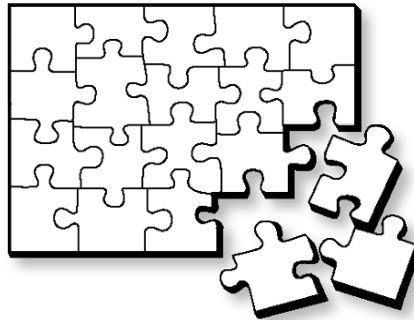


District School Board of Pasco County

**LEARNING-FOCUSED STRATEGIES
ADMINISTRATIVE
GUIDELINES FOR IMPLEMENTATION**



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May 2007

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INTRODUCTION

***Our vision is to create a community which works together
so all Pasco County students will reach their highest potential.***

To help us realize this vision, we are implementing Learning-Focused Strategies PK-12 throughout Pasco County.

WHY LEARNING-FOCUSED STRATEGIES? The Learning-Focused Schools Model supports our vision. It is a school reform model designed to assist PK-12 teachers in using exemplary practices to increase learning and achievement. Learning-Focused Strategies provides a framework and tools for organizing, planning, assessing, and designing instruction for all students.

OUR PLAN: The District School Board of Pasco County and Superintendent Fiorentino have prioritized funds to provide materials, substitutes or stipends, trainers, and planning time for all instructional and administrative personnel to attend and implement Learning-Focused Strategies.

OUR MOST PRESSING CURRENT CHALLENGE: There are schools at many different stages of having teachers trained in Learning-Focused Strategies, and there are also many different implementation expectations within our district.

OUR SOLUTION TO THIS CHALLENGE: Because we believe that all Pasco County teachers and administrators want to provide the very best education to ensure that, “. . . all Pasco County students reach their highest potential,” this implementation guide has been created. It is the intent of this guide to begin to clarify expectations for successful implementation of Learning-Focused Strategies.

This guide has been created for the purpose of providing loose-tight guidelines for successful, consistent, and pervasive use of Learning-Focused Strategies. Many items included come directly from, or have been adapted from, the work of Dr. Max Thompson and from Learning-Focused Solutions, Inc.

With this guide, it is our hope that teachers and administrators alike will be better able to monitor their progression toward the consistent and pervasive use of Learning-Focused Strategies practices to increase student learning and achievement and move from being typical schools to becoming *Exemplary Schools*. Immediate needs being addressed in this document include:

1. Yearly implementation guidelines that differentiate for teachers' knowledge and skills,
2. Guidelines for half-day quarterly planning, and
3. A revised training design and registration system for Learning-Focused Strategies workshops.

Please contact Marti Meacher at extension #42644 or email: mmeacher@pasco.k12.fl.us with any additional issues, questions, needs, or suggestions you may have related to LFS.

YEARLY IMPLEMENTATION GUIDELINES

There are multiple ways to prioritize attainment of mastery in the components of LFS. Therefore, all schools need to develop their prioritized timeline for implementation to be spread over the coming years, keeping the end of year recommendations in mind. When looking at the end of year guidelines, the following questions might guide your thoughts as you determine reasonable implementation guidelines for your school:

- What time of year did the majority of the teachers receive their training?
 - If the bulk were trained during the first semester, the end of year guidelines might be reasonable.
 - If the bulk were trained during the second semester, they have not had a full semester for practicing components from LFS. The semester for practice is important for teacher confidence. The end-of-year guidelines are developed for a calendar year instead of a school year.
- What background knowledge did the teachers have prior to entering the training?
 - If the teachers attend with little or no background knowledge, they *still* should be able to legitimately meet end of year guidelines as described.
 - If the teachers had quite a bit of background knowledge (e.g., understanding of word walls, curriculum mapping, essential questions, graphic organizers, walk-throughs, rubrics, etc.) they may be prepared to legitimately exceed the end of year guidelines as described.
- How are these guidelines similar to my current school guidelines?
 - If the current guidelines are similar to those listed in this document, continue meeting end of year guidelines as described.
 - If you have been moving slower, developing an acceleration plan with teacher input will help you come closer to meeting end of year guidelines next year.
 - If you have been moving faster, as a result of strong background knowledge before training and timelines developed with teacher input, you are not required to slow down what has been currently planned. Schools (such as our Title I schools) which have had additional resources and consultant support provided may be prepared to move through the yearly guidelines faster than other schools.
 - The number of preps that teachers have will also play a role in how quickly they can begin fully implementing LFS. (e.g., A middle school teacher who teaches World Geography all day will be planning for that one course only and will be able to demonstrate use of LFS in all classes faster than a teacher with multiple preps.)

