 2.

Activity 5: District Huddle and Wrap-Up of Part 1

- In your district team, take 5 minutes to determine:
  - One **strong connection** between each Core Instructional Practice and the district's teacher evaluation framework or professional learning initiatives
  - One **potential gap** between each Core Instructional Practice and the district's teacher evaluation framework or professional learning initiatives
  - Immediate **next steps** to complete the workbook (see page 31)
- Choose a team member to share out with the whole group (10 minutes).

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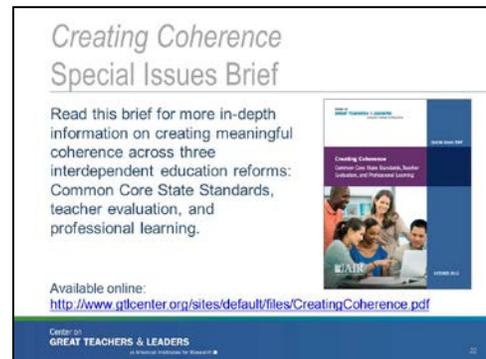
Check to see if there are any additional questions relating to this work session.

**Customization Point:** Part 2 of the work session provides an opportunity for participants to complete the workbook. Optionally, you may direct participants to complete the workbook on their own before the next work session. This decision should be made in collaboration with stakeholders ahead of time.

## Section 1I: Wrap-Up of Part 1 (5 minutes)

As participants are leaving (or taking a break before Part 2), give them a copy of the GTL Center Brief titled *Creating Coherence: Common Core State Standards, Teacher Evaluation, and Professional Learning*, which you can print from the online version at <http://www.gtlcenter.org/sites/default/files/CreatingCoherence.pdf>. (Optionally, you can ask participants to print out the brief themselves at a later time.)

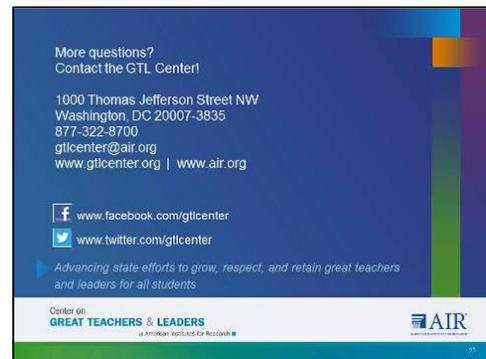
Participants can read this brief as a resource for additional learning, or they can use it as they work through the rest of the Core Instructional Practices and think about next steps.



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### Explain:

“Thank you, and please be in touch with the GTL Center for any questions. Our mission is to advance state efforts to grow, respect, and retain great teachers and leaders for all students. We look forward to working with you in this partnership!”



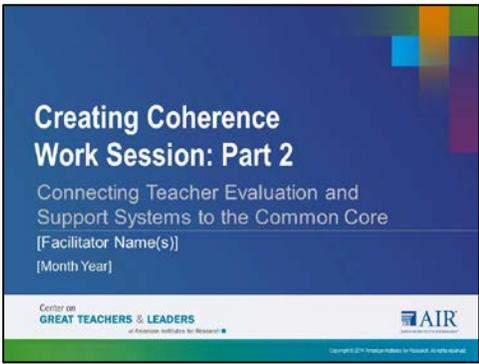
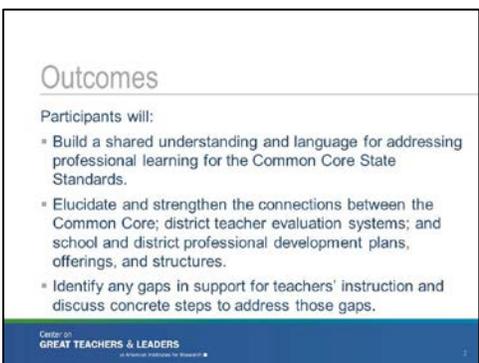
Slide 23

# Creating Coherence Work Session: Part 2

**Preparation:** Be sure to have ready the following posters:

- Parking Lot poster (for feedback and other information that state/regional technical assistance providers should know)
- District Huddle Share-Out poster (from Activity 5)

## Section 2A—Insights and Priorities Identified From Part 1 (10 minutes)

<p><i>Welcome back the participants.</i></p> <p><i>Point out the “Parking Lot” poster, used for placing self-sticking notes to indicate other information that your state/regional service providers should know about your needs for creating coherence.</i></p> <p><b>Customization Point:</b> <i>If Part 2 is being held on the same day as Part 1, you may choose to skip the following Section 2A slides or skim through them very quickly.</i></p>	 <p style="text-align: right;">Slide 1</p>
<p><i>Remind participants of the need to align instructional supports so that all students can achieve college, career, and civic readiness by the end of Grade 12.</i></p>	 <p style="text-align: right;">Slide 2</p>
<p><i>Remind participants of the intended outcomes of the sessions.</i></p>	 <p style="text-align: right;">Slide 3</p>

Preview the agenda for Part 2, and pause to see if there are any questions before proceeding.

