Leadership Series – PART II
Session 2 – November 2024

Welcome!

Left Panel

![NDSBL Standards Based Learning logo]
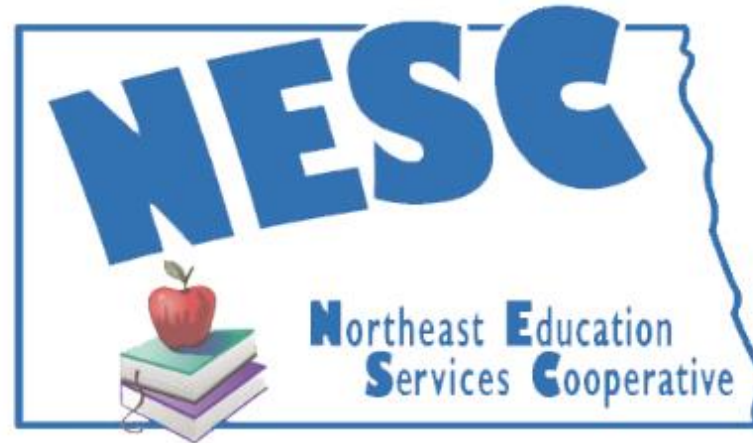
Improved Student Learning Outcomes Through Tier 1 Supports

WWW.NDSBL.ORG

ND Priority Standards & Proficiency Scales
- English Language Arts
- Essential Skills
- Health
- Math
- Music (Coming soon!)
- Science
- Social Studies

ND Standards-Based Learning Implementation Toolkit
- Use this document to initiate and/or enhance your local standards-based teaching and learning efforts!

Resources
- Archived Webinars
- Archived NDSBL Newsletters
- Professional Learning Notices
- FAQs

WHAT WE DO
Your NDSBL team is a collaborative of Regional Education Associations (the NESC, SEEC, and CREA), supported by the ND DPI, who believe in equitable resources and learning opportunities for students and educators across ND. We are passionate about high-quality curriculum, instruction, and assessment practices that help educators understand and meet their students' needs and engage their students and stakeholders in the learning process.

WHO WE DO IT FOR
Educators: Focused instructional time, clear learning progressions, & aligned curricula, instruction & assessments

Students: Clear learning progressions, ownership of the learning, & actionable feedback

Stakeholders: Refined communications of learning expectations and grading/reporting of K-12 content standards

HOW WE DO IT
Developing a guaranteed and viable curriculum is a big lift for any school district! We want to support you with the foundational knowledge, skills and resources common to most schools so that you can get started and can focus your local resources on more customized classroom supports throughout your implementation journey. We also want to work with, learn from, and provide continued support to those schools well into their standards-based learning plan.

CONTACT US

ndsbl.info@k12.nd.us   www.ndsbl.org

Right Panel

![NDSBL Standards Based Learning logo]

North Dakota Standards-Based Learning
School Leadership Series

The NDSBL School Leadership Series features student-centered support through resources that align curriculum, instruction, and assessment. Our facilitator brings valuable experience and insights to the conversations, helping leaders identify initial and next steps within the implementation process.

Grade K-5 ND Math & ELA Standards	Grade 6-12 ND Math & ELA Standards
Priority Standards	*Priority Standards*
Proficiency Scales & Student-Friendly Scales	*Proficiency Scales & Student-Friendly Scales*
9:00 am Central Time	**10:00 am Central Time**
Join Zoom	Join Zoom

All participants are welcome! We encourage building and district leaders to attend with a Math & ELA school educator(s) for maximum collaboration in schools.

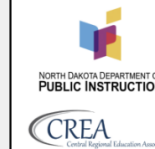| Wednesday January 10, 2024	**Session 1 - Let's Get Started** Introduction - Quality Instruction - Student Engagement
Wednesday February 14, 2024	**Session 2 - Now Meets Next** Formative Checks - Student Evidence - Aligned Assessments
Wednesday March 13, 2024	**Session 3 - All Students, All Levels** Data Informed Practice - Intervention - Enrichment
Wednesday April 10, 2024	**Session 4 – Standards-Based Learning Processes** Guaranteed & Viable Curriculum Journey

![NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION, NESC Northeast Education Services Cooperative, CREA Central Regional Education Association, SEEC South East Education Cooperative logos]

This **FREE VIRTUAL** series is made available through **Regional Education Association** collaboration and is supported by the **ND Department of Public Instruction.**

