

# Goal Setting

***No goal: 0%***  
***Set a goal: 20%***  
***Write it down: 35%***  
***Accountability partner: 51%***  
***Specific action steps: 86%***



# NOW WHAT?

Name: \_\_\_\_\_ Today's date: \_\_\_\_\_

Directions: You've just completed a fabulous, informative, and inspirational workshop. Armed with new information and practical strategies, WHAT ARE YOUR GOALS FOR IMPLEMENTING THESE APPROACHES to increase your effectiveness in your professional responsibilities? For the overarching SMART goal, write at least two specific Action Steps that you WILL attempt.

My SMART Goal: By \_\_\_\_\_, \_\_\_\_\_

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WHY did I set this goal? \_\_\_\_\_

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HOW will I accomplish it?

Action Step #1: \_\_\_\_\_

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Action Step #2: \_\_\_\_\_

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Action Step #3: \_\_\_\_\_

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WHO will support me (and in what manner)? \_\_\_\_\_

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# TITLE

Vision:  
Goal:

Strategy:					
Action Steps	Resources	Measures of Implementation (Outputs)		Owner	Deadline
What steps must be taken to implement our strategy?	What specific supports are needed to implement this action step?	How will readers of the plan know the action step or strategy is fully realized or carried out?	Who is most closely responsible and accountable for taking each action step?	By when will the step be completed?	

# ELA FRAMEWORK FOR CURRICULUM REVISION

**Vision:** A culture of continuous collaboration through evidence-based conversations promotes student autonomy.

**Goal:** Revise existing curricula that reflects the collaborative efforts of the ELA department to promote student achievement through standards-aligned assessments that facilitate a staircase approach to instruction grades 7-12.

Strategy: Schedule a segment of each month's department meeting to focus on a sequential achievement of this goal.				
Action Steps	Resources	Measures of Implementation (Outputs)	Owner	Deadline
<i>What steps must be taken to implement our strategy?</i>	<i>What specific supports are needed to implement this action step?</i>	<i>How will readers of the plan know the action step or strategy is fully realized or carried out?</i>	<i>Who is most closely responsible and accountable for taking each action step?</i>	<i>By when will the step be completed?</i>
<b>September:</b> Overview of curriculum work for July and August: rationale, explanation, and expectations for staff.	Expectations: 1. Model artifacts by sub- unit driven by power standards within unit 1: -student work -sample instructional documents -CCA (collaborative common assessment) -rubrics for CCA's 2. Begin documenting/thinking about your instructional best practices as aligned to the power standards.	Staff will begin to compile potential models and best practices to be shared with the department. We are looking into electronic storage.. *Be cautious how you pitch this. May not sit well with your union, but is definitely needed. Coming through the coaches or grade level facilitator and not me should help. - supervisor	Each member of the department for the purpose of selecting a representative set of artifacts for grade and level.	Review the monthly department meetings for expected deadlines.
<b>September:</b> Review 12th grade model and discuss editing needs.  Discuss bridging existing curriculum with "power" curriculum Discuss protocol for meetings- 20 min.	Copies of the 12th grade model  Model of 9th grade to be revised: reasons and rationale	Staff members may choose to revise unit 1 where necessary. Staff will use this model for the unpacking of unit 2 power standards.	Each member of the department	Review the monthly department meetings for expected deadlines.

<p><b>October:</b> Feedback on September planning based on "Power" curriculum.</p> <p>Questions for the Parking Lot.</p> <p>Thoughts for Unit 2(writing ?).</p> <p>Determine/Finalize which power standards are going to be used for Unit 2 with grade level partners.</p>	<p>List of Power Standards by grade level for the year</p> <p>post-it notes</p> <p>chart paper</p>	<p>Agreed upon power standards are finalized for unit 2. Collected at end of department meeting.</p>	<p>Choose a grade level leader to facilitate and ensure completion of selecting power standards for unit 2.</p> <p>Please highlight your choices for unit 2.</p> <p><b>Upcoming:</b> CCA 1-Each grade level will provide a representative sample including the levels within each grade. Please include the score assigned and rubric utilized.(please have ready for December department meeting.) Please have your grade level facilitator ensure that the sample is available for the December meeting.</p>	<p>October meeting</p>
<p><b>November:</b> Questions for the Parking Lot. As a department, share and determine agreement of power standards selected by grade level partners for unit 2.</p> <p>Unpack and create CCA 2</p>	<p>Delineated power standards for unit 2 from October meeting.</p> <p>post-it notes</p> <p>chart paper</p>	<p>Power standards for Unit 2 will be put into a google doc to unpack and create CCA 2.</p> <p>Unit 2 will be complete with essential questions, skills and content with aligned CCA 2.</p>	<p>Department mtg facilitators</p>	<p>Agreed upon Unit 2 power standards- end of November meeting.</p>
<p><b>December</b> Select Final Model Exemplars for CCA 1 that reflect staircase approach of power standards</p> <p>Discuss impact of exemplars for Assessment and Instruction</p>	<p>Bring grade-level representative sample of graded CCA 1 and rubrics used</p>	<p>Finalized model exemplars for department to be filed.</p>	<p>Department mtg facilitators</p>	<p>Finalized model by the end of December; Discuss through January</p>

