

EEP Unit Meeting Record: ROI -SAMPLE -

Date: 11/16/16

School Goal (2016-2017): TBD

Yearly Unit Goal (2011-2012): Teachers will be able to apply the indicators in Domains I, II, III at a (3) career teacher level or higher in their lesson plans, classroom instruction, and daily professional duties in order to improve teacher quality and increase student achievement by 10% for the subjects of Reading, Math, and Writing.

Unit Cycle Goal: By the end of Cycle 1, teachers will be able to apply 3 indicators in Domain 1 at a (3) career teacher level or higher in their lesson plans, classroom instruction, and daily professional duties in order to improve teacher quality and increase student achievement.

Identify Need

Learn

Develop

Apply

Evaluate

Unit Meeting Objective: By the end of this meeting, teachers will be able to analyze an indicator to determine the sub-indicator that will provide the greatest ROI.

Essential Question: Which sub-indicator of which indicator will provide the greatest Return on Investment (ROI) and why?

RUBRIC	STEPS of Unit Protocol	<u>Activity</u>	<u>Materials</u>
Domain: 1 Indicators: 1-6 with one chosen ROI sub-indicator	Review Need 2 min	The Observation Rubric is the foundation for the EEP Process. It is essential that all teachers are familiar with all indicators and sub-indicators of the EEP Observation Rubric. Introduce ROI.	N/A
-and- MODELING: Time Management, Student Engagement, Active Learning, Cooperative Learning	Learning 20 min	-Teachers sign-in and pick a paper out of bowl with an indicator definition and pick up 3 post-its. There is no discussion and sit. -Each teacher reads their indicator definition and goes to stand by the chart paper with the title of their definition. Still no discussion. -After all are in place, then discuss definition to see that they are at the correct title. -Discuss and highlight: What was the key word that made you choose the indicator that matched	Teachers need to bring Obs. Rubrics _____ -Sign-In -Chart paper with indicator titles 1-6 -indicator definitions -Chart paper (6) -post-its -highlighters -index cards for nameplates –place on tables, and reflection

		<p>your definition. All sit.</p> <ul style="list-style-type: none"> -Post-its: Write the indicator and name of the indicator that you think will give you the greatest ROI. Give to facilitator. -Facilitator matches post-its to the indicator title. Post-its are counted to determine the most popular indicator chosen. -Facilitator uses name on post-it to begin discussion of why indicator chosen. -Once an indicator is chosen, repeat the same process for the sub-indicators of the chosen indicator. Each teacher chooses two (2) sub-indicators and gives to facilitator. -Facilitator posts all post-its to determine the top 2 ROI sub-indicators. -Use name, again, to begin discussion. -Once top ROI sub-indicator chosen, have each teacher describe what that might look like in their classroom: What does the teacher do & what do the students do? <p>Emphasize: Modeling: <i>An activity that puts the burden of learning (the “heavy lifting”) on the students.</i> Modeling: <i>A Unit Meeting</i> Indicators: <i>How one activity can encompass several different indicators.</i></p>	
	Develop 15 minutes	N/A	
	Schedule 5 min	N/A	
	Reflection 2 min	Plusses & Deltas: How do feel about the Observation Rubric now? -&- <u>One</u> question that you still have.	