Facilitator: Melissa Stanley melissa.stanley@k12.nd.us

Questions? ndsbl.info@k12.nd.us

2024 - 2025

YOUR SCHOOL

NORTH DAKOTA STANDARDS-BASED LEARNING

SCHOOL LEADERSHIP SERIES II

Responsive Implementation of Standards-Based Learning Processes

SCOPE + SEQUENCE

SESSION 1

Monday, October 7th 2024
10:30am-11:30am

SESSION 2

Monday, November 4th 2024
10:30am-11:30am

SESSION 3

Monday, December 2nd 2024
10:30am-11:30am

Click to join virtually! ➤

FACILITATOR

Melissa Stanley, Associate Director of High Quality Instruction, Central Region Education Association

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

ND REA
NORTH DAKOTA REGIONAL EDUCATION ASSOCIATION

This virtual series is offered at NO COST through ND Regional Education Association collaboration and is supported by the ND Department of Public Instruction.

DESCRIPTION

You've completed the NDSBL Leadership Series Part I "Now What?"
Part II of the Leadership Series will advance:
- Development of action steps for implementation to make practical, sustainable change
- Strategies to look more closely at school strengths and growth opportunities
- SBL practices to provide direct focus on instruction for student success

The NDSBL Leadership Series Part I is a prerequisite to this opportunity. Missed it? Click here to view recordings and presentations for use with your leadership team in preparation for Part II!

COURSE TOPICS

Implementing standards-based teaching and learning processes in schools involves a systematic approach to ensure **consistency, alignment, and effectiveness**.

- Establish a Guaranteed & Viable Curriculum
- Create Standards Mapping for Instruction
- Align School Resources for Instruction
- Intentionally Plan for Quality Core Instruction
- Track Student Performance
- Examine Evidence for Learning and Growth
- Provide Student Tracking to Empower Learners
- Develop Scales Aligned Assessments
- Design Communications with Stakeholders

AUDIENCE: K-12 leadership teams including educators, instructional coaches, and building and district leaders

QUESTIONS? ✉ ndsbl.info@k12.nd.us

NDSBL STANDARDS BASED LEARNING

Introductions

- o Laura Haynie, CREA
- o Melissa Stanley, CREA

Introductions – YOUR TURN

o Name(s)

o School

o What brings you to examining your Standards Based Teaching & Learning processes?

Objectives

Operationalizing Standards Based Teaching & Learning

Examine Standards Based Teaching & Learning processes to ascertain needs

Identify evidence of embedded quality Standards Based Teaching & Learning practices

Analyze processes and evidence for SBTL implementation planning

Determine practical and doable action steps

WHY? NDSBL Leadership Series – Part II

In standards-based classrooms, **teachers** and **students** have a clear understanding of the expectations (standards) for what they are learning each day (*standards*), why the learning is important to know (*relevance*), and how to do it (*process*).

Operationalize SBTL in Schools

NDSBL Leadership Series – Part II

Monday October 7, 2024 10:30 am	**Session 1 – Ready for "NOW WHAT?"** Series Overview - What's Foundational? Got It! Need It? Reflect & Evaluate
Monday November 4, 2024 10:30 am	**Session 2 – How are we doing?– Part 1** Guaranteed & Viable Curriculum - Mapping for Teaching & Learning District Approved Resources – Intentional Planning for Instruction
Wednesday December 2, 2024 10:30 am	**Session 3 – How are we doing? – Part 2** Formative Checks for Understanding - Tracking /Teachers & Students Scales Aligned Assessment - Standards Based Reporting School Implementation/Next Steps

Following the completion of the NDSBL Leadership Series – Part I, you may have asked yourself…

NOW WHAT?

How do schools put new learning into action steps for implementation making sustainable changes that are practical and doable?

How can schools look more closely at school strengths and growth opportunities to improve SBTL practices?

Implementing
Standards Based Teaching & Learning
processes in schools involves a
systematic approach to ensure
consistency, **alignment**, & **effectiveness**.

Authentically reflecting on the current state of school processes with evidence to support team rationale will allow for strengthening the system and identification of next steps.

Moving From Theory to Practice

Navigating the **Knowing** to **Doing** **Gap**

How are we doing?

