

**Superintendent's Communications Council**  
**Campus Questions**  
**December 4, 2017**



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***ELEMENTARY (Continued)***

**Green Valley (continued)**

**8. Could the district explain how a teacher using the Workshop Model might expect to be considered “Distinguished” on TTESS or in “Quad D” using CIR?**

A. The distinguished T-TESS educator provides “appropriate time for student work” and “student reflection” while simultaneously using “informal assessments to monitor progress of all students.” Additionally, the distinguished educator establishes a classroom culture and routines that “rely on student leadership and responsibility.” T-TESS is specifically designed to help teachers move toward fully student-centered classrooms, which represent the distinguished indicators. The Workshop Model provides the structure that is most “appropriate for diverse learners” because it allows teachers to work with students to uncover their specific needs, deliver focused mini-lessons in response, and also provides a venue for students to lead their learning, collaborate, and do the real work of literacy during their student work time and reflections. In CIR, in order to create the optimal environment for thoughtful work to take place, student-centered routines and procedures, such as the Workshop Model, must be established as part of the classroom culture. Knowledge of students gained through Guided Reading and other work with individuals and small groups as part of the Workshop Model, allows the teacher to design meaningful activities that will build connections between other disciplines, students’ prior understanding and experiences, and real-world applications. Students are empowered to achieve learning expectations through feedback that guides their learning and that supports them in the struggles inherent to rigorous content. The learning environment in the Workshop Model is clearly established, but flexible to the differing needs of the students and learning tasks. Also, student growth and data from assessments informs instructional decisions and the design of future activities and learning tasks. T-TESS and CIR provide us with a structure to grow teachers and shift practice to student-centered instruction that is both rigorous and relevant. The Workshop Model provides teachers and the students in their classrooms with a structure where rigorous and relevant student-centered learning can happen every day.

**9. Is there an exemplar or model lesson demonstrating how such a lesson might be designed?**

A. The development of exemplar student tasks and lessons is built into the curriculum development cycles for our content coordinators and will be completed according to the cycle for each course. Unit Overviews contain links to some lessons/tasks already and more will be developed through the curriculum writing process.

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***ELEMENTARY (Continued)***

**Green Valley (#9 continued)**

Here is one example:



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*ELEMENTARY (Continued)*

**Snow Heights**

14. We understand that there are so many important trainings that need to be attended to grow as educators, but the amount of off-contract time teachers spend at these can seem daunting (especially with no incentive of extra pay). **Is the district looking at utilizing our district PL time in a more focused manner? Is there a direction toward more online, self-paced study?** Many teachers would be open to online training that they can do on their own to help them meet district expectations and these trainings could take place during a planning period.

A. This year is a big year for professional learning as we are revising our Professional Learning Handbook and implementing a new program that will allow for more personalized professional learning for our teachers. As part of this process, the Professional Learning Council is working to outline the plan for district and campus professional learning days next year. We have 13 online professional learning courses developed so far and will continue to grow that number as our capacity will increase dramatically with the implementation of Performance Matters. We are taking time right now to outline next year's specific goals and beginning to develop the professional learning plan – for both face-to-face and online – to ensure that teachers have ample opportunities to learn and have clear direction to help select the learning that is most relevant to their roles.

**Walker Creek**

15. Other districts, such as HEB ISD, provide common assessments for their teachers for their units of instruction. This would be particularly helpful for reading and revising/editing since those tests are challenging to write. **If the district is not able to do that at this time, would you consider purchasing a test-generator program such as Measuring Up Live at least for STAAR-tested grade levels?**

A. We have discussed common assessments as an elementary group. We will brainstorm

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*ELEMENTARY (Continued)*

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*HIGH SCHOOL (Continued)*

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