

Planning Workshop Day 1

SHELLEY MOORE

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Schedule of the day!

Thursday, August 24

830-1000 – Presentation

1000 – Break

1015 – 1200 – Collaborative planning time

- 1030 – Kindergarten
- 1115 – Grade 1/2

1200 – 100 – LUNCH

100 – 400 – Collaborative planning time

- 100 – Secondary
- 200 – Middle
- 300 – Intermediate

400 – 430 – Debrief & Share out

Planning Task

1. Choose a class to focus on
2. Construct a class profile for this class using the planning template
 - (focus on strengths, stretches and individual needs)
3. Construct an RTI profile by
 - First choose a lens
 - Tier 3: Who in this group needs the most support?
 - Tier 1: Who in this group needs the most challenge?
 - Tier 2: Who in this group need some support (but not as much as tier 3)?
 - Fill in the rest of the students trying to stick the ratios:
 - Tier 3 – 5 %
 - Tier 2 – 15 %
 - Tier 3 – 80 %

Class Profile

(Brownlie & King, 2000)

Classroom Strengths

Classroom Stretches

Teacher:
Class:

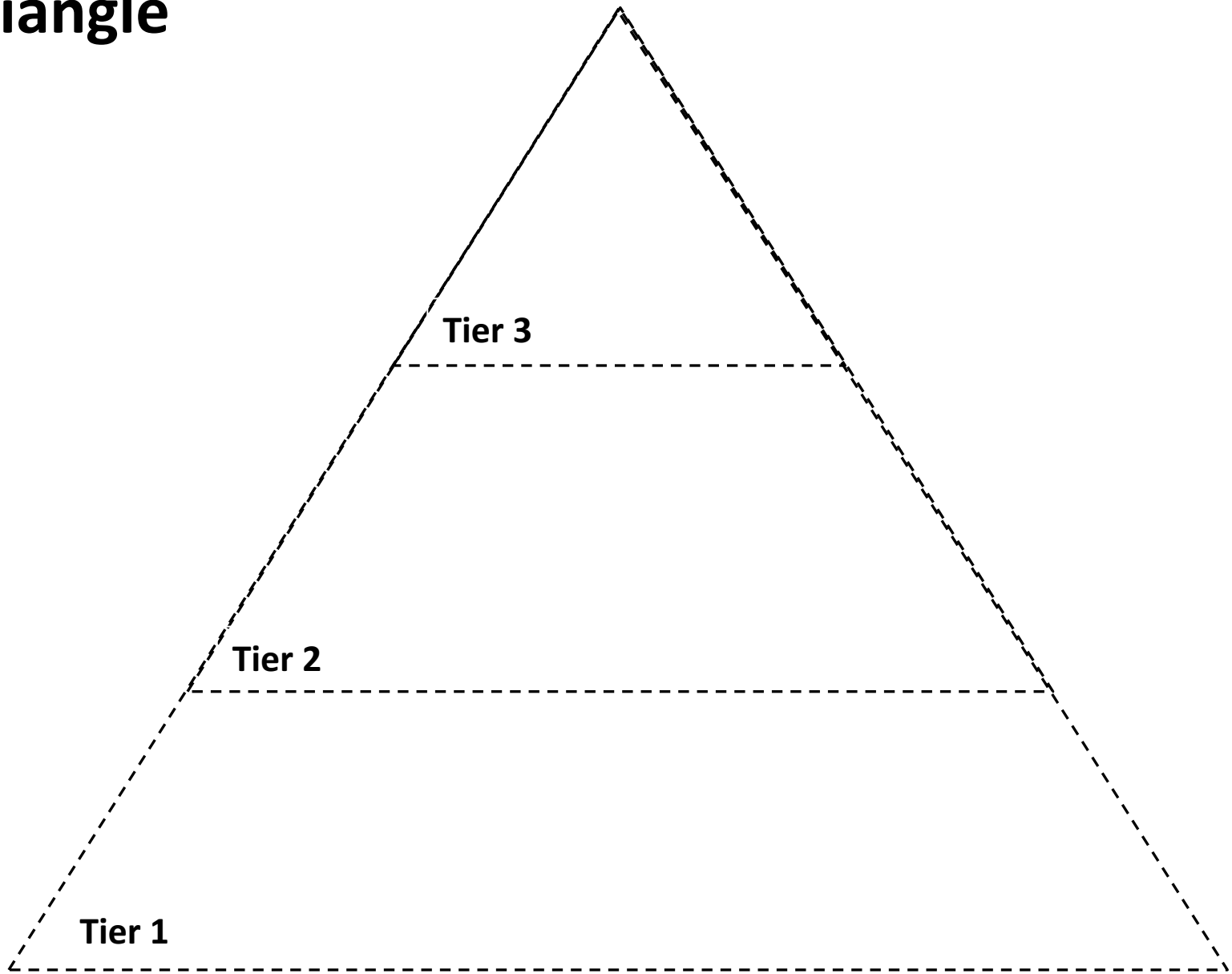
Goals

Decisions

| Individual Concerns | | | | |
|---------------------|----------|----------|-----------------|-------|
| Medical | Language | Learning | Socio-Emotional | Other |

RTI Triangle

Lens:



Questions and/or Comments

Our plan this week!