Learning-Focused principles should be incorporated into the 90 minute reading block, as part of the daily instructional routine detailed in the PK-12 Reading Plan. Writing LFS lesson plans can be accomplished for classrooms required to use a core comprehensive reading program. However, planning entire lessons for student learning in reading also involves additional components not introduced during the 4-day strategies training. Teachers are encouraged to acquire competency in planning Acquisition Lessons in other content areas before writing lesson plans for reading. Reading Specialists will be able to support the staff in learning how to write teacher directed and flexible group lessons.

YEAR ONE GUIDELINES

(This is the school's training year.)

TASK	PERSONS RESPONSIBLE	RESULTS
Define focus areas, look-fors, ask-fors, rubrics, and schedule for Walk-Throughs and 5 x 5s	School-based administrators with teachers	Understanding of: <ul style="list-style-type: none"> Walk-Through & 5 x 5 details Connection with the state mandated Reading Plan
Define half-day quarterly planning expectations and schedule	School-based administrators with teachers	Clear understanding of quarterly planning: <ul style="list-style-type: none"> Goal(s) Product(s)
Share Overview before participation: <ul style="list-style-type: none"> Why we are participating What LFS contains Who attends and when Share Expectations for participation: <ul style="list-style-type: none"> ✓ On time and stay for duration ✓ Behavior ✓ Dress Implementation upon return 	School-based administrators	Understanding of: <ul style="list-style-type: none"> Why, what, who, and when related to LFS workshop attendance Connection of LFS with Pasco's Vision and state mandated Reading Plan Weekly Meetings Participation expectations Implementation expectations
Attend Days 1 & 2 of Workshop	Teaching teams and administrators	Understanding of: Acquisition Lessons
Hold Reflection Meeting	School-based administrators schedule with trained teams	Understanding of: <ul style="list-style-type: none"> Reflection Meetings Implementation support
Attend Day 3 & 4 of Workshop	Teaching teams and administrators	Understanding of: <ul style="list-style-type: none"> Extending/Refining Unit Planning
Begin teaching Acquisition Lessons in one selected subject/course	Teachers	Lessons designed to help learners acquire new knowledge and skills
Teach from unit planned during training	Teachers	Connected lessons built around the three levels of learning
Hold one Reflection Meeting per quarter per team	School-based administrators schedule with teams as trained	Refinement of expectations
Conduct Individual Conferencing	School-based administrators schedule with instructional personnel	Discussion of: <ul style="list-style-type: none"> Successes Roadblocks to implementation Refinement of expectations Implementation support

BY THE END OF THIS YEAR:

- Teachers will have:
 - Practiced all components of the Learning-Focused Strategies training in one selected subject/course.
 - Been consistently teaching Acquisition Lessons in one selected subject/course. (It is the expectation that this will be done in every class of the one selected course.)
 - Been infusing Learning-Focused Strategies in other subjects/courses as appropriate.
 - Implemented at least one complete unit plan. (Assistance with planning this unit is given during day 4 of the LFS Workshop.)
 - Participated in half-day quarterly planning, Reflection Meetings, and Individual Conferences.
 - Considered developing an Individual Professional Development Plan goal related to LFS implementation in one selected subject/course for the following year.
- Administrators will have:
 - Worked with teachers to develop two to three school-wide focus areas (with look fors, ask fors, rubrics, and schedule) for Walk-Throughs and 5 x 5s for inclusion in the school's Continuous Improvement Plan.
 - Included an increased percentage of teachers in Walk-Throughs.
 - Coordinated half-day quarterly planning sessions and expectations for every teaching team.
 - Facilitated Reflection Meetings and Individual Conferencing, and
 - Provided the support necessary for successful LFS implementation.

