



January 23, 2018
Cisco ISD Showcase
9:10-1:30

Before the Visit

Please review the Cisco documents below which will be utilized during the visit.

- Cisco Student Experience Design Pillars
- Cisco Classroom Walkthrough Tool

Location: Myrtle Wilk Community Center, 1498 IH 20 W, Cisco, TX 76437

(9:10-9:20) Visitors Arrive

(9:20-10:00) Frame the Day and Introduce Initiative

District and campus leaders will frame the day, describe the campus initiatives, and respond to questions.

**Group 1:
Elementary Classroom Visits at
Cisco Elementary School,
503 W. 11th, Cisco, TX 76437**

**Group 2:
Junior High Classroom Visits at
Cisco Junior High
1200 Pershing Street, Cisco, TX 76437**

(10:00-10:15) Travel to Cisco Elementary School

(10:00-10:15) Travel to Cisco Junior High

(10:15-11:15) Visit Classrooms

- Principal & Assistant Principal lead tours
- Utilize the Cisco DDP Walkthrough Tool to bring context to what you are seeing and make notes on what you notice.

(10:15-11:15) Visit Classrooms

- Principal and PM lead tours
- Utilize the Cisco DDP Walkthrough Tool to bring context to what you are seeing and make notes on what you notice.

(11:15-11:30) Travel to Community Center

(11:30-12:15) Teacher Panel: Pilot teachers will reflect on their experiences implementing their district's Student Experience Design Pillars and discuss how they are collaborating and iterating within their classrooms and across subjects, grade levels and campuses. Note: Panel includes 5th and 6th grade math teachers who are in their 2nd year of blended implementation, and 3rd, 6th and 8th grade Science teachers who begin blending this school year.

(12:15-1:15) Networking Lunch: RBL Pilot Teachers, please select one of the four table topic discussions from the list below to join during lunch.

1. **Academic Ownership:**
 - a. Questions to consider:

- i. How might we ensure ALL students are responsible for doing the thinking in our classrooms?
 - ii. If we are honest why do we feel the need sometimes to jump in and carry some of the cognitive load for our students? What strategies have you implemented to give the academic ownership over to your students?
 - iii. What are some of the things that you do you do as the teacher when your students are working independently online or at stations etc?
- b. Strategies to discuss/ examples to share:
 - i. Opportunities for inquiry and productive struggle
 - ii. Authentic problem solving/ real world connections
 - iii. Flexibility of path
 - iv. Metacognition- students thinking about thinking and learning
 - v. Peer collaboration

2. Student Agency: Student Progress Ownership

- a. Questions to consider
 - i. What strategies/structure do you have in place so that **you know** students are learning?
 - ii. What strategies/structure do you have in place so that **your students know** they are learning?
 - iii. How might we ensure **ALL** students demonstrate that they are learning?
 - iv. What is the value in students "owning" their progress?
- b. Strategies to discuss/examples to share:
 - i. Data transparency
 - ii. Student facing progress monitoring
 - iii. Student data trackers
 - iv. Goal setting
 - v. 1:1 coaching sessions

3. Student Agency: Student Process Ownership

- a. Questions to consider
 - i. How have you developed the skills, mindsets, and behaviors necessary for students to work at their own pace or on their own path?
 - ii. Describe the structures/supports you have put in place so that students can work at their own pace or on their own path?
 - iii. What role have the students played in developing these student experience strategies?
- b. Strategies to discuss/examples to share:
 - i. Mastery Progression
 - ii. Assessment on Demand
 - iii. Flexibility of path
 - iv. Flexibility of pace
 - v. Flexible Demonstration of Mastery

4. Student Learning data use to Personalize Instruction

- a. Questions to consider
 - i. What data sources do you utilize to inform your instructional design?
 - ii. How does that data inform how you differentiate- personalize - or individualize student learning opportunities/tasks?
 - iii. Walk us through the connection between assessment - analysis - access - action including the role you play and what role the students play at each stage.
- b. Strategies to discuss/examples to share:
 - i. DDI
 - ii. Personalization of the station work/individual work
 - iii. Formative Assessments
 - iv. Pre/Post Test

1:15-1:30: Close and Feedback Survey on Morning Session

RBL Rural Cohort Working Session

Cisco, Mineola, Tulia

1:30 - 2:45/ Optional 2:45-4:15

Location: Myrtle Wilks Community Center, 1498 IH 20 W, Cisco, TX 76437

Teachers and Campus Leaders	Superintendents and PMs
<p>Teacher Features: Dive into Classroom Implementations.</p> <p>Question: If you had a new student entering your class today, how would you explain how your classroom works?</p> <p>(1:30-2:00) Rotation 1: Choose Science Presentation: either 3rd or 7th grade.</p> <p>(2:05-2:35) Rotation 2: Choose Math Presentation Either 4th or 7th grade.</p>	<p>Superintendent and Project Manager will facilitate a discussion for district and changing culture and working toward sustainability and scale.</p> <ol style="list-style-type: none">1. During the 12/7-12/8 Leadership Convening we explored the Sustainability and Scale Planning tool - what focus areas in this tool stood out to you and your team as needing the most attention in the coming months and what have you planned to do in response to this/these finding/s?2. What challenges are you currently facing in working toward sustainability and scale? What are your current thoughts on the potential steps and solutions for these challenges?3. What was one of the biggest challenges that you did not expect to face in this work and how did you overcome it?
<p>(2:35-2:45) Close and Feedback Survey on Afternoon Session</p>	
<p>(2:45-4:15) Optional: Collaborative Teacher Work Time - Rural pilot teachers will have open time to collaborate with one another facilitated by the district project managers from Mineola and Tulia based on identified needs.</p>	