

# Overview: Semester 2 ILC 2014-2015

See attached for detailed weekly plans, resources, & submissions.

## ILC 3 (Marking Period 3)

	Week Of	Focus/Task
1.	Jan 26	<b>Establish a Positive Classroom Culture</b>
2.	Feb 2	<b>Establish a Positive Classroom Culture</b>
3.	Feb 9	<b>Model Rubric</b> Familiarize students with the purpose of a rubric, the layout (rows & columns), and terms used.
4.	Feb 16	<b>Model Rubric</b> Model how to mark the rubric (X, __, ○ system).
5.	Feb 23	<b>Use Rubric with Student Samples</b> Whole class model of analyzing varied student samples (Level 1, 2, 3) to practice with rubric.
6.	March 2	<b>Use Rubric with Student Samples</b> Small groups analyzing varied student samples (Level 1, 2, 3) to practice with rubric.
7.	March 9	<b>Student Self-Assesses with Rubric</b>
8.	March 16	<b>Student Self-Assesses with Rubric</b>
9.	March 23	<b>Give ILC Assessment</b> Thursday 3/26, 3rd hour
10.	March 30	<b>Score ILC Assessment</b> <b>Math Teachers – Give Student Survey</b>

## ILC 4 (Marking Period 4)

	Week Of	Focus/Task
11.	April 13	<b>Peer-to-Peer Assessment with Rubric</b> Model and clarify partner expectations.
12.	April 20	<b>Peer-to-Peer Assessment with Rubric</b>
13.	April 27	<b>Peer-to-Peer Assessment with Rubric</b>
14.	May 4	<b>Teacher Assessment of Student Work with Rubric</b> During 2 week window, each student will get feedback once.
15.	May 11	<b>Teacher Assessment of Student Work with Rubric</b> During 2 week window, each student will get feedback once.
16.	May 18	<b>Give ILC Assessment</b> Thursday 5/21, 3rd hour
17.	May 25	<b>Score ILC Assessment</b>
18.	June 1	<b>Exam Week – No ILC Required</b>

## Instructional Learning Cycle 3 (ILC 3):

### **Increasing Student Engagement through Reading, Thinking, Talking, and Writing about Texts**

These are WEEK LONG strategies to implement which help students interact with texts – must try at least 1 time with all of your classes, but the more you support this process early on the better results you will get throughout the year. These strategies should become routines. Remember, the plans below are the minimum expectation for these instructional routines. Feel free to embed these strategies more often if it's a good fit for your content.

**Notes:**

DOK = Depth of Knowledge

There are 2 Types of Strategic Thinking Rubrics: 1)Understand 2)Analyze and Evaluate. Choose 1 to use with each class.

<b>Instructional Learning Cycle 3 Focus:</b>	
Highly quality written responses to level 3 DOK questions with common rubric. Continue gradual release model with metacognitive instructional routines: think aloud, talk to the text, and metacognitive logs. Routinely use tools, such as sentence stems and reading strategies list, to support metacognitive conversation in the classroom.	
<b>Week</b>	<b>Routines to Implement</b>
1 1/26 - 1/30	<ul style="list-style-type: none"> <li>New Semester – take time this week to:</li> <li>Establish supports for the Personal &amp; Social Dimensions – LEQ Matrix, SOLAR, norms, other suggested routines.</li> <li>Review, refresh, or start over with a Reading Strategies List</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>Social Dimension: p57-72</li> <li>Personal Dimension: p73-88</li> <li>LEQ Matrix and SOLAR on Eastern website under Teachers</li> </ul>
2 2/2-2/6	<ul style="list-style-type: none"> <li>Establishing a positive classroom climate takes time! Another week to:</li> <li>Establish supports for the Personal &amp; Social Dimensions – LEQ Matrix, SOLAR, norms, other suggested routines.</li> <li>Review, refresh, or start over with a Reading Strategies List</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>Social Dimension: p57-72</li> <li>Personal Dimension: p73-88</li> <li>LEQ Matrix and SOLAR on Eastern website under Teachers</li> </ul>
3 & 4 2/9-2/20	<ul style="list-style-type: none"> <li><b>Two Week Window</b> (Due to long President's Day Weekend)</li> <li><b>DOK Level 3 Questioning: Review and Model</b> how to use the <b>Strategic Thinking Rubric with students (remember, pick 1 rubric to use with each class).</b></li> <li>Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log.</li> <li>Utilize Questions to Elicit Student Thinking &amp; add to Reading Strategies List.</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>Strategic Thinking Rubrics: Eastern Website</li> <li>Think Aloud Routine: 101-107, 123, 201-202, 319-320</li> <li>Talk to the Text: 108-110, 320</li> <li>Metacognitive Logs: 115-118, 163, rubric on Eastern website</li> <li>Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, &amp; summarizing rubric on Eastern website under Teachers</li> </ul>
<b>Evidence to Submit</b>	
Online Form: Supporting Personal & Social Dimensions	
Staff & Student Survey: Feedback on Extended Day & Support Classes	
Online Form	

Remember – Text can include: textbook sections, pre-solved math problems, equations, maps, charts and graphs, figures, diagrams, articles, timelines...just about anything you have to break down and interpret for comprehension!

