

Jumpstart ideas for possible future collaboration agenda items:

- Consider the 4 essential questions that professional learning community teams should ponder
 1. **What do we want students to know?** *What knowledge, skills and dispositions must all students acquire as a result of this grade level, this course, and this unit we are about to teach?*
 2. **How will we know if they have learned it?** *How can we check for understanding on an ongoing basis in our individual classrooms?*
 3. **What will we do if they have not learned it?** *What steps can we put in place to provide students who struggle with additional time and support for learning in a way that is timely, directive, and systematic.*
 4. **What will we do if they have learned it?** *How can we differentiate instruction so that the needs of all students are being met?*
- Review team norms, do they still work for the group? Review or complete work on mission/vision statements? Why are we here teaching arts in Quincy School District?
- Talk about what an ideal K-12 Arts system could look like and identify the barriers that prevent that dream from coming true. What can we do about it? How do we need to advocate for K-12 Arts in the Quincy School District?
- Lesson idea resource share out, each person shares a lesson he or she loves to teach and why
- Lesson idea help from peers, share a lesson that didn't go well or a specific challenge in your classroom and get ideas from your peers on what to try next
- Share out how you treat teaching new content or skills differently than opportunities for students to practice previously learned skills or deepen their knowledge of the content?
- Classroom management share out of ideas, How do you set up expectations for procedures and behavior in your classroom? What do you do to reinforce the kids that meet those expectations? What do you do to reteach/remediate the kids that do not meet those behavioral expectations?
- K-12 vertical discussions about what kids really need to know at each level to help them be successful in music or art classes at the next level. For example, what do 6th graders absolutely need to be able to do in order to be successful in a 7th grade music class the following year.
- Discuss effective and creative ways to assess kids. How do you manage grading and assessment when you have hundreds of students? Could we create some common assessments so see how kids are doing at similar grade levels (K-3/4) in other buildings?
- Work on curriculum alignment or review of new curriculum materials/resources.
- Do a book study together that specifically looks at your area. Teaching with the Arts in Mind or Teaching with Music in Mind by Eric Jensen might be a good one. The Music Classroom by Patricia Bourne may be another.
- Do a book study together that is from a general education standpoint, but apply it to your area through your discussions. The Art & Science of Teaching from Dr. Bob Marzano might be a good choice or Teaching with the Brain in Mind by Eric Jensen (very affirming for arts & PE!).
- Share out tricks you use to differentiate for the varying ability levels of students in your classes.
- Share out favorite resources you use in your teaching, websites/specific music literature or books/periodicals/teacher created materials/ etc. that are most useful to you
- Share out ways that you have started to use technology effectively in your instruction. What works and what doesn't?
- Study the examples of the Washington Arts CBAs and practice scoring them together across grade levels. Could this start a conversation about vertical alignment of needs to prepare for the next CBA? Do we need to look at which CBAs we are currently using? Are they the best choices for what we really want to know about student's understanding?