# March Institute: The "Wheel of Fortune" Protocol

**Purpose:** To examine local curriculum documents and edit and/or improve them if needed.

**SESSION TARGET: I CAN** help my colleagues develop this curriculum guide through positive constructive feedback.

## Materials Needed (provided by Matt Jacobson):

- ☐ **3M Post-It Poster Paper (1 tablet per room)** to record
  - o "**Plusses**," or benefits noted in the document
  - o "**Deltas**," or things that represent changes to current practice
  - o "**Edits,**" or typos & minor changes to actual document itself
  - o "**Parking Lot**" Questions that you cannot & are not expected to answer in your session
- ☐ Copies of **"Talking Points"** list
- ☐ **Markers** (bundle of 8 colors)
- ☐ Copies of **Participants' "Plus/Delta"** worksheet
- ☐ Copies of **Math & ELA documents** for session attendees

## Suggested Timing (45 minutes total):

1. **Sign in, collect materials, find seats** (2-3 min)
2. Brief **intro & purpose** for the session (2-3 min)
3. **Ground Rules/Group Norms** (2-3 min)
4. **Read & discuss strand documents**, as appropriate for the group & grade level. (5-8 min/strand)
5. Discuss **Next steps**. (2-3 min)

| Characters | *Pat Sajak* | *Vanna White* | *Studio Audience* |
|---|---|---|---|
| Played by | Building principal | Curriculum team members | Rest of the teachers |
| Role | • Starts the "show" <br> • Defines the session's purpose <br> • Leads & guides the professional conversation, redirecting personal reactions as needed <br> • Stimulates discussion with "seed questions" if needed | • Helps record the discussion <br> • Exchanges stories about experiences as committee member <br> • Contributes a classroom teacher's point of view to discussion, if appropriate | • Asks questions <br> • Contributes ideas <br> • Watches & listens to the process |

"Pat Sajak" guides the discussion, keeps everyone professional and focused, redirects/reframes criticism into positive and helpful language, and enforces group norms (attached). "Vanna White" uses three pieces of chart paper to record the group's feedback.

- **PLUS:** What are the positives or "Good Things" that are seen in this document?
- **DELTA:** What things represent a change from our current practice? (Audience can be as general or specific as needed)
- **EDITS:** What things might be changed or added to make this good document really GREAT?
- **PARKING LOT:** What questions about this document (come up that cannot be answered today?

***Notes:*** If needed, use "Talking Points" or seed questions to help get the discussion rolling. The worst thing that might happen is that someone asks a question you don't feel comfortable answering: Here's what to do:

- state that you can't or don't know how to answer that question, and/or
- record it as a "Parking Lot" question that will be addressed at a later date. …And it is perfectly okay if ***every*** question in the session becomes a Parking Lot question!

***Next Steps:*** After today, our Plusses, Deltas, Edits and Parking Lot Questions will be compiled and examined by both administration and the appropriate Curriculum Teams. Documents will be edited where appropriate, formatted, then published (print & electronic) and distributed as needed. Next year local assessment resources will be compiled & distributed to support these documents. Please share the 5-year Professional Development Plan, too, and explain that the same process will eventually play out for other subject areas as Common Core Standards for those are adopted and made available.

# Group Norms

- Be fully present. Put cell phones on silent/vibrate, and be an active participant.
- Please save all sidebar conversations until break.
- Recognize & honor the hard work that has contributed to the product before you.
- Honor other opinions – including those of your colleagues and facilitators.
- Keep feedback constructive – Please avoid personal criticism.
- Remember: This is a rough draft. Approach it as you would a paper submitted to you by a student – How can you help make this good work even better?
- Use the Parking Lot Poster for unanswerable questions.
- Relax and stay positive – Spring Break is near!

# Participants' Feedback Worksheet

This form will help guide your reading and provide feedback to the curriculum team that developed the document provided in this session.

**Subject Area & Grade Level:**

| +<br>"Plusses," or Notable Positive Attributes | Δ<br>"Deltas," or Things That Represent A Change |
|---|---|
|  |  |
| **Editing Suggestions** | **??? - Questions that occur to me** |
|  |  |

What can we do to help make staff more comfortable with this document & its use?

Other Comments:

(Optional): Name _____Building_____

## District #205 Common Core Curriculum & Professional Development Outline

| | 2012-2013 | 2013-2014 | PARCC Assessments Begin 2014-2015 | PARCC Assessments Continue 2015-2016 | PARCC Assessments Continue 2016-2017 |
|---|---|---|---|---|---|
| Math & Reading/ English/ Language Arts | Map K-12 Concepts & Skills, and Align with National Common Core State Standards. | Document & Compile a Warehouse of Suggested Resources & Assessments, K-12. | Refine K-12 Documents Developed Over Past Years. Re-Publish as needed. | Analyze Assessment Data and Adjust Curriculum Documents As Needed | Analyze Assessment Data and Adjust Curriculum Documents As Needed |
| Science & Fine Arts | Become Familiar with Literacy Standards and Draft Content Area (Draft) Standards & prepare to implement | Map K-12 Concepts & Skills, and Align with National Common Core State Standards. | Document & Compile a Warehouse of Suggested Resources & Assessments, K-12. | Refine K-12 Documents Developed Over Past Years. Re-Publish as needed. | Analyze Assessment Data and Adjust Curriculum Documents As Needed |
| Social Science & Other Subject Areas | Become Familiar with Literacy Standards and Draft Content Area (Draft) Standards & prepare to implement | Become Familiar with Literacy Standards and Draft Content Area (Draft) Standards & prepare to implement | Map K-12 Concepts & Skills, and Align with National Common Core State Standards. | Document & Compile a Warehouse of Suggested Resources & Assessments, K-12. | Refine K-12 Documents Developed Over Past 2Years. Re-Publish as needed. |

*For more information, please see http://tech205.weebly.com/pd-plan.html*

## Talking Points

1. According to the National Common Core State Standards, does this document accurately reflect what students should know and be able to do as a result of instruction?
2. Here's a suggestion if you're a little "freaked out" by all this:
   a. What 2 anchor standards would you select from this document to start implementing when you return to your classroom?
      - *In other words, can you – as a grade level – decide which are most important or most comfortable to begin implementing immediately?*
   b. To support one another, how will you communicate your successes or challenges with your colleagues?
   c. What resources and/or assessments would help you determine if students have mastered the 2 standard areas selected?
3. **PLUSSES:** What positive outcomes will be achieved through the implementation of this document in your classroom? In other words, how will this benefit your students?
4. **DELTAS:** What parts of this document represents changes from your current classroom practices?
5. **EDITING SUGGESTIONS:** edits do you see that should be made?
6. **PARKING LOT**: What questions still remain to which we can help seek answers?