First Look 10-7-24

GOT IT   NEED IT
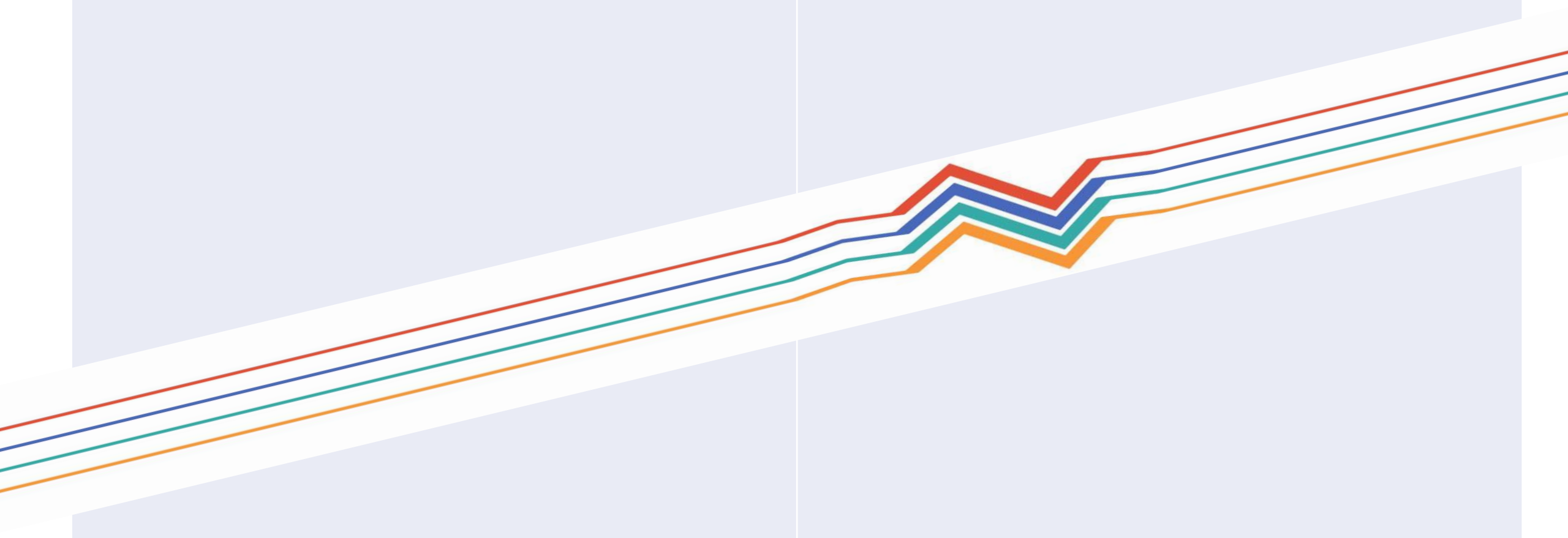
1. Effective PLCs

2. MTSS Established Tiers

3. Guaranteed & Viable Curriculum

4. Pacing for Teaching & Learning

5. District Resource Use

6. Intentionally Planned Instruction

7. Formative Checks for Understanding

8. Tracking – Teachers & Students

9. Scales Aligned Assessments

10. Standards Based reporting

11. School Plan

Taking a first look, what do you think about your school?

1. Effective PLCs

2. MTSS Established Tiers

3. Guaranteed & Viable Curriculum

4. Pacing for Teaching & Learning

5. District Resource Use

6. Intentionally Planned Instruction

7. Formative Checks for Understanding

8. Tracking – Teachers & Students

9. Scales Aligned Assessments

10. Standards Based reporting

11. School Plan

Today's Numbers
○ Strength
○ Next Step

Creating the Conditions

North Dakota Standards Based Learning ✳ School Leadership Series - Part II
Responsive Implementation of Standards-Based Learning Processes

2024 NORTH DAKOTA - Standards Based Learning

Designated time for the advancement of **Professional Learning Communities** through content area and grade level teams is critical.

The collaborative work to deliver quality Tier 1 instruction includes the processes listed when responding to:

What do we expect students to learn?

How will we know when students have learned it?

How will we respond when students do not learn?

How will we respond when students already know it?

We are focused on giving students what they need, when they need it to **advance learners**.

YET!