### Agenda for Part 2

- Insights and Priorities Identified from Part 1
- Activity 6: Finishing the Team Systems Review
- Activity 7: Putting It All Together
- Activity 8: Action Planning and Next Steps
- Activity 9: Cross-District Critical Friends
- Adjourn

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Slide 4

**“What did we learn?”** (5 minutes)

With the group, discuss the main points from the notes taken on the District Huddle Share-Out poster (Activity 5 from Part 1).

**“Upon further reflection”** (5 minutes)

Encourage participants to find an elbow partner (not on their team) to discuss any new insights, questions, or concerns that have arisen in the interim between work sessions.

Ask for volunteers to share out any burning insights or questions before proceeding with the rest of the work session. Be prepared to address any concerns from the first session.

### Insights From Part 1

- What did we learn?
- Upon further reflection...
  - New insights?
  - New questions?
  - New concerns?

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## Section 2B—Activity 6: Finishing the Team Systems Review (up to 50 minutes) [Customization Point]

If it was previously decided that districts would continue working through the *Creating Coherence: Workbook* at this point, you may want to have one participant choose one of the Core Instructional Practices from the previous work session and discuss his or her team’s answers to the questions in the workbook before proceeding to Section 2C.

Review the directions for completing pages 5–28 in the workbook.

### Activity 6: Team Systems Review (Continued)

- Work in teams to complete the Systems Review (which you started in Part 1 of this work session).
- For each Core Instructional Practice, complete Steps 1–4 (listed on pages 3–4 of the *Creating Coherence Workbook*).

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## Section 2C—Activity 7: Putting It All Together (15 minutes)

*As teams are finishing up their reviews, encourage participants to answer the questions on page 29 of the workbook, either in individual teams or as a whole group.*

### Activity 7: Putting It All Together

- Answer the questions on page 29 of the *Creating Coherence Workbook*.
- Work in individual teams or as a whole group.

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## Section 2D—Activity 8: Action Planning and Next Steps (25 minutes)

*Encourage participants to work through the guiding questions on page 30 of the workbook.*

*Also, they should fill in the next steps and additional thoughts on page 31.*

*Mention to the group that they will be expected to share their action plans with another district for brainstorming and feedback on their plans.*

### Activity 8: Action Planning and Next Steps

- Answer the guiding questions on page 30 of the *Creating Coherence Workbook*.
- Fill in the next steps on page 31.
- Write down any additional thoughts on page 31.

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## Section 2E—Activity 9: Cross-District Critical Friends (20 minutes)

**Purpose:** This discussion enables teams to share their action plans and receive feedback and advice from similar districts.

*Pair district teams together. (You may want to find separate meeting spaces if possible.) You also may want to have districts of similar size and configurations work together.*

*Describe what is expected for each 5-minute segment:*

- *District A presents an identified challenge and a proposed solution. (5 minutes)*
- *District B provides feedback to District A. (5 minutes)*
- *District B presents an identified challenge and a proposed solution. (5 minutes)*
- *District A provides feedback to District B. (5 minutes)*

*At the end of the discussion time, ask participants to return to their seats.*

### Activity 9: Cross-District Critical Friends

- Pair up with another district.
- Follow this process:
  - District A presents an identified challenge and a proposed solution. (5 minutes)
  - District B provides feedback to District A. (5 minutes)
  - District B presents an identified challenge and a proposed solution. (5 minutes)
  - District A provides feedback to District B. (5 minutes)

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## Section 2F—Closing (5 minutes)

*Remind participants to use the Parking Lot poster and place self-sticking notes to share their feedback on the session and their needs.*

### Feedback and Thank You

- On the Parking Lot poster, please use self-sticking notes to share the following:
  - Your feedback on the session
  - Your additional needs
- Thank you for participating in this work session!

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Slide 10

### Explain:

“Thank you, and please contact the GTL Center with any questions. Our mission is to advance state efforts to grow, respect, and retain great teachers and leaders for all students. We look forward to working with you in this partnership!”

More questions?  
Contact the GTL Center!

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