YEAR TWO GUIDELINES

TASK	PERSONS RESPONSIBLE	Results
Define focus areas, look-fors, ask-fors, rubrics, and schedule for Walk-Throughs and 5 x 5s	School-based administrators with teachers	Understanding of: <ul style="list-style-type: none"> • Walk-Through & 5 x 5 details • Connection with the state mandated Reading Plan
Define half-day quarterly planning expectations and schedule	School-based administrators with teachers	Clear understanding of quarterly planning: <ul style="list-style-type: none"> • Goal(s) • Product(s)
Teach Acquisition Lessons adding Extending/Refining Activities in one selected subject/course	Teachers	Students move beyond the acquisition of knowledge and skills to higher levels of thinking
Plan and teach at least two units (one per semester) in the one selected subject/course	Teachers	Connected lessons built around the three levels of learning
Begin planning Acquisition Lessons for one additional subject/course	Teachers	Students experience consistency of expectation in two subjects/courses
Hold One Reflection Meeting per quarter per team	Teaching teams	Refinement of commitments during weekly meetings
Conduct Individual Conferencing	School-based administrators schedule with instructional personnel	Discussion of: <ul style="list-style-type: none"> • Successes • Roadblocks to implementation • Refinement of expectations • Implementation support

BY THE END OF THIS YEAR:

- Teachers will have:
 - Been consistently teaching Acquisition Lessons adding Extending/Refining Activities in one selected subject/course. (It is the expectation that this will be done in every class of the one selected course.)
 - Been infusing Learning-Focused Strategies in other subjects/courses as appropriate.
 - Planned and taught at least two additional units during this year - one unit for each semester in one selected subject/course.
 - Begun utilizing Acquisition Lessons for one additional subject/course.
 - Participated in half-day quarterly planning, Reflection Meetings, and Individual Conferences.
 - Considered developing an Individual Professional Development Plan goal related to LFS implementation in one selected subject/course for the following year.

- Administrators will have:
 - Worked with teachers to develop two to three school-wide focus areas (with look fors, ask fors, rubrics, and schedule) for Walk-Throughs and 5 x 5s for inclusion in the school's Continuous Improvement Plan.
 - Included an increased percentage of teachers in Walk-Throughs.
 - Coordinated half-day quarterly planning sessions and expectations for every teaching team.
 - Coordinated Reflection Meetings and facilitated Individual Conferencing.
 - Created a system for monitoring each individual teacher's progress toward meeting year-end goals as a part of the regularly scheduled PDP conferences.
 - Provided the support necessary for successful LFS implementation.

YEAR THREE GUIDELINES

TASK	PERSONS RESPONSIBLE	Results
Define focus areas, look-fors, ask-fors, rubrics, and schedule for Walk-Throughs and 5 x 5s	School-based administrators with teachers	Understanding of: <ul style="list-style-type: none"> • Walk-Through & 5 x 5 details • Connection with the state mandated Reading Plan
Define half-day quarterly planning expectations and schedule	School-based administrators with teachers	Clear understanding of quarterly planning: <ul style="list-style-type: none"> • Goal(s) • Product(s)
Teach Acquisition Lessons with Extending/Refining Activities in two selected subjects/courses	Teachers	Refinement of teaching skills Improved student achievement
Plan and teach at least two units (one per semester) in each of two selected subjects/courses (a total of four units)	Teachers	Connected lessons built around the three levels of learning
Begin planning Acquisition Lessons for one additional subject/course	Teachers	Students experience consistency of expectation in multiple subjects/courses
Hold one Reflection Meeting per quarter per team	Teaching teams	Refinement of commitments during weekly meetings
Conduct Individual Conferencing	School-based administrators schedule with instructional personnel	Discussion of: <ul style="list-style-type: none"> • Successes • Roadblocks to implementation • Refinement of expectations • Implementation support

BY THE END OF THIS YEAR:

- Teachers will have:
 - Been consistently teaching Acquisition Lessons including Extending/Refining Activities in two selected subjects/courses. (It is the expectation that this will be done in every class of the two selected courses.)
 - Been infusing Learning-Focused Strategies in other subjects/courses as appropriate.
 - Planned and taught at least two additional units during this year - one unit for each semester in each of the two selected subjects/courses. (This will be a total of four units.)
 - Begun utilizing Acquisition Lessons for one additional subject/course.
 - Participated in half-day quarterly planning, Reflection Meetings, and Individual Conferences.
 - Considered developing an Individual Professional Development Plan goal related to LFS implementation in one selected subject/course for the following year.