☆ Quality Instruction for Learners ☆

Guaranteed & Viable Curriculum
Prioritized Standards & Proficiency Scales

Pacing
Timeline for delivering Guaranteed & Viable Curriculum

District Approved Resources
Supports for delivering equitable learning opportunities for students

Intentionally Planned Instructional Delivery
Engaging learners for whole group, small group, & individual instruction
Differentiation for on-level, intervention, & challenge

Formative Assessment
Checks for understanding on Proficiency Scale foundational skills and vocabulary
Opportunities to show knowing
Informs next steps for instruction & includes frequent feedback to students

Tracking
Accountability of showing knowing
Evidence gathered throughout Proficiency Scale instruction

Scales Aligned Assessment
Evidence of showing knowing
Student performance on the learning progression

Standards Referenced Reporting
Clarification for stakeholders of grading beliefs and practices
Evidence of student performance

After completing the **NDSBL Leadership Series - Part I**, you may be asking:

✳ "Now What?" or "Where do we go from here?"

✳ How do schools put new learning into action steps for implementation making sustainable changes that are practical and doable?

✳ How can schools look more closely at student, staff, and school strengths and growth opportunities to improve SBTL practices?

✳ When is the best time to start?

Implementing standards-based teaching and learning processes in schools involves a systematic approach to ensure **consistency, alignment,** and **effectiveness**. Authentically reflecting on the current state of school processes will allow for the identification and scaffolding of next steps. Important steps to complete the processes along with evidence of quality embedded practice follow.

QUALITY INSTRUCTION FOR STUDENTS

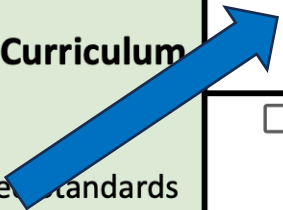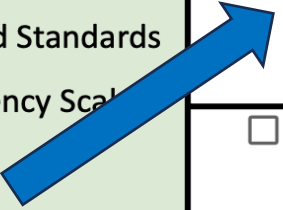| Process	Steps	Evidence of Quality Embedded Practice
Guaranteed & Viable Curriculum Prioritized Standards & Proficiency Scales	☐ **School-wide Process:** Enlist teachers, administrators, and support staff to collaborate on the prioritized standards for a guaranteed & viable curriculum.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **School-wide Documents:** Access detailed state documents that outline the content, skills, and knowledge students need to acquire at each grade level. ndsbl.org	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Analyze Standards:** Thoroughly review the ND prioritized standards, found at ndsbl.org, with staff to understand what students are expected to learn and what teachers are expected to teach.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Proficiency Scales:** Review the ND proficiency scales found at ndsbl.org for each prioritized standard, to determine what student performance looks like at various levels: 1-beginning, 2-developing, 3-proficient, 4-advanced.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Consistency and Coherence**: Ensure the proficiency scales are taught across grade levels and content areas to provide a consistent learning experience and sustain coherence.	☐ Yes, as evidenced by: ☐ No, not yet.
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Notes:

The prioritized standards are the guaranteed & viable curriculum.

Resources, textbooks, & supplements are used to deliver quality instruction aligned to the standards. Formative and summative assessments will align to the proficiency scale.

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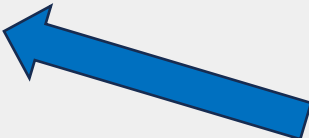| Process	Steps	Evidence of Quality Embedded Practice
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CONNECTIONS

Guaranteed & Viable Curriculum

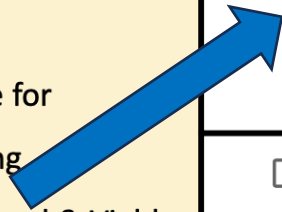| Pacing for Teaching & Learning Timeline for delivering Guaranteed & Viable Curriculum	☐ **Mapping:** Develop a map that delineates when each prioritized standard will be taught throughout the school year.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Monthly Instruction:** Monthly pacing for proficiency scale instructional plans including time for adequate instruction and time for practice of each standard. The number of days needed to teach each scale, pace instruction.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Flexibility:** Mapping flexibility will accommodate reteaching, enrichment, and school calendar dates.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Collaboration:** Collaborate with educators for the pacing process to ensure it is practical and doable.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ _____	☐ Yes, as evidenced by: ☐ No, not yet.

