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.

<table>
<thead>
<tr>
<th>Group 1: Elementary Classroom Visits at Cisco Elementary School, 503 W. 11th, Cisco, TX 76437</th>
<th>Group 2: Junior High Classroom Visits at Cisco Junior High 1200 Pershing Street, Cisco, TX 76437</th>
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<tbody>
<tr>
<td>(10:00-10:15) Travel to Cisco Elementary School</td>
<td>(10:00-10:15) Travel to Cisco Junior High</td>
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<tr>
<td>(10:15-11:15) Visit Classrooms</td>
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<td>- Principal &amp; Assistant Principal lead tours</td>
<td>- Principal and PM lead tours</td>
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<td>- Utilize the Cisco DDP Walkthrough Tool to</td>
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<td>bring context to what you are seeing and</td>
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<td>make notes on what you notice.</td>
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<td>(11:15-11:30) Travel to Community Center</td>
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(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 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

<table>
<thead>
<tr>
<th>Teachers and Campus Leaders</th>
<th>Superintendents and PMs</th>
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<td>Teacher Features: Dive into Classroom Implementations.</td>
<td>Superintendent and Project Manager will facilitate a discussion for district and changing culture and working toward sustainability and scale.</td>
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<td>Question: If you had a new student entering your class today, how would you explain how your classroom works?</td>
<td>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?</td>
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<td>(1:30-2:00) Rotation 1: Choose Science Presentation: either 3rd or 7th grade.</td>
<td>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?</td>
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<td>(2:05-2:35 ) Rotation 2: Choose Math Presentation Either 4th or 7th grade.</td>
<td>3. What was one of the biggest challenges that you did not expect to face in this work and how did you overcome it?</td>
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(2:35-2:45) Close and Feedback Survey on Afternoon Session

(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.