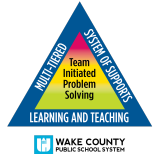


## MTSS Coach Preparation for

# Cohort 3 (and ESM) Day 1 Instructional Leadership Team Professional Learning



2017-2018 MTSS Cohort 3 Schools and Professional Learning Dates				
	Elementary Schools		Secondary Schools	Dates
<b>Cohort 3A</b>	Abbott's Creek ES Bridges Program Douglas ES Green ES Fuller ES Hunter ES Lead Mine ES	North Forest Pines ES Olds ES Partnership ES Weatherstone ES White Oak ES Wildwood Forest ES Wiley ES	Carroll MS Connections MS Dillard Drive MS East Cary MS East Millbrook MS Fuquay Varina MS Heritage MS Mount Vernon MS River Oaks MS Pine Hollow MS Wendell MS Zebulon MS	Day 1: September 27, 2017 Day 2: November 15, 2017 Day 3: January 31, 2018 Day 4: February 28, 2018 Day 5: April 18, 2018 Day 6: May 16, 2018
<b>Cohort 3B</b>	Apex ES Alston Ridge ES Beaverdam ES Harris Creek ES Holly Springs ES Kingswood ES Morrisville ES Oak Grove ES	Oakview ES Pleasant Grove ES Sanford Creek ES Scotts Ridge ES Sycamore Creek ES Timber Drive ES Zebulon ES	Apex HS Apex Friendship HS East Wake HS Enloe HS Leesville Road HS Longview HS Mary E. Phillips HS Rolesville HS Wakefield HS	Day 1: September 28, 2017 Day 2: November 16, 2017 Day 3: February 2, 2018 Day 4: March 1, 2018 Day 5: April 19, 2018 Day 6: May 17, 2018

## 2017-2018 ESM Schools and Professional Learning Dates

	Elementary Schools	Dates												
<b>Cohort 3 ESM</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Barwell Road ES</td> <td style="width: 50%; border: none;">Hodge Road ES</td> </tr> <tr> <td style="border: none;">Brentwood ES</td> <td style="border: none;">Lincoln Heights ES</td> </tr> <tr> <td style="border: none;">Bugg ES</td> <td style="border: none;">Lynn Road ES</td> </tr> <tr> <td style="border: none;">Creech Road ES</td> <td style="border: none;">Smith ES</td> </tr> <tr> <td style="border: none;">East Garner ES</td> <td style="border: none;">Walnut Creek ES</td> </tr> <tr> <td style="border: none;">Fox Road ES</td> <td style="border: none;">Wilburn ES</td> </tr> </table>	Barwell Road ES	Hodge Road ES	Brentwood ES	Lincoln Heights ES	Bugg ES	Lynn Road ES	Creech Road ES	Smith ES	East Garner ES	Walnut Creek ES	Fox Road ES	Wilburn ES	Day 1: September 19, 2017 Day 2: November 17, 2017 Day 3: January 23, 2018 Day 4: March 8, 2018 Day 5: April 20, 2018 Day 6: May 24, 2018
Barwell Road ES	Hodge Road ES													
Brentwood ES	Lincoln Heights ES													
Bugg ES	Lynn Road ES													
Creech Road ES	Smith ES													
East Garner ES	Walnut Creek ES													
Fox Road ES	Wilburn ES													

- ❑ [School-based ILT membership](#)
- ❑ [Central Office Team Members](#) who will support ILTs as table hosts
- ❑ Access **resources** for the day including a **slide presentation handout** with the big buckets of learning in our private, shared Google folder for MTSS Coaches.