- Administrators will have:
 - Worked with teachers to develop two to three school-wide focus areas (with look fors, ask fors, rubrics, and schedule) for Walk-Throughs and 5 x 5s for inclusion in the school's Continuous Improvement Plan.
 - Included an increased percentage of teachers in Walk-Throughs.
 - Coordinated half-day quarterly planning sessions and expectations for every teaching team.
 - Coordinated Reflection Meetings and facilitated Individual Conferencing.
 - Created a system for monitoring each individual teacher's progress toward meeting year-end goals as a part of the regularly scheduled PDP conferences.
 - Provided the support necessary for successful LFS implementation.

YEAR FOUR AND FUTURE YEARS GUIDELINES

TASK	PERSONS RESPONSIBLE	Results
Define focus areas, look-fors, ask-fors, rubrics, and schedule for Walk-Throughs and 5 x 5s	School-based administrators with teachers	Understanding of: <ul style="list-style-type: none"> • Walk-Through & 5 x 5 details • Connection with the state mandated Reading Plan
Define half-day quarterly planning expectations and schedule	School-based administrators with teachers	Clear understanding of quarterly planning: <ul style="list-style-type: none"> • Goal(s) • Product(s)
Teach Acquisition Lessons with Extending/Refining Activities in ALL subjects/courses	Teachers	Consistent and Pervasive use of Acquisition Lessons with Extending/Refining Activities in school
Plan and teach two units per semester per year until all units are completed	Teachers	Connected lessons built around the three levels of learning
Hold one Reflection Meeting per quarter per team	Teaching teams	Refinement of commitments during weekly meetings
Conduct Individual Conferencing	School-based administrators schedule with instructional personnel	Discussion of: <ul style="list-style-type: none"> • Successes • Roadblocks to implementation • Refinement of expectations • Implementation support

BY THE END OF THIS YEAR:

- Teachers will have:
 - Been consistently teaching Acquisition Lessons including Extending/Refining Activities in all subjects/courses.
 - Planned and taught at least two additional units per semester until all units are completed.
 - Participated in Half-day Quarterly Planning, Reflection Meetings, and Individual Conferences.
 - Considered developing an Individual Professional Development Plan goal related to LFS implementation in one selected subject/course for the following year.

- Administrators will have:
 - Worked with teachers to develop two to three school-wide focus areas (with look fors, ask fors, rubrics, and schedule) for Walk-Throughs and 5 x 5s for inclusion in the school's Continuous Improvement Plan.
 - Included an increased percentage of teachers in Walk-Throughs.
 - Coordinated half-day quarterly planning sessions and expectations for every teaching team.
 - Coordinated Reflection Meetings and facilitated Individual Conferencing.
 - Created a system for monitoring each individual teacher's progress toward meeting year-end goals as a part of the regularly scheduled PDP conferences.
 - Provided the support necessary for successful LFS implementation.

GUIDELINES FOR HALF-DAY QUARTERLY PLANNING

Teaching teams will be given one half-day of quarterly planning time to have collaborative conversations about their students' needs, their team's needs, their school's needs, and to increase their knowledge and skills in determining LFS next steps. Work done during these half-day planning sessions should connect with the school's Continuous Improvement Plan and the work being done during the state mandated Reading Plan Weekly Meetings.

This planning time may be utilized during school hours or after hours. If the time is taken during school hours, half-day substitutes will be provided as appropriate. If the time is taken after school hours, a contract-approved stipend will be provided for 3 hours of planning. Whether the planning time is utilized during or after school hours, it is expected that:

- An administrator or administrative designee is available to provide assistance and/or additional support, and
- Clear product expectations are communicated to the teaching team.

It is reasonable to expect that a product will be completed and submitted to administration following the team's half-day quarterly planning. The product expectations should be differentiated based upon the amount of LFS training the teaching team has completed.

Several accountability scenarios are offered for consideration. **(Appendix A)** These scenarios are offered as suggestions or options for incremental steps teams could take toward the goal of full implementation of Learning-Focused Strategies, keeping in mind that there are no easy or one-size-fits-all answers.

