



American  
Alliance for  
Innovative  
Systems

## Teaching (and Reaching) ALL Children!

LEARNING FORWARD 2018 SESSION AGENDA

Dr. Kelly Wulf, Executive Director of Special Services, Berkeley County Schools (SC)  
wulfk@bcsdschools.net

David Holden, CEO of AAIS Consulting  
dholden@ais.us

| Topic   | Intended Outcome   |
|---|--|
| 1. Welcome and Introductions  | Review intended outcomes, agenda, connection to LF standards   |
| 2. Concept Attainment   | Understand the WHY and clarify where BCSD has been and where we need to go   |
| 3. Background on the Model Collaboration Sites                          | Identify the attributes of the Model Collaboration Sites   |
| 4. The Collaborative Planning Process and Universal Design for Learning | Develop a shared understanding of the steps of effective collaborative planning and the 3 principles of UDL  |
| 5. Video: A Look Inside the Model Collaboration Sites                   | Gain greater insight on the collaborative planning process   |
| 6. Collaborative Planning Simulation                                    | Deconstruct a standard, create success criteria, create a learning progression and identify supports and scaffolds for managing the cognitive load |
| 7. Presentation of Data and Panel Q/A session                           | Learn how BCSD is monitoring the impact of the Model Collaboration Sites   |
| 8. Create Action Plan   | Develop a short-term plan for acting on the information presented in this session  |
| 9. Closure  | Take the session survey; session dismissal   |



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## NOTES/ADVANCE ORGANIZER

| Topic  | My Notes |
|--|----------|
| Concept Attainment   |          |
| Background on the Model Collaboration Sites                          |          |
| The Collaborative Planning Process and Universal Design for Learning |          |
| Video: A Look Inside the Model Collaboration Sites                   |          |
| Collaborative Planning Simulation                                    |          |
| Presentation of Data and Panel Q/A session                           |          |
| Create Action Plan   |          |
| Closure  |          |



# AAIS TFU Innovation Configuration Map

| Step 2: Deconstructing Standards   |   |  |   |  |
|--|---|--|---|--|
| Ideal (4)  | Acceptable (3)  | Approaching (2)  | Beginning (1)   | Getting Started (0)  |
| <ol style="list-style-type: none"> <li>Teams prioritize the deconstruction of concepts that may be vague or standards that are complex (multiple verb phrases and/or noun phrases)</li> <li>Teams refer to the standards in multiple grades or levels to ensure continuity and alignment between grades/levels.</li> <li>Teams determine the cognitive demands necessary for mastery of the standard (DOK, for example)</li> <li>Teams provide further clarification of select concepts and skills by writing success criteria and/or generating instructional notes.</li> <li>Teams determine strategies for supporting students (Gifted, UDL, SIOP, WIDA Can-Do Descriptors, etc.)</li> <li>Teams generate on-level, foundational, and complex learning targets based on a breakdown of the standards.</li> <li>Teams document their work electronically.</li> </ol> | <ol style="list-style-type: none"> <li>Teams prioritize the deconstruction of concepts that may be vague or standards that are complex (multiple verb phrases and/or noun phrases)</li> <li>Teams determine the cognitive demands necessary for mastery of the standard (DOK, for example)</li> <li>Teams provide further clarification of select concepts and skills by writing success criteria and/or generating instructional notes.</li> <li>Teams determine strategies for supporting students (UDL, SIOP, WIDA Can-Do Descriptors, etc.)</li> <li>Teams generate on-level and foundational learning targets based on a breakdown of the standards.</li> <li>Teams document their work electronically.</li> </ol> | <ol style="list-style-type: none"> <li>Teams prioritize the deconstruction of vague or standards that are complex (multiple verb phrases and/or noun phrases)</li> <li>Teams determine the cognitive demands necessary for mastery of the standard (DOK, for example)</li> <li>Teams provide further clarification of select concepts and skills by writing success criteria and/or generating instructional notes.</li> <li>Teams generate on-level learning targets based on a breakdown of the standards.</li> <li>Teams document their work electronically.</li> </ol> | <ol style="list-style-type: none"> <li>Teams establish and deconstruct the priority standards.</li> <li>Teams provide further clarification of select concepts and skills by generating instructional notes.</li> <li>Teams generate on-level learning targets based on a breakdown of the standards.</li> <li>Teams document their work on paper or electronically.</li> </ol> | <ol style="list-style-type: none"> <li>Teams seek to deconstruct all standards.</li> <li>Teams provide further clarification of select concepts and skills by generating instructional notes.</li> </ol> |



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## NEXT STEPS FOR DEVELOPING MODEL COLLABORATION SITES

Dr. Kelly Wulf – wulfk@bcstdschools.net, David Holden – dholden@aais.us

| Steps I will Take  | By When | Status |
|--|---------|--------|
| Share this information or set up a meeting with:   |         |        |
| Conduct observations of:   |         |        |
| Examine these artifacts:   |         |        |
| Contact _____ and ask the following questions: <ul style="list-style-type: none"> <li>○ _____</li> <li>○ _____</li> <li>○ _____</li> </ul> |         |        |
| Develop resources for:   |         |        |
|  |         |        |
|  |         |        |
|  |         |        |