# Franklin Township Public Schools (FTPS) – Session Pacing Guide

## Session Objectives:

* Share Franklin Township’s story with attendees.
* Provide a clear sense of the issues involved as well as what it took to solve them.
* Offer a roadmap for translating the district’s success with the policies, programming, guidance and/or equivalencies (PPGE) into possible iterations in other districts.

Table : Session Pacing Guide

|  |  |
| --- | --- |
| **Time** | **Activities** |
| 3 to 5 minutes | Presenters greet audience members as they enter and then briefly introduce themselves. |
| 2 minutes | Ask audience members to sit in groups of four.* In groups, audience members will be asked to design a literacy lesson plan using the materials our teachers were originally asked to use prior to creation of the exemplar lessons, including the following items:
	+ FTPS Lesson Plan Template
	+ Institute for Multi-Sensory Education (IMSE) Materials
	+ Heggerty Materials
	+ 27 Equitable Classroom Practices
	+ District Pacing Guides
	+ District i-Ready Expectations
	+ Small-group Instruction Data Set (de-identified)
	+ Teacher Guide for Benchmark Advance
	+ Teacher Guide Adelante
	+ Teacher Guide for Steps to Advance
 |
| 5 to 10 minutes | Give the group time to discuss the materials and begin designing a lesson plan, before asking them to pause and process the following questions:* What did it “feel” like trying to process so much information for each day’s lesson plan?
* Given the proscribed nature of most of the lesson elements, to what extent do you think lesson plans might be similar?
* To what degree do you think there would be variability in lesson delivery?
* How much time can you imagine it would take for teachers to write their weekly literacy plans?
* What would veteran teachers have to contend with, using all these materials?
* How difficult do you think this weekly task would be for NEW teachers?
 |
| 4 to 6 minutes | Presenters continue telling the district’s narrative, moving through the PPT Slides #1 through #5 while doing so. |
| 15 minutes | Conduct a **"Time Well Spent" Reflection & Mapping** activity to help teachers visualize and reflect on how saved time from lesson planning can be reallocated to more impactful activities such as data analysis and differentiated instruction. This activity helps teachers **visualize** the time saved from using exemplar lesson plans and how they could reallocate that time to more **strategic and meaningful activities**. It also encourages reflection on the **importance of using data** for targeted instruction and how this can ultimately benefit students.* + **Step 1: Time Mapping** (5 minutes): Provide audience members with a **time audit worksheet**, where they can map out how their time is typically spent across a week. They should consider time spent on:
		- Lesson planning
		- Instruction
		- Assessments and data analysis
		- Small-group instruction
		- Professional development, collaboration, or meetings
* **Step 2: Imagining Reallocation** (5 minutes):
	+ Ask audience members to **reimagine** how their weekly schedule would look if they had that lesson planning time back, but now they could spend it on **data analysis** and **small-group instruction**.
	+ Using a separate worksheet, teachers will reallocate their time to:
		- Data analysis (how much more time could be spent reviewing student work, analyzing assessment data, etc.?)
		- Planning small-group or differentiated instruction (how could the time be better spent targeting the specific needs of students?)
		- Professional collaboration (how could they collaborate with colleagues to improve instructional practices and student outcomes?)
* **Step 3: Sharing Reflections** (5 minutes):
	+ Ask teachers to share their thoughts in their small group. Encourage them to discuss:
		- What insights they gained about how their time could be better spent.
		- How they could apply these insights in practice.
		- What changes they would need in order to fully shift to a data-driven, student-focused planning model.
 |
| 5 minutes | After Slide #5, show screenshots of the Lesson Plan Repository and then distribute an illustrative sample of one of the exemplar lesson plans. Ask participants to look over the sample plan for a minute or so, and then ask them to reform their teams to answer the following question: * “Despite what might seem to be a solution to the lesson-planning clerical/logistical burden, what challenges do you think teachers might have putting the lesson exemplars to use?”
 |
| 2 minutes | Show Slide #6, “Challenges,” so participants can see how well they anticipated our teachers’ issues. |
| 5 to 7 minutes | Show Slides #7 through #13 to conclude our presentation. |
| 5 to 10 minutes | Use the remaining time to answer questions and offer support to districts who would like to embrace a similar process in their schools.  |