

## 2-Day Summer Training Plan Created by Claire Polcrack 2019

### KIPP Indy Summer PD 2019

#### Previous Sessions:

- Content Internalization (45 min)
- AOTY Q1 Internalization #1 (75 min)
- AOTY Q1 Internalization #2 (75 min)
- Lesson Feedback Protocol (90 min)

#### Schedule - High School Math

	Wednesday, July 17th	Thursday, July 18th
<b>Session #1 -</b> <b>8:30 - 10:30</b> <i>(2 hours)</i>	<a href="#">Introductions &amp; Why Math?</a> (15 min) <a href="#">AF Math Program Overview &amp; Rigor Bar</a> (45 min) <a href="#">College Ready Bar &amp; Exemplary Work</a> (45 min)	Lesson Rehearsal - Lessons 1 - 3 (Think About It)
<b>Session #2 -</b> <b>10:45 - 12:00</b> <i>(1 hour, 15 min)</i>	<a href="#">Introduction to the Fundamental of Instruction &amp; Demo Lesson (FOI)</a> (45 min)	<a href="#">Lesson Internalization (INM)</a> - HS Math (75)
<b>Session #3 -</b> <b>12:45 - 2:30</b> <i>(1 hour, 45 min)</i>	<a href="#">Think About It (TAI) Overview &amp; Practice</a> (90 min)	Lesson Rehearsal - Lessons 1-3 (Introduction to New Material)
<b>Session #4 -</b> <b>2:45 - 4:00</b> <i>(1 hour, 15 min)</i>	<a href="#">Lesson Internalization HS Math</a> (90) <a href="#">1920 A1 Exemplar</a> Quarter #1 Internalization Clarifications (30 min)	Full Lesson Rehearsals

#### Items Needed:

- Calculators & extra paper (participants should bring)
- Projector & hook-up cable (or laptop to use)
- Speakers

#### Copies Needed:

- [AF Program Overview Packet](#)
- [CRB \(Exams\)](#)
- [1920 FOI](#)
- [HS Math Frameworks & Cheat Sheets](#) (Colored Paper, please!)
- [IPP Exemplar](#)

#### Suggested Books:

- [Teach Like a Champion](#) (Management Focus)
- [Teach Like a Champion 2.0](#) (Rigor Focus)
- [Principles to Actions: Ensuring Success for All](#) (Math best practices book. Highly recommend)

- [Building Powerful Numeracy for Middle and High School Students](#) (Math routines to push student thinking and depth of knowledge. Great resource for building math thinking)
- [Getting Ready for College, Careers, and the Common Core: What Every Educator Needs to Know](#) (Great background for how to push for truly “college/career” ready scholars)

## Day #2 Agenda & Deliverables

Timeline	Agenda Item	Deliverables (By July 31st)
Session #1 - 8:30 - 10:30 (2 hours)	<a href="#">Unit Unpacking Protocol - Unit #1</a>	<ul style="list-style-type: none"> <li>● Finalized Unit #1 Protocol to submit. Done!</li> <li>● Complete Phase 3 - IA Analysis when have access to IA</li> <li>● Complete Units 2-3 full protocols</li> <li>● Complete Phase #1 - Big Picture for Units 4 - 10</li> </ul>
Session #2 - 10:45 - 12:00 (1 hour, 15 min)	Intellectual Prep Protocol - L1-3	<ul style="list-style-type: none"> <li>● Email <a href="mailto:claire.polcrack@gmail.com">claire.polcrack@gmail.com</a> L1 for review &amp; feedback</li> <li>● Lessons 1-8 (all for U1) completed</li> </ul>
Session #3 - 12:45 - 2:30 (1 hour, 45 min)	Lesson Rehearsal - L1	N/A
Session #4 - 2:45 - 4:00 (1 hour, 15 min)	Lesson Rehearsal - L2 & L3	N/A

## Schedule Summary/Model Week

	Monday	Tuesday	Wednesday <b>LASW Lesson</b>	Thursday	Friday
Period 1	Erica Teaches	Erica Teaches	Erica Teaches	Erica Teaches	Erica Teaches
Period 2	Ronnie Teaches	Ronnie Teaches	Ronnie Teaches	Ronnie Teaches Danita Coaching Meeting	Ronnie Teaches
Period 3	Ronnie Teaches	Erica/Danita SPED Meeting Ronnie Teaches	<b>LASW Lesson</b>	Erica Coaching Meeting	Ronnie Teaches  Erica makes Copies
Period 4		<b>IPP or UUP Co-Planning Meeting</b>	<b>LASW Lesson</b>	<b>LASW Meeting for Next Wednesday</b>	Ronnie Preps Copies for Next Week
Period 5	Erica Teaches	Ronnie/Nancy SPED Meeting Erica Teaches	Erica Teaches	Erica Teaches Ronnie Coaching Meeting	Erica Teaches
Period 6	Erica Teaches / Ronnie Teaches	Erica Teaches / Ronnie Teaches	Erica Teaches / Ronnie Teaches	Erica Teaches / Ronnie Teaches	Erica Teaches / Ronnie Teaches
Period 7	Erica Teaches / Ronnie Teaches	Erica Teaches / Ronnie Teaches	Erica Teaches / Ronnie Teaches	Erica Teaches / Ronnie	Erica Teaches / Ronnie

