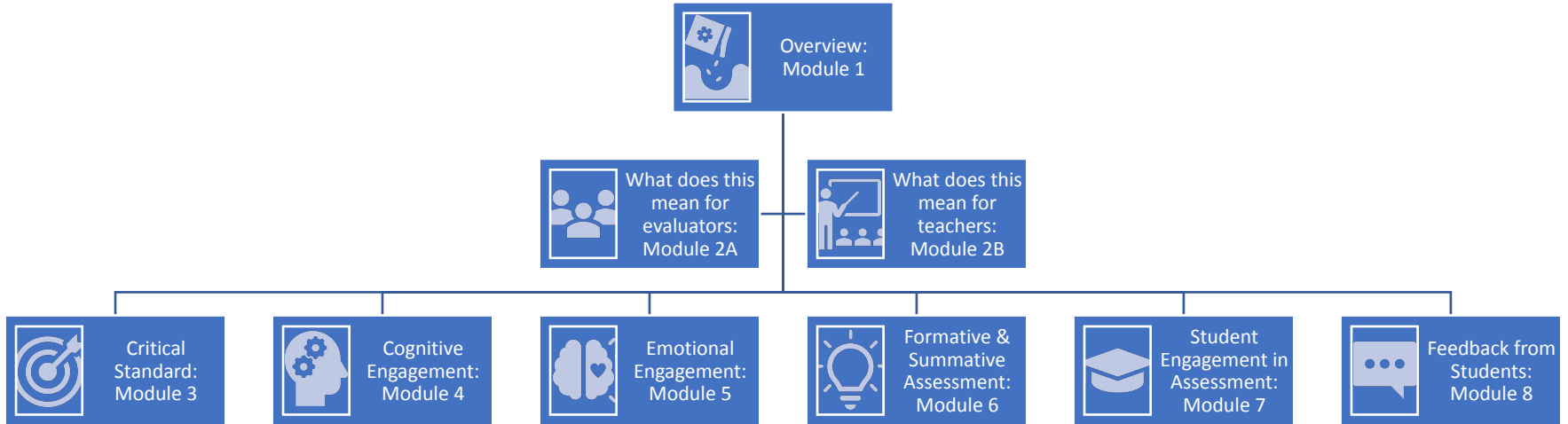




Regional SGG Learning Network

SGG Module Map



Our Facilitation

Position As Capable

Position each person as a capable learner

Provide and promote opportunities for each person to be the thinker, speaker, writer, composer, creator, problem solver, etc. thus positioning each as capable and empowered to be the doer of the learning.

Enhance Identity And Agency

Enhance each person's identity and agency as a learner

Provide and promote opportunities for each person to see themselves as a competent learner—enhance identity.

Provide and promote opportunities for each person to express themselves as a competent learner—enhance agency.

Value Multiple Contributions

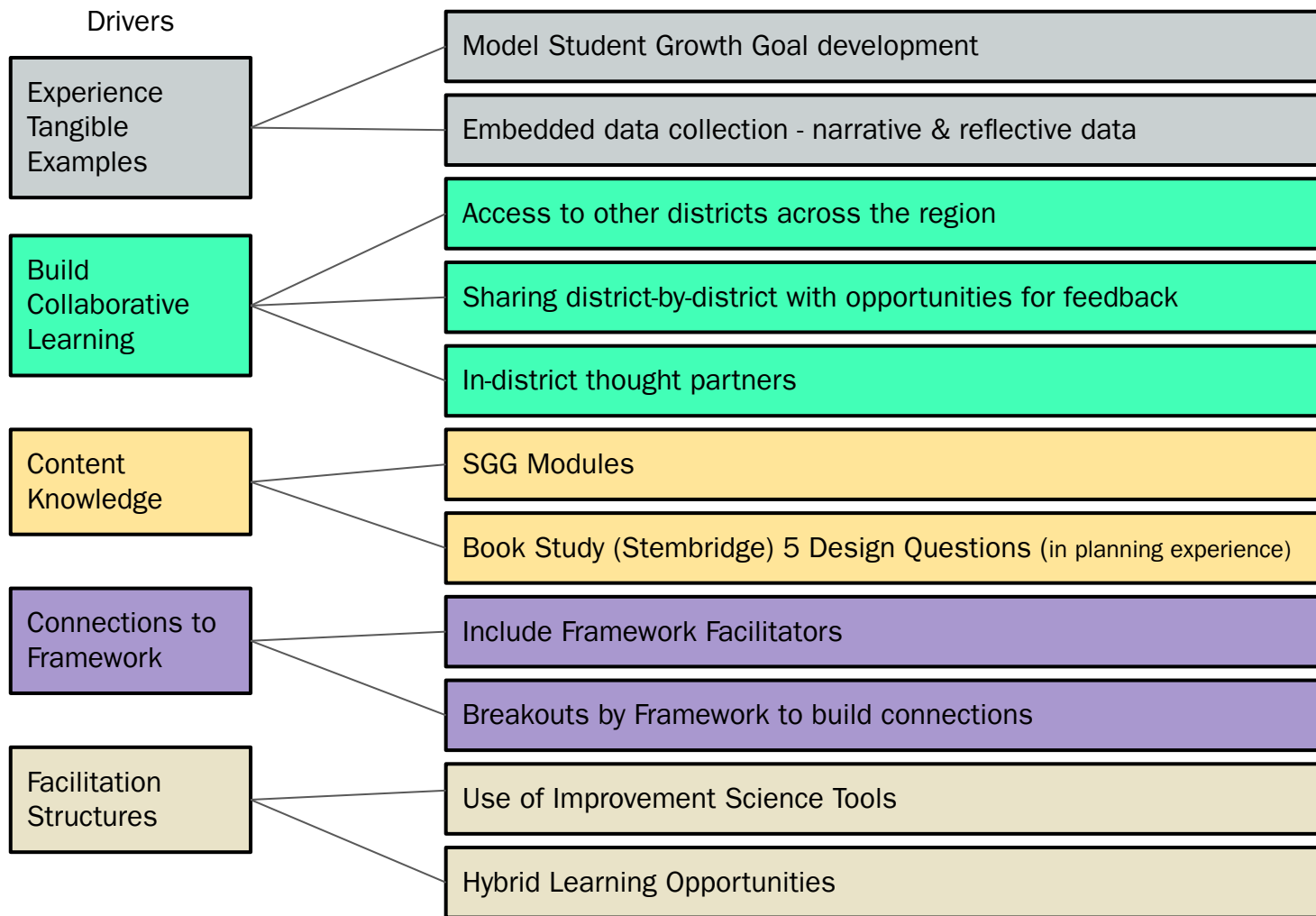
Value the contributions each learner might have to offer