Notes:

24-25 Math Guaranteed & Viable Curriculum

Staff	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
K	Procedures & Routines	K.AR.OA.6	K.NO.CC.3 K.NO.CC.5 K.AR.OA.1	K.NO.NBT.2 K.GM.G.1	K.NO.NBT.1 K.AR.OA.2K. AR.OA.3	K.NO.CC.1 K.AR.OA.4	K.NO.CC. K.AR.OA.5	K.GM.G.2 K.GM.M.1	K.DPS.D.1	Review, gap skills, advancement
1	Procedures & Routines	1.No.NBT.1 1.AR.OA.2 1.AR.OA.6	1.NO.CC.3 1.NO.NBT.3 1.AR.OA.3	1.NO.CC.5	1.AR.OA.4 1.NO.CC.1	1.NO.CC.2 1.NO.NBT.4 1.AR.OA.1 1.GM.M.3	1.NO.NBT.2 1.NO.NBT.5 1.AR.OA.5	1.GM.M.1 1.DPS.D.1 1.DPS.D.2	1.GM.M.5	Review, gap skills, advancement
2	Procedures & Routines	2.NO.NBT.1 2.NO.NBT.3	2.NO.CC.1 2.NO.CC.2 2.NO.CC.4	2.NO.NBT.4 2.AR.OA.1	2.NO.NF.1 2.GM.G.1	2.GM.M.3	2.AR.OA.3 2.AR.OA.4 2.GM.M.1	2.DPS.D.1 2.DPS.D.3	2.GM.G.3	Review, gap skills, advancement
3	Procedures & Routines	3.NO.NBT.3	3.AR.OR.1 3.NO.NBT.2	3.NO.NBT.1 3.NO.CC.1	3.NO.NF.5 3.NO.NF.2	3.DPS.D.3 3.AR.OA.3	3.GM.M.1 3.GM.M.4 3.AR.OA.4	3.AR.OA.5 3.GM.M.6 3.GM.M.8	3.GM.G.1	Review, gap skills, advancement
4	Procedures & Routines	4.NO.NBT.3 4.NO.NBT.4	4.NO.NF.4 4.NO.NF.6 4.AR.OA.1	4.NO.NBT.5 4.NO.NF.5	4.NO.NBT.6 4.AR.OA.3	4.AR.OA.2 4.DPS.D.3	4.GM.M.4	4.GM.G.3 4.GM.M.3	4.GM.G.1 4.GM.M.5 4.DPS.D.2	Review, gap skills, advancement
5	Procedures & Routines	5.NO.NBT.7 5.AR.OA.1 5.AR.OA.2	5.NO.CC.1 5.NO.NBT.2 5.NO.NBT.3	5.NO.NBT.4 5.NO.NBT.5 5.NO.NBT.6	5.AR.OA.4	5.NO.NF.1 5.GM.M.2	5.NO.NF.3 5.NO.NF.4	5.GM.G.3	5.GM.G.1 5.GM.M.1 5.DPS.D.2	Review, gap skills, advancement
6	6.NS.1	6.NS.2 6.EE.6	6.O.2	6.RP.3 6.RP.2	6.RP.4	6.EE.1 6.EE.2	6.EE.5	6.AV.2 6.D.2	6.D.4	Review, gap skills, advancement
7	7.NO.NS.1	7.NO.NS.2 7.NO.O.1	7.NO.O.2 7.NO.O.3	7.AR.RP.1 7.AR.RP.2	7.AR.RP.3	7.AR.RP.4	7.AR.EE.1 7.AR.EE.2	7.GM.AV.1 7.GM.AV.3 7.GM.GF.2	7.DPS.P.1 7.DPS.P.2	Review, gap skills, advancement
8	8.NO.NS.2	8.NO.O.2	8.AR.EE.1	8.AR.EE.5	8.AR.EE.7	8.AR.F.1	8.AR.F.3 8.AR.F.4	8.GM.AV.1 8.GM.GF.2	8.GM.GF.4 8.GM.GF.6	8.DPS.D.3
Algebra	9-10.AR.2	9-10.AR.6	9.10.AR.4 9-10.AR.3	9-10.AR.F.5	9-10.AR.F.1	9-10.AR.7	9.-10.AR.8	9-10.AR.11	9-10.AR.1 9-10.AR.10	9-10.DPS.2
Geometry	9-10.GM.5	9-10.GM.7 9-10.GM.8	9-10.GM.9 9-10.GM.10	9-10.GM.11	9-10.GM.17	9-10.GM.20	9-10.GM.22	9-10.GM.25	9-10.GM.27 9-10.GM.32	9-10.GM.33
Alg. 2	11-12.AR.4	11-12.AR.F.1a 11-12.AR.F.1b 11-12.NO.2	11-12.NO.2	11-12.AR.14 11-.12.AR.17 11-12.AR.F.1 11-12.NO.9 11-12.AR.7 11-12.AR.12	11-12.AR.F.3 11-12.AR.F.4	11-12.AR..F.5 11-12.AR.F.6	11-12,AR.F.8 11-12.AR.F.13-	11-12.AR.F.15 11-12,DPS.1	11-12.DPS.3 11-12-DPS.10	Review, gap skills, advancement
Trig	Procedures & Routines	11-12.NO.2	11-12.AR.F.16	11-12.AR.GM.3	11-12.AR.GM					