## BYOD Readiness Checklist for School Districts

toolkits

**Before you open the school doors to student and staff-owned devices, use the checklist below to evaluate your school's readiness for BYOD.**

### Acceptable Use Policy

***When can students use devices? To do what? To go where?***

The starting point for any school wishing to embrace BYOD starts with defining your Acceptable Use Policy. Which mobile devices and applications will you allow and which will you deny? Are students allowed to access social networks? What about text messaging?

### Network Protection

***Can we protect our network and student devices?***

Do you have a solution that protects your network from malware and unauthorized content? Do you have anti-virus, URL filtering, secure remote access, and data protection in place?

### Secure Network Access

***Who is allowed to get on the network? How is it enforced?***

A secure network requires authentication procedures that will allow you to enforce the Acceptable Use Policy. Can you protect your network from outside users? Will you allow off-campus access to the school network?

### Network Capacity

***Can our network handle multiple devices per student? Can it support high bandwidth applications?***

BYOD devices are mobile by nature and most students will need to access the wireless network from multiple points on campus. Is your wireless network up to the challenge? Can it accommodate mobile traffic during peak times, such as the beginning of a class period? Can it handle the bandwidth required for multimedia applications?

### Mobile Device Limitations

***Where can students access real computers?***

Tablets, smartphones, and other mobile devices are designed to supplement, not replace, the work done on "real" computers. There will be times when staff and students require a keyboard, a file structure, a larger screen, or access to software programs that are not supported on mobile devices.

### Usability

***Can we deliver education apps across all devices?***

What are the critical education applications that your students rely on? Can you deliver these applications across all devices and operating systems? Consider a central location where all applications can be easily accessed.

### Curriculum

***Is the curriculum ready for BYOD?***

A BYOD program requires a significant amount of curriculum analysis and redesign in order to take full advantage of mobile device features. How will you support teachers with rethinking their curriculum? Is there a place in the curriculum for digital citizenship?

### Professional Development

***Are teachers ready for BYOD?***

The success of a BYOD program relies heavily on the teachers who implement it. Do you have a plan for offering continued support to train teachers with BYOD implementation? How will teachers learn about new software applications and devices? Will you require all teachers to participate in BYOD?



## Logistics

### *Have you considered the daily details?*

There's much more to BYOD than simply allowing student devices at school. Where will students charge their devices? How will devices be secured when not in use, for example during sports or lunchtime? Do you have a plan for loaning equipment to students without a device?

## Communication

### *Is everyone on board?*

Frequent and ongoing communication between district administrators, staff, students, and parents is key. How will you involve parents in the planning and decision making process? Do you have a plan for keeping them involved in the program? Do parents know how the devices are being used at school and how they can follow-up at home?

## Budget

### *Have you considered all the costs?*

At first glance, a BYOD program may appear to save money by passing the cost of devices on to parents. However, there are many costs associated with BYOD implementation that must be considered. Is there room in the budget for network updates, loaner device purchase and repairs, school-owned computers, mobile device charging stations?

## Guest Management

### *Can I extend network permissions to visitors and guests?*

Does your network provide for guests? Can you ensure that guest devices coming onto the network have the freedom to access the resources required while protecting sensitive student data?

## Presentation Practice Options:

1. Traffic Light Protocol
2. Introduction
3. Classroom management activity
4. Foundation for Engagement: Planning Activity
5. Core Engagement: Affinity Protocol
6. Question Creation Chart
7. Silent Discussion Protocol
8. Fishbowl activity
9. Post-It Protocol
10. Closure
11. SMART goals
12. Feedback
13. Pacing Guide