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| **TIME** | **WHAT** | **PURPOSE** | **MATERIALS** | **WHO** |
| **8:30 – 9:00** **(30 minutes)** | Overall Summary of History of Program and CycleShare Learning Targets | Build background understandingsRaise awareness/deepen understandingProvide the proper focus for the workEmphasize the importance of Collaboration!Learning Target(s) Served (LTS): 1 & 3 | PowerPoint | Kathy (K), David (D), and Bruce (B) |
| **9:00 – 9:10** **(10 minutes)** | Explaining Goals of Step 1: Craft Unit Learning Target | Identify the Common Core Standards for ELA and Math The National Science Standards  The Washington Math Standards The National Curriculum Standards for Social StudiesLTS: 1 | PowerPoint | K |
| **9:10 – 9:20** **(10 minutes)** | Teams complete Step 1 together | First-hand experience in Crafting the Learning TargetsLTS: 1 |  | Teams |
| **9:20 – 9:35** **(15 minutes)** | Explaining Learning Progression (Step 2) | Identifying the Backmapping steps needed in a Learning ProgressionLTS: 1 | PowerPoint, Learning Progression Examples, Fats | K |
| **9:35 – 10:15** **(40 minutes)** | Teams complete a Learning Progression together | Experiencing and practicing creating a viable Learning ProgressionLTS: 1 | Learning Progression templates, CTS materials at each table. | Teams, KDB |
| **10:15 – 10:45** **(30 minutes)** | Explaining Lesson Planning (Step 3) | Identifying all the salient points to creating an effective Lesson PlanLTS: 1 | PowerPoint, Lesson Plan Examples, Student Discourse Handout(?) | B |
| **10:45 – 11:30** **(45 minutes)** | Teams plan a lesson together | “Hands-On” practice in Lesson Plan CreationLTS: 1 | Lesson Plan Templates, Materials | Teams, KDB |
| **11:30 – 12:30** **(60 minutes)** | LUNCH | Refuel, Refresh, Renew, Review the Morning’s Work |  | Teams, KDB |
| **12:30 – 12:45** **(15 minutes)** | Explain Steps 4 and 5. | Identify importance of establishing norms for collaborating and protecting volunteer teachersLTS: 1 & 3 | Protocols, PowerPoint, Noticing/Evaluating Statements | D |
| **12:45 – 1:45** **(60 minutes)** | Teams present lessons | “Hands-On” practice in Lesson observationPractice Analysis and AdjustmentLTS: 1 | Document Cameras, Dry Erase Markers, Projector, Scratch Paper | Teams |
| **1:45 – 2:00** **(15 minutes)** | Present 30-60-90 | Explain the 30-60-90 model and the importance of planning in sustaining collaborative inquiry.LTS: 2 & 4 | 30-60-90 handouts, PowerPoint | K |
| **2:00 – 3:15** **(75 minutes)** | Teams work on 30-60-90 | Teams get a chance to develop 30-60-90 with NWESD assistance at hand.LTS: 2 & 4 |  | Teams |
| **3:15 – 3:30** **(15 minutes)** | Wrap Up | Visit everything again. Tie togetherLTS: 1, 2, 3, & 4 | PowerPoint | DJ |