Pacing for Teaching & Learning		
Pacing for Teaching & Learning Timeline for delivering Guaranteed & Viable Curriculum	☐ **Mapping:** Develop a map that delineates when each prioritized standard will be taught throughout the school year.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Monthly Instruction:** Monthly pacing for proficiency scale instructional plans including time for adequate instruction and time for practice of each standard. The number of days needed to teach each scale, pace instruction.	☐ Yes, as evidenced by: ☐ No, not yet.
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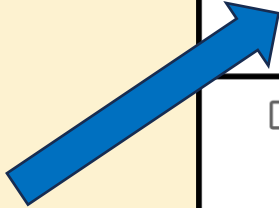| Pacing for Teaching & Learning Timeline for delivering Guaranteed & Viable Curriculum	**Mapping:** Develop a map that delineates when each prioritized standard will be taught throughout the school year.	☐ Yes, as evidenced by: ☐ No, not yet.
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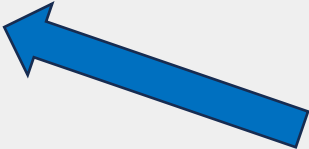| Pacing for Teaching & Learning Timeline for delivering Guaranteed & Viable Curriculum	☐ **Mapping:** Develop a map that delineates when each prioritized standard will be taught throughout the school year.	☐ Yes, as evidenced by: ☐ No, not yet.
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CONNECTIONS

Pacing for Teaching & Learning

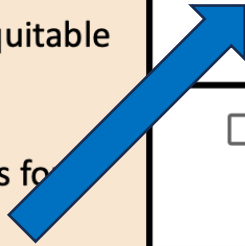| District Approved Resources		
District Approved Resources Delivering equitable learning opportunities for students	☐ **Resource Audit:** Conduct an audit of current instructional resources to determine alignment with the standards.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Identify Gaps:** Identify gaps, overlaps, & omissions where additional resources might be needed or trimmed.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Select Resources:** Choose high-quality, standards aligned textbooks, digital tools, and materials. Is the resource aligned to the standards?	☐ Yes, as evidenced by: ☐ No, not yet.
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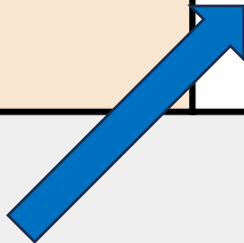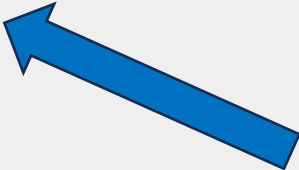| District Approved Resources	Resource Audit: Conduct an audit of current instructional resources to determine alignment with the standards.	☐ Yes, as evidenced by: ☐ No, not yet.
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CONNECTIONS

District Approved Resources

| Intentionally Planned Instructional Delivery

Engaging learners for whole group, small group, & individual instruction

Differentiation for on-level, intervention, & challenge needs	☐ **Communicate Planning Expectations:** Determine planning expectations for scales implementation (ex.- individual scale planning weekly, paired scale instruction, scales within a unit plan/daily plans included, etc.)	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Lesson Planning:** Review the number of days needed to teach each scale. Develop Tier 1 plans for the prioritized standards to include: identified learning target(s), explicit instruction, learning activities, and formative checks for understanding. Plan for quality first instruction.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Differentiation Strategies:** Plan for differentiation by incorporating strategies to meet the needs of diverse learners (ex.- scaffolding, modeling, flexible grouping, opportunities to respond, varied instructional methods).	☐ Yes, as evidenced by: ☐ No, not yet.
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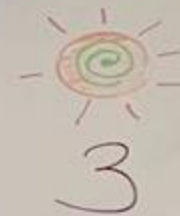Intentional planning for quality core instruction for all students.
Checks for understanding to gather evidence of student growth over time.