				Teaches	Teaches
After School			PD Sessions (Shortened Day)		

- 1 period per day should be reserved for grading student work
- 1 period per day reserved for “day-of” preparation
- At least 1 period should be reserved for IP for the following week. Goal is at least 1 done per day.
- 1 period per week reserved for making copies

### Intellectual Prep Summary (SPED Requirements in Orange)

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Week Before</i>	<b>Teacher</b> submits IP cover sheet materials for L1 - L4 to coach by <b>8am</b>	<i>Coaches review IP</i>	<b>Coach</b> sends IP feedback to teacher by <b>5pm</b>  <b>SPED L1 - L4 modification docs due 8am</b>	<i>Teacher revises IP and lessons.</i>	<b>Teacher</b> submits finalized IP materials (here) by <b>5pm</b>
<i>Week Lessons Taught</i>	<i>Teaches L1</i> <b>Teacher</b> submits IP cover sheet materials for L5 L8 to coach by <b>8am</b>	<i>Teaches L2</i> <i>Coaches review IP</i>	<i>Teach LASW</i> <b>Coach</b> sends IP feedback to teacher by <b>5pm</b>  <b>SPED L5 - L8 modification docs due 8am</b>	<i>Teaches L3</i> <i>Teacher revises IP and lessons.</i>	<i>Teaches L4</i> <b>Teacher</b> submits finalized IP materials (here) by <b>5pm</b>

### Lesson Rehearsal Feedback

Teacher	Glows	Grows	Additional Notes
<b>LP 1 - Think About It</b>			
Ronnie	<ul style="list-style-type: none"> <li>• Strong presence.</li> <li>• Great mindset around feedback and practice.</li> <li>• <b>Heavy Lifting</b> - Funneled questioning from broad to narrow.</li> <li>• <b>Precise Language</b> - attention to vocabulary and rapid corrections of students</li> <li>• <b>Stamping Big Idea</b> - You used the correct language of “Brings us to the big idea...” and had us synthesize.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Directions:</b> Include “volume” directions and formal stance when giving directions. And CFU before releasing.</li> <li>• <b>Concise Vocabulary:</b> Do not repeat statements.</li> <li>• <b>Alignment to Structure</b> - Show calling work and using the work to drive the instruction.</li> </ul>	Make sure to have exemplar and non-exemplar ready to show call and use to drive instruction.

Erica	<ul style="list-style-type: none"> <li>● <b>Narration &amp; MVP</b> - Strong directions with MVP.</li> <li>● <b>Using Sample Work</b> - Gesturing/marking on student sample work helps to build the thinking.</li> <li>● <b>Precise Language</b> - "Can we put that all into a sentence with 'substitution.'" Holding students accountable for academic language.</li> <li>● <b>Questioning</b> - Using BPQs to align to BI of the day.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Stamping</b> - Use a Pause and say, "That brings us to our big idea..." with appropriate emphasis.</li> <li>● <b>Alignment to Structure</b> - Make sure to circulate and collect data on student work.</li> </ul>	Practice your "teacher voice" and standing still during directions to convey that you are confident in your directions and speaking.
<b>LP 1 - Interaction to New Material</b>			
Ronnie	<ul style="list-style-type: none"> <li>● <b>Strong Cold Call</b> - You were much stronger in your concision of answers and cold-calling.</li> <li>● <b>Universal Prompts</b> - For Understand annotations.</li> <li>● <b>Alignment to Structure</b> - connecting back to big idea AND using UPSC to engage students in the framework.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Alignment to Structure</b> - Make sure to use concise teacher directions.</li> <li>● <b>Minimal Scaffolds</b> - Use the least invasive strategy to have students state the understand portion.</li> </ul>	Only practiced the "Understand" portion.
Erica	<ul style="list-style-type: none"> <li>● <b>Alignment to Structure</b> - Strong use of questioning to engage in the UPSC framework (really strong use of know/don't know table)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Minimal Scaffolds</b> - Use less supports to start the "U" of UPSC if possible.</li> <li>● <b>Universal Prompts</b> - Create a standard "cue" for students to narrate when transitioning from the U/P portion of the lesson.</li> </ul>	Continue pushing your "Strong Voice" and "Square Up" when giving directions to keep a formal tone.