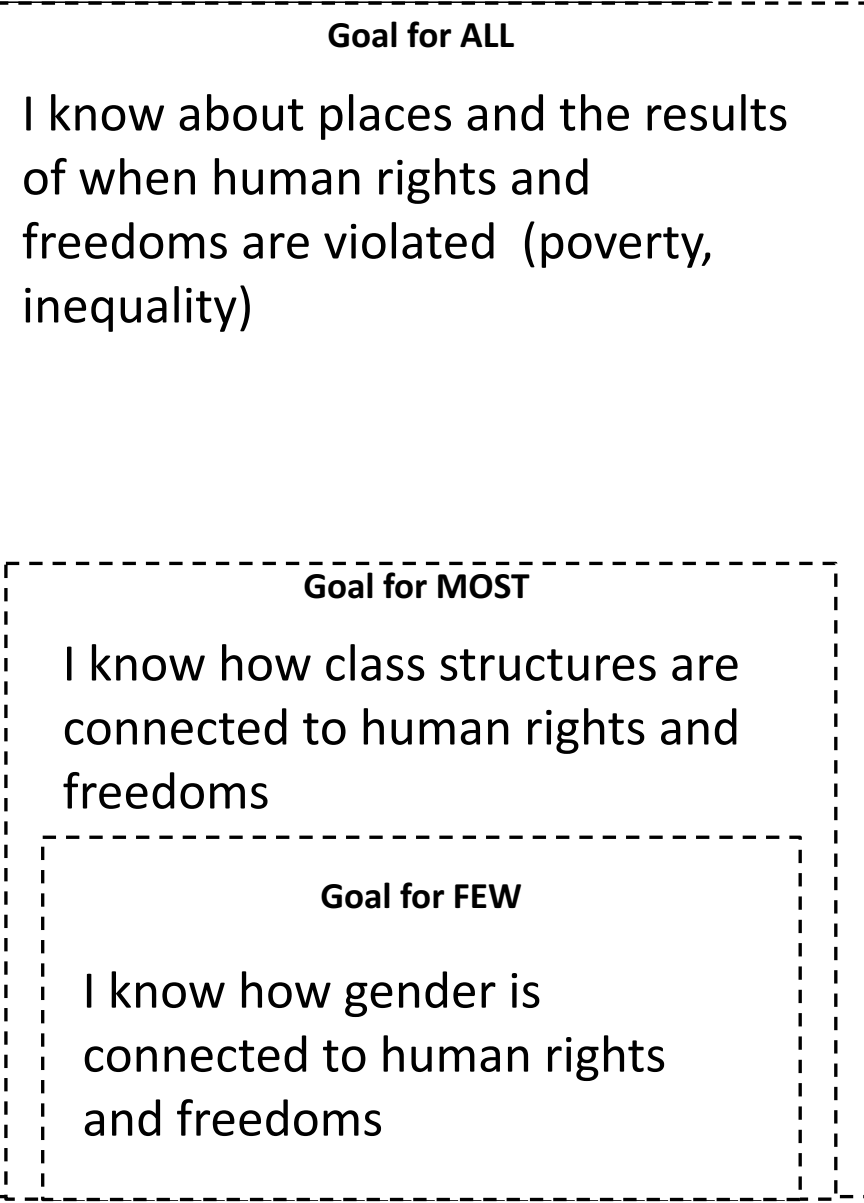
- 1. Who** am I planning for & **What** are their needs?
 - Class Profile
 - RTI
- 2. What** are the goals & **How** to I stretch them to represent the range?
 - Planning Pyramid

What are the goals & How to I stretch them to represent the range?

- Curricular goals in British Columbia
 - Content (I know...)
 - Competency (I can...)
- Both can be stretched!

Grade 6/7 Social Studies

Content Goal:
I know about global poverty and inequality issues, including class structure and gender



Goal for ALL

I know about places and the results of when human rights and freedoms are violated (poverty, inequality)

Goal for MOST

I know how class structures are connected to human rights and freedoms

Goal for FEW

I know how gender is connected to human rights and freedoms

Grade 6/7 Math

Content: small to large numbers

1. I know place value from thousandths to billion
2. I know numbers used in science, medicine, technology and media
3. I know how to compare, order, estimate

Goal for ALL

I know place value from tenths to billion
I know where to find a number in a specific field and what these numbers represent

Goal for MOST

I know place value from hundredths to billion
I know how to compare using this numbers

Goal for FEW

I know place value from thousandths to billion

I know how to order using this numbers

Grade 6/7 Math

**Competency Goal:
Communicating &
Representing:** I can use
mathematical vocabulary
and language to
contributing to
mathematical discussions

Goal for ALL

I can communicate using math
vocabulary in one way (oral,
symbolic, pictorial)

Goal for MOST

I can communicate using math
vocabulary in two ways (oral,
symbolic, pictorial)

Goal for FEW

I can communicate using math
vocabulary in all ways (oral,
symbolic, pictorial)

Content Goal:

I know Pythagorean Theory

Goal for ALL

I know what a theory is and why they are helpful

I know where I could find the Pythagorean Theory in the world

Goal for MOST

I know how to derive the formula for the Pythagorean Theory

Goal for FEW

I know when and how to use the Pythagorean formula to solve a problem

Competency Goals:

I can represent and communicate my thinking

Goal for ALL

I can use math vocabulary (right triangle, Pythagorean Theory)

I can explain my thinking in one way (abstract/pictorial/concrete)

Goal for MOST

I can use math vocabulary (formula, non-perfect square)

I can explain my thinking in two ways (abstract/pictorial/concrete)

Goal for FEW

I can use math vocabulary with fluency

I can explain my thinking in any way (abstract/pictorial/concrete)

Grade:

Subject Area:

Goal:

Goal for ALL

Goal for MOST

Goal for FEW

**Key concepts
(elaborations)**