Model	Students will visually represent their thinking for discovery and conceptualization.
Dialogue	Students will verbalize thinking; use and explain vocabulary to deepen understanding while listening to the reasoning of others.
P/P	Students will show knowing in a manner similar to forthcoming scales aligned assessment.
Tech	Students will solve scales aligned practice to show knowing on the proficiency scale.
Response Cards	Students will respond to a limited number of questions that allow both a response and justification for their thinking.
Game	Students will apply knowledge for success with strategy and learning game engagement.
Other :)	

Intentional planning for quality core instruction for all students.
Checks for understanding to gather evidence of student growth over time.

Standard - 3.NO.NBT.3 - Add & subtract within 1000. Foundational Skill - Write number in expanded form.	
Model	Math Mat, 100 flats, 10 sticks, cubes, dry erase marker/eraser for gradual release expanded form equations instruction Teacher models with students - 1) 76 + 14 2) 92 - 25 3) 65 + 18 4) 51 - 13 Students model with teacher - 1) 17 + 24 2) 63 - 25 3) 77 + 12 4) 52 - 11 Partner models - 1) 80 + 24 2) 92 - 25 3) 65 + 18 I model - 1) 36 + 22 2) 92 - 16 *Explicit Instruction - Gradual Release* **①**
Dialogue	White board, dry erase marker/eraser, small group Math Talks with teacher *Rotations – Practice Knowing* **②** I model while explaining my thinking - 1) 18 + 27 2) 45 - 16
P/P	Exit ticket - p.138, # 12-16 District Resource *Rotations – Practice Showing Knowing* **③**
Tech	IXL code: X6Y *Rotations – Practice Showing Knowing* **④**
Response Cards	Yes & No Cards and a Partner Yes,No,because preview play for *Expanded form Missing number Partner game* **⑤**
Game	*Expanded form Missing number Partner game*

The teacher knows the performance level of each student at the end of the math class.