### Sample Coach hospitality email to ILT Members of Cohort 3 schools only: (attach campus map)

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Big Topic	Overview of the Content	Coach-y Things to do to prepare for Day 1
<p><b>Learning Outcomes</b></p>	<p>The day will begin with an address or video from Brian Kingsley, Assistant Superintendent of Academics, offering an overview of the role and opportunities for Instructional Leadership Teams during this year's PL.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p><b>ILT Professional Learning Cohorts 1, 2, 3, &amp; ESM</b></p> <p><b>Day 1</b> 8:30am-4:00pm Spring Forest Modular Campus            ESM: 9/19 Cohort 3: 9/27-28 Cohort 2: 10/3-4 Cohort 1: 10/5</p> </div>  </div> <p><b>Learning Outcomes:</b> By the end of this day's professional learning, participants will:</p> <ul style="list-style-type: none"> <li>• Clarify the purpose and role of ILTs and the professional learning.</li> <li>• Explore WCPSS Cultural Responsiveness Framework.</li> <li>• Analyze essential conditions that promote high achievement among at-promise students.</li> <li>• Rethink schooling using student voice for at-promise students.</li> <li>• Explore the identity of collaborators and the impact on PLT effectiveness.</li> <li>• Access resources to support PLTs.</li> <li>• Engage in ILT Action Planning to refine our school infrastructures and practices.</li> </ul>	<ul style="list-style-type: none"> <li>□ Access, revise, and send a hospitality email to your Instructional Leadership Team Members and another email to your assigned Central Services Team Members.</li> <li>□ Be sure the following items are in your schools Google Drive' Day 1 folders: See Sample Folder here.             <ul style="list-style-type: none"> <li>□ SIP (PDF)</li> <li>□ NC SAM (PDFed)</li> <li>□ Slide presentation handout (PDFed)</li> </ul> </li> </ul>

**Vision 2020 Instructional Blueprint**

Teams will engage in an annotation, unpacking, and dialogue of this blueprint.

**WAKE COUNTY PUBLIC SCHOOLS VISION 2020 INSTRUCTIONAL BLUEPRINT**

**WHAT DO WE WANT STUDENTS TO KNOW AND BE ABLE TO DO?**  
Students will be successful communicators, collaborators, creative and critical thinkers who have mastered the NC State Standards and 4Cs. This will make them ready to graduate as productive citizens and for success in higher education and careers.

How will we help students to achieve the Standards/4Cs?	How will we know students are learning the Standards/4Cs?	How will we respond when students don't learn the Standards/4Cs?	How will we respond when students already know the Standards/4Cs?
<b>STUDENTS WILL:</b> Demonstrate Social-Emotional Learning through setting and achieving goals and displaying courteous behaviors to state to others. Express their understanding of Standards and the 4Cs. Exhibit Digital Learning through use of technology resources. Access Learner Agency as they reveal their voice and choice in learning. Access their skills to communicate what non-academic supports they desire or need. Seek involvement and engagement in non-academic activities.	<b>ADULTS WILL:</b> Provide instruction and develop relationships that demonstrate deep understanding and application of the Standards and 4Cs. Know how to speak, write, read, and listen, and will have the skills to work with skills and others. Use the 4Cs to solve complex problems. Provide Standards-based instruction to meet the interests and learning styles of students, establishing there to take ownership of their learning. Expand non-academic student supports that promote well-being and achievement. Lead culturally responsive instruction with their students.	<b>STUDENTS WILL:</b> Learn to gather evidence of their learning and present it in a digital portfolio. Develop highly aligned common assessments, with an emphasis on performance tasks and rubrics. Use timely and varied assessment data and the data-based problem solving approach to inform for students at all tiers. Access their voice to communicate what learning supports they desire or need.	<b>ADULTS WILL:</b> Collect, curate, and analyze data to inform learning opportunities. Engage in additional learning opportunities. Use timely and varied assessment data and the data-based problem solving approach to inform for students at all tiers. Communicate what learning supports they desire or need. Access their voice to communicate what learning supports they desire or need.

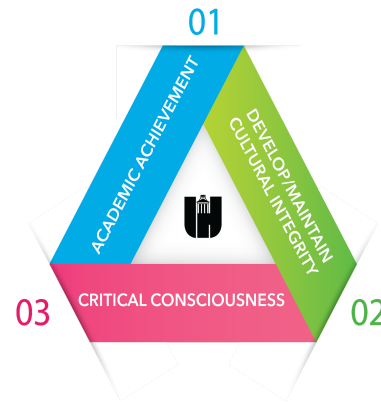
**Multi-Tiered System of Supports (MTSS)**  
 Leadership • Build the Capacity for Implementation • Collaboration and Communication • Data-based Problem Solving • Three-Tiered Instructional Model • Data Evaluation  
 By 2020, WCPSS will annually graduate at least 95% of its students ready for productive citizenship as well as higher education or a career.

- Close Reading Protocol
- Review the Vision 2020 Instructional Blueprint.
- What might be some questions as a coach you can have in your tool kit for schools to make connections and alignment of SIP and the overall blueprint?