Accountability Scenarios are provided for:

1. Teachers not yet trained in LFS,
2. Teachers trained in Days 1 and 2 of LFS,
3. Teachers trained in Days 1, 2, 3, and 4 of LFS during the current school year, and
4. Teachers trained in LFS during a past school year.

A goal for each of these groups is listed first with options/suggestions of tasks/work you might want to consider for teachers at that level. The scenarios listed do not constitute an exhaustive list. You may have some ideas that are even more appropriate to meeting the goal listed.

REVISED TRAINING DESIGN

The training design for Learning-Focused Strategies Workshops is being changed for the 2007-2008 school year. The new design includes the following:

- a. Sandy Ramos, Assistant Superintendent for Curriculum and Instructional Services will maintain oversight of all Learning-Focused Solutions initiatives in Pasco County.
- b. The Learning-Focused Solutions Coordinator for the District School Board of Pasco County will be Marti Meacher, Director of Staff Development.
- c. Mike Louchart, Staff Development Specialist, will continue to coordinate scheduling and respond to questions regarding PK – 12 Learning-Focused Strategies workshops.
- d. Starting July 1, 2007, two simultaneous trainings will take place in Training Rooms A & B where modeling grouping and regrouping for instruction will occur. Trainings will begin with teachers in a PK-12 group and will then be regrouped for instruction (e.g., into PK-5 and 6-12 groupings) for sections where this model is more appropriate.
- e. Four teachers will be hired as Instructional Trainer/Coaches who will have a one-year only contract to provide LFS training. (At the end of this contract year, the teachers will return to their same positions within the same schools they came from.) This design will offer more consistency, better quality control, and additional support and feedback for participants.
- f. Personnel are being identified who need to have an understanding of LFS initiatives without being required to attend the entire four days of training. This does not lessen our expectation that all administrators and instructional personnel attend LFS training.
- g. New teachers in schools trained during 2005-2006 and 2006-2007 will receive priority in being registered to attend training during 2007-2008.
- h. **If a teacher is teaching Basic ESY, ESE ESY, Elementary Reading camp, VPK, or other summer program, that teaching responsibility is their first priority.**
Because the time with students is so condensed during the summer, we are asking that these teachers NOT attend LFS workshops on those days and instead attend at another time.

REVISED REGISTRATION SYSTEM

The Registration System for Learning-Focused Strategies workshops, for the 2007-2008 school year, has been revised. The following guidelines should help to improve the process for registering teachers/administrators for 2007-2008 LFS Workshops.

SCHOOL-BASED CONTACT PERSON

All Pasco County Principals will:

1. Select two people who will be in charge of registering all teachers and administrators from their school. One person should take primary responsibility for this task, and one person should serve as a back up for future registrations.
2. Contact Mike Louchart (ext. 42514 or email mlouchar@pasco.k12.fl.us) regarding the names of the contact persons. These persons will receive specific directions and passwords for on-line registering of teachers/administrators.

REGISTRATION FOR SCHOOLS TRAINED IN 2005-2006 OR 2006-2007

For schools where most employees received training during either the 2005-2006 school year or the 2006-2007 school year:

1. Untrained employees at these schools will receive priority for attending workshops for the 2007-2008 school year. When registering employees for these workshops, it will need to be done from a school computer. A complete list of cadre dates is provided. **(Appendix B)** If there are sufficient slots open for a cadre (all 4 dates), the person(s) will be registered. The individuals will receive email reminders of the dates they will be attending. It will be the individual's responsibility to notify both the school contact person AND Mike Louchart if they find themselves unable to attend any of the training dates they are registered for so that we may plan appropriately for make-up sessions.
2. It is recommended that teams of teachers from the school be registered to attend the workshops together. If there are more teachers than can adequately be covered by substitutes, please try to separate them into smaller groups so that no person is attending alone.
3. A contract-approved stipend (\$14.75 as of this date) will be provided for participation in workshops during the summer. Substitutes will be provided for participation in workshops during the regular school year (beginning August 13).
4. An hour for lunch will be provided.
5. On or by June 1, 2007, register the appropriate employees from the school. (On June 2, 2007, the registration system will be opened up for schools starting LFS Workshops during 2007-2008.)