Establish norms and routines that value each person's contribution. Provide and promote opportunities for each person to draw on their own funds of knowledge, express their own representations of understanding, and provide their unique perspective. Provide and promote opportunities for each person to grow in social awareness



AIM Statement

By 23-24 school year, participants in the TPEP & SGG Learning Network will demonstrate understanding of critical attributes and be able to share a plan for how to implement in their own context.



Change Ideas

Mead School District

How did we get here?

- The Moleena Harris effect.
- Growth-minded building administrators.
- Support through NEWESD101 (Thank you, Jennifer and Steve!)
- Commitment to engage, learn, fail and improve.

Mead School District

Theory of Action:

- ➔ If we intentionally focus the teacher observation and evaluation process to one unit, then student growth goals will better represent authentic learning in relationship to essential standards. As such, student learning will be at the heart of pre and post observation conferences in a way that has been lacking previously.

Mead School District

Problem of Practice:

- The evaluation process and student growth goals were not creating the change we were hoping to see.
- Growth goals were often an afterthought.

Vision:

- Increase the importance of observations.
- Connect student growth goals to PLC cycle goals.

Mead School District

Plan:

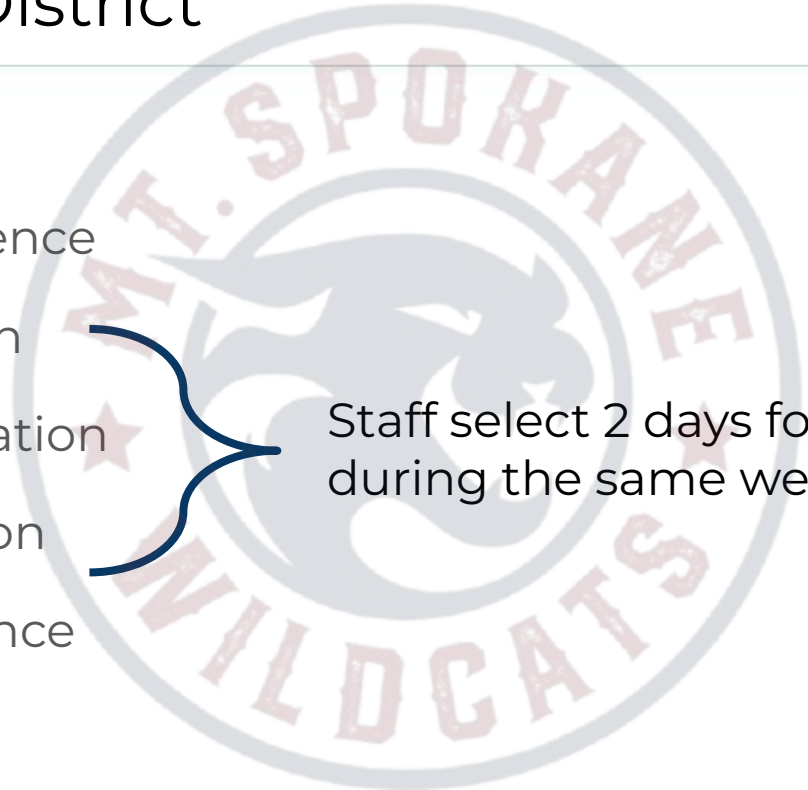
Monday: Pre Conference

Tuesday: Observation

Wednesday: Observation

Thursday: Observation

Friday: Post Conference



Staff select 2 days for an observation during the same week.

Mead School District

Challenges:

- Staff were hesitant to volunteer for the new student growth goal process
- The amount of time spent on evaluations in one week for teachers and admin
- Scheduling observations
- Combatting the capacity for change

Mead School District

What We Learned:

- Depth of conversations around student assessment increased
- Staff valued the authentic partnership
 - “*More holistic and authentic approach to what is happening in the classroom.*” - Jessica Klingback, Mt Spokane HS Teacher
- Increase of growth mindset
- Modeling our own learning is valuable

Mead School District

Adaptations to Our Plan:

- Schedule observations for PLC teams during the same unit
- Invite staff to share their learning from the growth goal process
- Teach the new student growth goal process throughout the year
- Invite PLCs to share their successes in terms of their PLC cycle goals throughout the year
- Monitor PLC cycle goals via walkthroughs and PLC conversations

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