**Equity with Dr. Rodney Trice**

ILTs will engage in sustained time delving into Equity content.

**WCPSS Cultural Responsiveness Framework**



Participants will unpack the Cultural Responsiveness framework, consider essential conditions that promote high achievement among at-promise students, and use student voice to rethink schooling. (3D Equity Experience, Crossing Differences Learning Activity, Voice of Students: Reflect and Respond)

- Teams will engage in learning around the Equity Framework.
  - Academic Achievement: Seeing Inequities
  - Cultural Integrity: Understanding Inequities
  - Critical Consciousness: Interrupting Inequities
- 3D Equity Activity from the perspective of the student, school, and parent.
- How might you navigate difficult conversations or address language (i.e., 'those kids') that does not promote equity?
- What might be evidences within individuals and our systems/schools of socializing equity or disassociating equity?

## PLTs with Phil Echols

Phil's focus on PLTs will not only address the infrastructures of PLTs (resources, practices, products, such as agendas, norms, etc.), but it will also explore the nature of collaboration and what it means to have an identity as a collaborator. Schools must have a culture of collaboration in order to really improve the effectiveness of PLTs.

### Professional Learning Teams

Learning Outcomes:

- Explore the **identity of collaborators** and the impact on PLT effectiveness.
- Access the **resources** to support PLTs.

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### PLT Resources

Academics Dashboard

Home Learning Central

CHAPP 2.0

**LEARNING CENTRAL**  
WCPSS ACADEMICS DASHBOARD

The Wake County Public School System is committed to ensuring all students graduate prepared to reach their full potential. To our schools with the best resources available to a dynamic for our students everyday. As such, we now **Academics Dashboard - Learning Central**.

Standards and 4 Cs	Curriculum	Assessment
Dynamic Learning Experiences	Multi-Tiered Systems of Support	<b>Professional Learning Teams</b>
Department Resources	Teacher Created Resources	Digital Resources

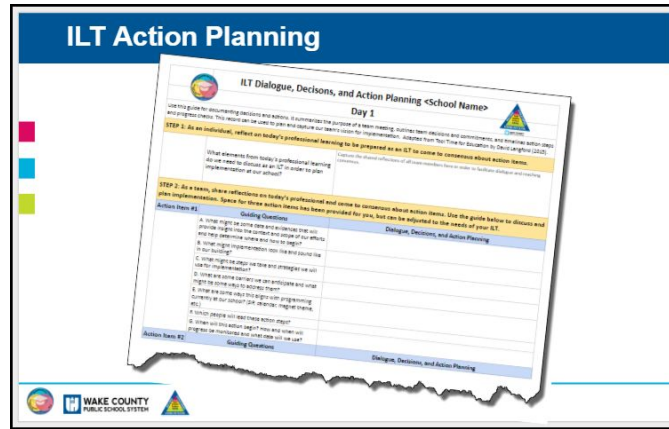
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WAKE COUNTY PUBLIC SCHOOL SYSTEM

- ❑ Be sure to access Learning Central via Canvas to navigate the PLT Toolkit in the event your teams have questions.
- ❑ Complete and facilitate Critical Elements of PLTs.
- ❑ Read article, Collaboration vs. Teamwork.
  - ❑ What might be some beliefs/values we must embrace in order to operate as collaborators?
  - ❑ As a coach, how do you begin shifting beliefs and identity of PLTs?
  - ❑ What gaps currently exist in our current infrastructures and practices?



## ILT Action Planning



- ILTs will have sustained time to begin to engage in dialogue, discussion, and planning to use the professional learning to refine current school infrastructures.
- Preview the **Action Planning guide** and note that it is a document teams will use over the course of the 6 days of PL.

## Team Responsibilities and Next Steps

### Team Responsibilities before the next day of professional learning

- Meet with ILT to
  - o Debrief the learning from Day 1
  - o Review ILT Action Planning guide to refine school infrastructures that support and sustain equitable practices and procedures as well as PLTs
- Continue to unpack the Vision 2020 Instructional Blueprint with staff.
- Celebrate via Twitter: #wakevision and #wakeMTSS.
- Access Day 2's slide presentation from Canvas the week of PL.

- Please refer participants to the Next Steps slide and syllabus to make plans between Day 1 and 2 learning.