5 & 6	2/23--3/6	<ul style="list-style-type: none"> <li>• <b>Two Week Window</b> (Due to ACT testing and ½ Day PD Schedules)</li> <li>• <b>DOK Level 3 Questions: Share student created samples of high, medium, and low responses (remove names). Students discuss the samples and analyze with the rubric.</b></li> <li>• Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log.</li> <li>• Utilize Questions to Elicit Student Thinking &amp; add to Reading Strategies List.</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>• Strategic Thinking Rubrics: Eastern Website</li> <li>• Think Aloud Routine: 101-107, 123, 201-202, 319-320</li> <li>• Talk to the Text: 108-110, 320</li> <li>• Metacognitive Logs: 115-118, 163, rubric on Eastern website</li> <li>• Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, &amp; summarizing rubric on Eastern website under Teachers</li> </ul>	Paper Copies Turn in a copy of the high, medium, and low responses to a DOK Level 3 Question with Cover Sheet.
7 & 8	3/9-3/20	<ul style="list-style-type: none"> <li>• <b>Students self-assess responses to DOK Level 3 question with a rubric.</b></li> <li>• Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log.</li> <li>• Utilize Questions to Elicit Student Thinking &amp; add to Reading Strategies List.</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>• Strategic Thinking Rubrics: Eastern Website</li> <li>• Think Aloud Routine: 101-107, 123, 201-202, 319-320</li> <li>• Talk to the Text: 108-110, 320</li> <li>• Metacognitive Logs: 115-118, 163, rubric on Eastern website</li> <li>• Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, &amp; summarizing rubric on Eastern website under Teachers</li> </ul>	Online Form
9	3/23-3/27	<ul style="list-style-type: none"> <li>• Give ILC Assessment</li> <li>• Thursday 3/26, 3<sup>rd</sup> hour</li> <li>• Score ILC Assessment with rubric</li> <li>• Turn in score sheet – copy will be returned to you.</li> <li>• Keep the articles/questions to return &amp; discuss with students.</li> <li>• Can score during Team Collaboration Time</li> </ul>	Online & Paper Enter scores into google doc & turn in score log by 4/13
10	3/30-4/3	<ul style="list-style-type: none"> <li>• Give Student Survey – Done through math classes on TI-Nspire</li> <li>• Any day this week, all hours</li> <li>• Send excel file of data to Kristina Keathley</li> </ul> <p>Review ILC 4 Document to prepare lesson plans for marking period 4.</p>	Math Dept Only – Send Excel File by 4/13

Remember – Text can include: textbook sections, pre-solved math problems, equations, maps, charts and graphs, figures, diagrams, articles, timelines...just about anything you have to break down and interpret for comprehension!

## Instructional Learning Cycle 4 (ILC 4):

### Increasing Student Engagement through Reading, Thinking, Talking, and Writing about Texts

These are WEEK LONG strategies to implement which help students interact with texts – must try at least 1 time with all of your classes, but the more you support this process early on the better results you will get throughout the year. These strategies should become routines. Remember, the plans below are the minimum expectation for these instructional routines. Feel free to embed these strategies more often when it's a good fit for your content.

