

# Experiencing College- and Career-Ready Standards through Lesson Modeling

Wednesday, April 25, 12:45 pm- 2:00 pm

Reflection Sheet for State Team Participants

## What is different about these expectations for students than in current practice?

*Jot down some notes during the Gettysburg Address lesson modeling. Examples include: more time needed for depth, less personal experience, using a history text in literacy instruction*

## What is different about these expectations for teachers than in current practice?

*Jot down some notes during the Gettysburg Address lesson modeling. Examples include: slower pace, questions based on the text rather than personal experience, examining the complexity and language meaning*

## Are we truly helping our educators to build enough understanding of the “instructional shifts”?

*Jot down some reflections after the Gettysburg Address lesson modeling.*

On a 1-4 scale, with 1 being “ineffective” and 4 as “highly effective,” rate my state’s current efforts to build educator understanding of the shifts.

1

2

3

4

Why did I choose this rating?

## How are we helping our educators move from where their practice is now to where it needs to be to implement the standards?

Give two examples in which our state’s PD plan for CCSS and/or teacher evaluation supports educators to change their practice.

1.

2.

Give two examples of gaps in our state’s plan that we need to address.

1.

2.

## Identify the top three organizations in our state we need to engage to improve educators’ understanding of the shifts and to build their capacity.

1.

2.

3.