



Districtwide Student Improvement Council

February 17, 2022 - 4:15 p.m.

Brazos Crossing Board Room

	Notes
<p>Welcome & Team Builder Patricia Enriquez, DSIC Chair</p>	<p>Discussed norms and expectations. Reviewed the expectations of DSIC and it was shared now that all positions are voted on by campuses only DSIC members should attend the meeting, if you are absent you don't need to send a substitute.</p>
<p>Board Meeting topics related to DSIC</p> <ul style="list-style-type: none"> • Instructional Calendar • Demographer Report • MAP mid-year data as it relates to the DIP • 	<p>Reviewed that the listed topics were covered in the board meeting and all DSIC representative are encouraged to watch the board meetings.</p>
<p>Lesson Plan Template Feedback <i>Katie Marchena,</i> <i>Exec Dir of Teaching & Learning</i></p>	<p>The district is working on a draft of the instructional handbook for next year.</p> <p>A piece of the handbook is lesson planning, what is the minimum expectations for a lesson plan?</p> <p>What does a template need to contain that would be the basis of a strong lesson plan applicable for all levels?</p> <p>The Texas Teaching Standards were discussed and Standard 1 was reviewed. This is the expectation for teachers in classrooms across the state.</p>

A discussion question was presented the group – *Why is lesson planning important?*
Answers: It is important to set goals. Having a means to the end and working from a backwards design is important. The ability to reteach and differentiate comes from planning. When reviewing student data, you can review plans and see if you accomplished your plans. Knowing your population, you can adjust and accelerate or alter expectations. Engaging the learner is the focus and the plan is the key. Putting it on paper forces you to really examine your plans and think through the process. Organizationally, setting goals and making sure you are meeting the TEKS. Not having a lesson plan is stressful for some teachers. *As a parent*, it is a way for teachers to focus in on the way a student learns and meet the needs of all students. It helps to solidify your thoughts and makes differentiation possible, also you can specifically support students with additional needs. Your team can unwrap and explore the materials and expectations. It is a way for master teacher, strong teachers, and new teachers to share knowledge. Knowledge can flow from a master teacher down or a first year up. It allows you to prepare materials and manipulatives in advance.

From the PowerPoint: lesson plans provide structure, help with pacing and time management, help prevent on “the fly” lessons, capture strategies for differentiation, builds teacher confidence, and planning now saves time in the future.

It was shared that lesson plans should not be pages and pages of notes however some teachers might benefit from that material.

From the Power Point: basic lesson plan components were displayed and discussed. A visual representation was displayed in an outline. An expanded template was provided to each table and the group was asked to write notes on the template and explain why to “add” or “remove” components.

Question: Will the template be the same for elementary and secondary?

Answer: Yes, but this is a time to provide feedback on what does and doesn't work.

Group Share: Having time limits on lessons is helpful in secondary but in elementary having time limits isn't as helpful.

Can a lesson work for both elementary and secondary and the table agreed it could work for both levels.

Noted: Essential questions will not be a district expectation for next year.

Does student language of the TEK need to be documented in the lesson plan?

It was discussed how do we separate compliance from activity so that what we are doing is purposeful and has value. Lesson plans should not be an extra, they should be part of the planning process and should not be overwhelming.

Fine arts specific templates might be worth developing because in Band for example they don't spend time talking so ELPS are difficult

to note in the plans. The development of special population plans would be appropriate for select groups.

It was asked: If the district has templates that are very compliance based would that remove the exceptional plans created by some teachers? Answer: A template was shown, and the template has examples that could be in a lesson plan that encourages teachers to have enough information in the plan to be successful. Today is focused on finding balance between successful plans and not over burdening teachers with additional work. It was discussed if the plans all have to look the same and it was shared that is not the expectation. All teachers don't have to use the same format across the district, just the same template of expectations.

Question: Can administrators add to this template? Answer: This is a minimum expectation across the district. An administrator can add additional information if it addresses a specific campus expectation. If there is not an instructional reason then no, if it supports an academic success then yes. It was discussed that having a different format template for special programs like CTE than the common format would allow for more efficient use of time in planning and not spend time on formatting. When thinking of special programs and adding additional information then all campuses have different expectations across the board.

	<p><u>Wrap Up:</u> Appreciation of the work done and providing feedback. All papers from the tables were collected to be reviewed. No decision was being made tonight; this is a time to provide feedback.</p>
Closing	<p>Next meeting: April 21 Patricia encouraged all members to watch the board meeting. The DIP update was moved to March from the board meeting.</p>