REGISTRATION FOR SCHOOLS BEING TRAINED IN 2007-2008

For schools starting the initial LFS Workshops during the 2007-2008 school year:

1. Teachers from these schools may be registered into summer and future trainings beginning on June 2, 2007. To do this, schools will want to gather information from teams before they leave for the summer to find out whether they would prefer to attend in late summer/early fall or wait until October or later.
2. It is recommended that teams of teachers from the school be registered to attend the workshops together.
3. A contract-approved stipend (\$14.75 as of this date) will be provided for participation in workshops during the summer. Substitutes will be provided for participation in workshops during the regular school year (beginning August 13).
4. An hour for lunch will be provided.
5. By August 31, 2007, registration of the appropriate employees from the school should be completed.
6. Procedures for registering teachers hired after this date will be given to the contact person.

APPENDICES

APPENDIX A - 1: Accountability Scenarios For Best Utilizing Half-day Quarterly Planning Time For Teachers Not Yet Trained In LFS

(These suggestions could also be seen as awareness or readiness activities to be used to prepare instructional staff for participation in LFS training.)

Goal: To have constructive conversations about the school, their teaching team, and the students they are teaching and to plan for supporting identified needs.

OPTIONS/SUGGESTIONS:

- VOCABULARY DEVELOPMENT:
 - Discussion of the importance of vocabulary with a Reading Specialist, Literacy Specialist, Literacy Coach or Administrator
 - Answer a question such as: What might be a list of look fors if classrooms have a vocabulary focus?
 - Divide into small teams of 3-4 teachers in each team and Walk-Through classrooms, 3-5 minutes per classroom also paying attention to hallways
 - Debrief what was seen and agree upon next steps for the team
 - Develop a plan for greater focus on vocabulary to be used by the entire team. (This becomes a topic that they will revisit for the remainder of the quarter/semester/year as part of their state mandated Reading Plan Weekly Meetings.)
- GRADE LEVEL ASSIGNMENTS:
 - Discuss the following statement: "The artifacts of teachers' expectations are the assignments they make." with a Reading Specialist, Literacy Specialist, Literacy Coach or Administrator
 - Divide into small groups of 3-4 teachers, and each group does a Walk-Through of the school seeing what evidence can be found of "grade-level" assignments.
 - Answer questions such as: "Do assignments change in complexity depending on the level of students? Can we see a year's difference in assignments? Would an outside person have seen the same things?"
 - Develop a plan for more focus on student expectations and assignments to be used by the entire team. (This becomes a topic that they will revisit for the remainder of the quarter/semester/year as part of their state mandated Reading Plan Weekly Meetings.)
- WALK-THROUGHS AND 5 X 5s:
 - Participate in a discussion about 1-2 of the school's focus area(s) for this year with a Reading Specialist, Literacy Specialist, Literacy Coach or Administrator
 - Review the look fors, ask fors, and rubric, which have been developed by the school for the focus area(s).
 - Divide into small groups of 3-4 teachers, and each group does a Walk-Through of the school to determine what evidence can be found of that focus in every classroom.
 - Debrief what was seen and identify next steps for the team.
 - Develop a plan for greater support of the school's focus area(s).
- DATA REVIEW:
 - Look at student achievement data for students on the team
 - Determine 2-3 strategies that can and will be done in the classrooms for the next 6 weeks concerning something from the data.
 - Develop a plan for focusing on these strategies.
- CURRICULUM MAPS:
 - Identify the curriculum maps that have been created for the grade, level, or course.
 - Determine what areas should be emphasized during the next quarter.
 - Set expectations for the team.
 - In the school's typical lesson-planning format (not LFS Acquisition Lessons until after teachers have had days 1 & 2 of the training), begin planning lessons that support the curriculum maps.

APPENDIX A - 2: Accountability Scenarios For Best Utilizing Half-day Quarterly Planning Time
For Teachers Trained In Days 1 And 2 Of LFS

Goal: To develop products for instruction using LFS lesson structure and constructivist learning strategies.

OPTIONS/SUGGESTIONS:

- Participate in variations of the options from “Accountability Scenarios – 1” assisting one another until all members of the team have been trained.

- REFLECTION MEETING:
 - Administrator conducts a Reflection Meeting using the reflection log questions located in the Implementation Tab of the LFS Notebook.

