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| Guided Notes  Southeast Network | Topic/Objective:  Aggressive Monitoring | | |
| Learning Objectives  Participants will be able to explain key components and rationale for aggressive monitoring and create an implementation plan for their campus.  Deliverables  Create Campus Action Plan for Aggressive Monitoring roll out. | | |
| * Protocol   See It-  Name It-  Do It-  Article: Formative Assessments & Monitoring Student Progresshttps://lh5.googleusercontent.com/LJhCJtWwh6IQKrf_Qv8naagZUsWvXJfehJMJFdm_ONBVdQ6Idy6_bX-ERpBmTY4o5cMDzgw8xroSCHnczUkqwlMXwk32T5Uy_Z5mWMfie0Q5BdcNfHNdbAtWhGr7he0JX03qgAQQsjc  Core Ideas  1.  2.  3.  Compare the video to the rubric. https://lh3.googleusercontent.com/Up5c4rBAi8cgEiQ-LbjUDXCNk5zUxaOMkoevXllXsNyxOi_Jyc1c6OQpmuSokZpYmLz_FwcyMscqWm15bgGUw7DltRcNnzUW-mTxltWmyZoE0SyqUA9t5A7bMG9VSdEt6qoUWuJUzgw  Which components did you see? Which were not evident? What are you wondering?  Prerequisites→  Prework →  Why is a seating chart helpful?  What tool could you use to generate color coded rosters?  When should a teacher Aggressively Monitor?  Why is the exemplar important? When will the exemplars be created?  What coding system is being used for providing students with feedback? Is it campus wide? By content? By teacher?  Why is it important to have a system for collecting quantitative data?  https://lh3.googleusercontent.com/XJ2DpNfx61H1OO7H_vydXVvYFHOD-puKCu2yYxRl0Iz6CBiZf1A3mSx1Ehf575DeXwvHAY2CaToJuiCG3BDDduy93jt-jjKQDOw3pLRgrIOMfpNC5VQa9c6ETk1EawWfVayWQ-Tm0nw  How is this definition of Aggressive Monitoring like your current practices? How is it different?  If there is a GAP, what is it?  Did the role play impact your plan for campus roll out? If so, how?  Using Collected Data-  If a teacher notices 2-3 student with the same error, what should be their next step?  What other ways can the collected data be utilized to inform instructional practices?  https://lh6.googleusercontent.com/2Owqv0euw8DNZepnwr9lrI_TaY6A9Q_ieSITfUBOv_5fGbKDIbZrlOAkWflq3w8ma2Z-SBjxQaB20Kiq8PPksm8zrortLYTm0o30X3sJLpCCiXGdL-RWtH-UpdMlhXVpYkF_AW-FWUs  What are the key steps to SHOW CALL?  What is the role of an administrator in ensuring fidelity of the implementation of Aggressive Monitoring?  https://lh4.googleusercontent.com/MBCeOjr_vZFPbTmIzX3XyyFz1jgz1iEoiRR2JSG6CMjwt9xSAcYYOkmqD5eP-nSB3Q9RYsCwXH3J1TusfPbAQW18anrxCLC7fZtVwRv0NY1EttfeTncsMTQ3qh1YDQ6Vk1bAse7VbhU  What are the key components to Aggressive Monitoring Part 1? Part 2?  What will teachers need to know and be able to do to implement Aggressive Monitoring effectively?  How will you know that Aggressive Monitoring has been implemented with fidelity campus wide?  How will you roll this out to your staff? Who are the owners? What is the timeline?  What impact do you think Aggressive Monitoring will have on student achievement?  What obstacles do you expect? What are possible solutions? | | **Notes** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . |
| **Campus Roll Out Ideas:** | | |