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| Agenda | |
| Time | Topic |
| 12:30pm-1:00pm | Lunch Provided |
| 1:00-1:10 | Campus Overview-Janet Orozco |
| 1:10-1:20pm | Calibration Walk Overview |
| 1:30pm-2:40pm | Classroom Visits |
| 2:45pm-2:55pm | Calibration Designation |
| 2:55pm-3:10pm | Silent Solo Rating  [Participant Calibration Form](https://forms.office.com/r/RPW5t2UEKt) |
| 3:10pm-3:40pm | School and District Ratings and Consensus |
| 3:40pm-4:00pm | Analysis, Debrief and Follow-up |

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| **Participants** | |
| **School Group** | **District Level Group** |
| **Janet Orozco - Principal** | **Dr. Geovanny Ponce – HSO Superintendent** |
| **Viktorian Subonji-Assistant Principal** | **Dr. Delesa Franklin – School Support Officer** |
| **Angielene Unica-Teacher Specialist** | **Lucy Canizaro – Director, High School Office** |
| **Tanika Johnson-Instructional Specialist** | **Lynette Durant – Manager, Student Assessment** |
|  | **Ricardo Coronado – Manager, Multilingual Programs** |
|  | **Jennifer Hewett – PCIM** |
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| Classroom Visit Schedule | | | | | |
| Time | Teacher | Room | Subject | Yrs Exp | Students |
| 1:30pm-1:40pm | Jessica Dupas | 216 | Biology | 10 yrs | 83 total |
| 1:45pm-1:55pm | Aaron Wempe | 116 | US History | 11 yrs | 86 total |
| 2:00pm-2:10pm | Jordyn Simmons | 124 | English 2 | 2 yr | 86 total |
| 2:15pm-2:25pm | Alison Suter | 119 | Algebra 1 | 4 yr | 74 total |
| 2:30pm-2:40pm | Nedra Williams | 128 | English 1 | 29 yrs | 88 total |
| Alternative | Ryan Estrada | 126 | AVID | 13 yrs | 116 total |

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| Areas of Growth: Closing the Gap |
| Instruction: Domain 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deep learning, and effective effort.  TTESS Skills-Dimension Crosswalk:  Verbal and Written Communication, Check for Understanding, Instructional Strategies, Lesson Sequencing, Problem Solving, Student Misunderstandings, Technology and Visual Tools, Thinking and Higher Order Thinking Skills.   |  |  |  | | --- | --- | --- | | Rigor Phase 1 | Rigor Phase 2 | Rigor Phase 3 & 4 | | * Design Exit Tickets aligned to the objective * Internalize and rehearse key parts of the lesson | * Script the ideal written student response * Write first, talk second | Phase 3:   * Target the error * Gradual Release Model   Phase 4:   * Stamp the learning * Disagree Respectfully * Students prompting students verbalize a conceptual understanding of content * Upgrade Academic Vocabulary |   Campus Initiatives: TIER 1 Instructional Coaching, Sheltered Instructional Coach, AVID: Reading, Writing and Discourse, Media Specialist: Summit K12, Advocacy Intervention, TELPAS EB Data Talks |