Instructional Learning Cycle 2 Focus:		
Highly quality written responses to level 3 DOK questions with common rubric. Continue gradual release model with metacognitive instructional routines: think aloud, talk to the text, and metacognitive logs. Routinely use tools, such as sentence stems and reading strategies list, to support metacognitive conversation in the classroom.		
Week	Routines to Implement	Evidence to Submit
11 4/13-4/17	<ul style="list-style-type: none"> <li>Model peer-to-peer assessment of DOK Level 3 question with a rubric.</li> <li>Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log.</li> <li>Utilize Questions to Elicit Student Thinking &amp; add to Reading Strategies List.</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>Strategic Thinking Rubrics: Eastern Website</li> <li>Think Aloud Routine: 101-107, 123, 201-202, 319-320</li> <li>Talk to the Text: 108-110, 320</li> <li>Metacognitive Logs: 115-118, 163, rubric on Eastern website</li> <li>Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, &amp; summarizing rubric on Eastern website under Teachers</li> </ul>	Online Form: Feedback on process
12 4/20-4/24	<ul style="list-style-type: none"> <li>Students participate in peer-to-peer assessment of DOK Level 3 question with a rubric.</li> <li>Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log.</li> <li>Utilize Questions to Elicit Student Thinking &amp; add to Reading Strategies List.</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>Strategic Thinking Rubrics: Eastern Website</li> <li>Think Aloud Routine: 101-107, 123, 201-202, 319-320</li> <li>Talk to the Text: 108-110, 320</li> <li>Metacognitive Logs: 115-118, 163, rubric on Eastern website</li> <li>Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, &amp; summarizing rubric on Eastern website under Teachers</li> </ul>	Paper Copies: 1 sample of peer-to-peer assessment with Strategic Thinking Rubric with Cover Sheet
13 4/27-5/1	<ul style="list-style-type: none"> <li>Students participate in peer-to-peer assessment of DOK Level 3 question with a rubric.</li> <li>Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log.</li> <li>Utilize Questions to Elicit Student Thinking &amp; add to Reading Strategies List.</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>Strategic Thinking Rubrics: Eastern Website</li> <li>Think Aloud Routine: 101-107, 123, 201-202, 319-320</li> <li>Talk to the Text: 108-110, 320</li> <li>Metacognitive Logs: 115-118, 163, rubric on Eastern website</li> <li>Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, &amp; summarizing rubric on Eastern website under Teachers</li> </ul>	Online Form: Feedback on peer-to-peer process

Remember – Text can include: textbook sections, pre-solved math problems, equations, maps, charts and graphs, figures, diagrams, articles, timelines...just about anything you have to break down and interpret for comprehension!

14	5/4-5/8	<ul style="list-style-type: none"> <li>• <b>Students reference rubric when responding to DOK Level 3 questions. Student self-assesses their work, and the teacher also assesses their work with the rubric (provides comparison for student).</b></li> <li>• Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log.</li> <li>• Utilize Questions to Elicit Student Thinking &amp; add to Reading Strategies List.</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>• Strategic Thinking Rubrics: Eastern Website</li> <li>• Think Aloud Routine: 101-107, 123, 201-202, 319-320</li> <li>• Talk to the Text: 108-110, 320</li> <li>• Metacognitive Logs: 115-118, 163, rubric on Eastern website</li> <li>• Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, &amp; summarizing rubric on Eastern website under Teachers</li> </ul>	Online Form: Feedback on process
15	5/11-5/15	<ul style="list-style-type: none"> <li>• <b>Students reference rubric when responding to DOK Level 3 questions. Student self-assesses their work, and the teacher also assesses their work with the rubric (provides comparison for student).</b></li> <li>• Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log.</li> <li>• Utilize Questions to Elicit Student Thinking &amp; add to Reading Strategies List.</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>• Strategic Thinking Rubrics: Eastern Website</li> <li>• Think Aloud Routine: 101-107, 123, 201-202, 319-320</li> <li>• Talk to the Text: 108-110, 320</li> <li>• Metacognitive Logs: 115-118, 163, rubric on Eastern website</li> <li>• Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, &amp; summarizing rubric on Eastern website under Teachers</li> </ul>	Paper Copies: 1 sample of student self-assessment & teacher assessment with cover sheet.
16 & 17	5/18-5/28	<ul style="list-style-type: none"> <li>• <b>Give ILC Assessment</b></li> <li>• Thursday 5/21, 3<sup>rd</sup> hour</li> <li>• Score ILC Assessment with rubric</li> <li>• Turn in score sheet – copy will be returned to you.</li> <li>• Keep the articles/questions to return &amp; discuss with students.</li> <li>• Score during Team Collaboration Time</li> </ul> <p><b>Teacher Resources &amp; Reading for Understanding page #s</b></p> <ul style="list-style-type: none"> <li>• Score log, rubric, and link to google doc on Eastern website under Teachers</li> </ul>	Online & Paper Enter scores into google doc & turn in score sheet by Monday 6/1.
18	6/1-6/5	<ul style="list-style-type: none"> <li>• Final Exam Week</li> <li>• No ILC</li> <li>• Per SIT: All students must complete <b>individual cumulative assessment</b> counting for 20% of semester grade.</li> </ul>	

Remember – Text can include: textbook sections, pre-solved math problems, equations, maps, charts and graphs, figures, diagrams, articles, timelines...just about anything you have to break down and interpret for comprehension!