| Intentionally Planned Instructional Delivery

Engaging learners for whole group, small group, & individual instruction

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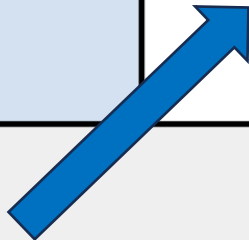|---|---|---|
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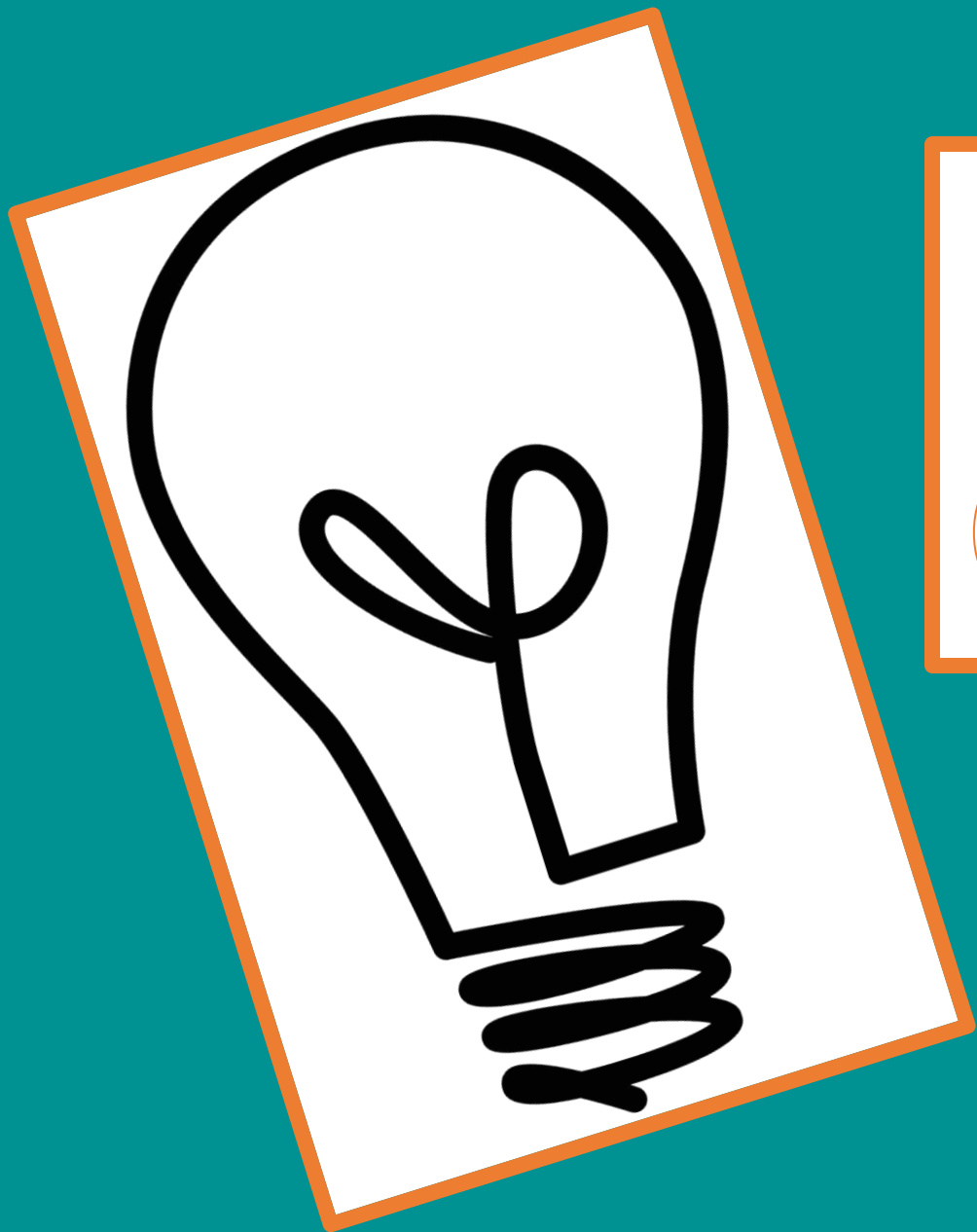| **Intentionally Planned Instructional Delivery** Engaging learners for whole group, small group, & individual instruction Differentiation for on-level, intervention, & challenge needs	☐ **Communicate Planning Expectations:** Determine planning expectations for scales implementation (ex.- individual scale planning weekly, paired scale instruction, scales within a unit plan/daily plans included, etc.)	☐ Yes, as evidenced by: ☐ No, not yet.
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CONNECTIONS

Intentionally Planned Instructional Delivery

Start the SBTL CONVERSATION

...take a closer look

Process	Steps	Evidence of Quality Embedded Practice
Guaranteed & Viable Curriculum Prioritized Standards & Proficiency Scales	☐ **School-wide Process:** Enlist teachers, administrators, and support staff to collaborate on the prioritized standards for a guaranteed & viable curriculum.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **School-wide Documents:** Access detailed state documents that outline the content, skills, and knowledge students need to acquire at each grade level. ndsbl.org	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Analyze Standards:** Thoroughly review the ND prioritized standards, found at ndsbl.org, with staff to understand what students are expected to learn and what teachers are expected to teach.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Proficiency Scales:** Review the ND proficiency scales found at ndsbl.org for each prioritized standard, to determine what student performance looks like at various levels: 1-beginning, 2-developing, 3-proficient, 4-advanced.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ **Consistency and Coherence**: Ensure the proficiency scales are taught across grade levels and content areas to provide a consistent learning experience and sustain coherence.	☐ Yes, as evidenced by: ☐ No, not yet.
	☐ _____	☐ Y...
Notes:		

1 PROCESS @ a TIME

Our School SBTL Journey

NDSBL Leadership Series – Part II

Monday October 7, 2024 10:30 am	**Session 1 – Ready for "NOW WHAT?"** Series Overview - What's Foundational? Got It! Need It? Reflect & Evaluate
Monday November 4, 2024 10:30 am	**Session 2 – How are we doing?– Part 1** Guaranteed & Viable Curriculum - Mapping for Teaching & Learning District Approved Resources – Intentional Planning for Instruction
Wednesday December 2, 2024 10:30 am	**Session 3 – How are we doing? – Part 2** Formative Checks for Understanding - Tracking /Teachers & Students Scales Aligned Assessment - Standards Based Reporting School Implementation/Next Steps

Q & A

Thank You

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