OR

 - Team conducts a Reflection Meeting.
 - Develop list of next steps for LFS priorities to be completed over the next 2-3 weeks.
 - Develop action plans for one or two items from the list.
 - Plans lesson(s) together to address some aspect of the list.

- ACQUISITION LESSONS:
 - Plan 2-3 LFS Acquisition Lessons for units to be taught in the future.
 - Develop more if there is time.

- REFINE ACQUISITION LESSONS:
 - Discuss each part of the LFS Acquisition Lesson format (EATS) and how the team members are individually doing with each section.
 - Identify the section of the Acquisition Lesson that is the greatest need.
 - Develop 2-5 Acquisition Lessons stretching the thinking in the section identified as needing the most work.

APPENDIX A - 3: Accountability Scenarios For Best Utilizing Half-day Quarterly Planning Time
For Teachers Trained In Days 1, 2, 3 And 4 Of LFS During The Current Year

Goal: To master implementing strategies that teachers have begun using, to try implementing new strategies, and to eventually pull all the pieces of the LFS workshop together into learning units.

OPTIONS/SUGGESTIONS:

- Participate in variations of the options from “Accountability Scenarios 1 – 2” assisting one another until all members of the team are comfortable with Acquisition Lessons.

- **MODEL CLASSROOMS:**
 - Go in-depth and become masters at each of the 4 areas of an Acquisition Lesson.
 - Develop model classrooms for each area of the Acquisition Lesson.
 - Invite other teams to Walk-Through to gather and give ideas.

- **EXTENDING/REFINING ACTIVITIES:**
 - Develop EMTS lesson to teach a specific graphic organizer.
OR
Add Extending/Refining Activities to previously written Acquisition Lessons utilizing a graphic organizer that has already been taught.
 - Make agreements about what will be shared with the team at a future planning session.

- **UNIT:**
 - Plan a unit to be taught in approximately a month following the LFS Unit Planning Guide.

- **SCHOOL FOCUS AREA:**
 - Discuss the last meeting and what was done after that planning time.
 - Discuss a school focus area and how the team might incorporate LFS into that focus.
 - Plan a unit with the school’s focus imbedded into that unit. (For instance, writing might be a focus, so writing is part of most lessons in this newly designed unit.)

APPENDIX A - 4: Accountability Scenarios For Best Utilizing Half-day Quarterly Planning Time
For Teachers Trained In A Past School Year

Goal: To master writing complete LFS Units and refine skills with all LFS practices.

OPTIONS/SUGGESTIONS:

- Participate in variations of the options from “Accountability Scenarios 1 - 3” assisting one another until all members of the team are comfortable with Acquisition Lessons, Extending/Refining Activities, and Unit components.

- **MODEL CLASSROOMS:**
 - Go in-depth and become masters in each of the areas of an LFS Unit.
 - Develop model classrooms for each area of the LFS Unit.
 - Invite other teams to Walk-Through to gather and give ideas.

- **ESSENTIAL UNIT:**
 - For Essential Units coming up, plan complete units.

- **STUDYING STUDENT WORK:**
 - Discuss last meeting and what was done after that planning time.
 - Share samples of student work that correspond to the area the team focused on for the purpose of critically evaluating the student learning that has taken place.
 - Make agreements about what will be shared with their team at a future planning session
 - Plan a unit in which the Teaching portions of the Acquisition Lessons emphasize quality student assignments

APPENDIX B - DATES FOR 2007 – 2008 LFS WORKSHOP CADRES

Cadre Sessions are as follows:

Cadre 1 on 7/16, 7/17, 9/10, 9/21
Cadre 2 on 7/16, 7/17, 9/10, 9/21
Cadre 3 on 7/18, 7/19, 9/11, 9/24
Cadre 4 on 7/18, 7/19, 9/11, 9/24
Cadre 5 on 7/20, 7/23, 9/12, 9/25
Cadre 6 on 7/20, 7/23, 9/12, 9/25
Cadre 7 on 7/24, 7/25, 9/13, 9/26
Cadre 8 on 7/24, 7/25, 9/13, 9/26
Cadre 9 on 7/26, 7/27, 9/14, 9/27
Cadre 10 on 7/26, 7/27, 9/14, 9/27
Cadre 11 on 7/30, 7/31, 9/17, 9/28
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