

Killingly Public Schools

2022-2023 - ERD Sign-in Form

Early Release Days (8) and Staff Development Days*

Activity Title:

ONE sheet per ERD date

Teacher/Facilitator:

1. **Circle one ERD date:** 9/30/22, 10/28/22, 12/09/22, 1/13/23, 2/10/23,
3/10/23, 4/21/23, 5/12/23

Other Date: _____

2. **Check the type of activity(ies) on the back of this form** that are linked to this ERD date, and if applicable, submit a product conducive to this activity to your administrator. **Forms will be returned if nothing is checked on the back of this form.**

3. Start Time: **REQUIRED** End Time: **REQUIRED** Total Hours: **REQUIRED**

4. Submit this sign-in sheet to your administrator within 2 school days of the ERD date circled above.

Legible Signatures of Participants ~ PLEASE ~

School

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____

Building Administrator Use:

*Reading must be verified by building administrator: **Reading defined as:** *New training in the teaching of reading and reading readiness and assessment of reading performance, including methods of teaching language skills necessary for reading comprehension skills, phonics, and the structure of the English language.*

1. Please verify participation of the staff listed above by signing below. Submit this sign-in sheet to Central Office **within 7 school days of the above circled date.**

Administrator's Signature: _____

Date: _____

CRITICAL ISSUES FOR TEAM CONSIDERATION

1. ___ We identified team norms and protocols to guide us in working together.
2. ___ We analyzed student achievement data and have established goals that we are working interdependently to achieve.
3. ___ We clarified the essential outcomes of our course, subject, or unit of study.
4. ___ We identified the prerequisite knowledge and skills students need in order to master the essential outcomes.
5. ___ We identified course content and/or topics that can be eliminated so we can devote more time to essential outcomes.
6. ___ We agreed on how to best sequence content of the course and have established pacing guides to help students achieve the intended essential outcomes.
7. ___ We identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
8. ___ We developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
9. ___ We modeled strategies to be sure all team members are clear on their application.
10. ___ We designed lessons that incorporated strategies to best address the skills and concepts students struggle with.
11. ___ We developed common formative assessments that help us to determine each students' mastery of essential outcomes.
12. ___ We established scoring tools and proficiency standards we want each student to achieve on each skill and concept examined with our common formative assessment.
13. ___ We developed common summative assessments that help us assess the strengths and weaknesses of our program.
14. ___ We established scoring tools and proficiency standard we want each student to achieve on each skill and concept examined with our common summative assessments.
15. ___ We agreed on the criteria we will use in judging the quality of student work related to the essential outcomes and practices applying those criteria to ensure consistency.
16. ___ We identified/created exemplary work to use as models when instructing our students.
17. ___ We evaluated our adherence to and the effectiveness of our team norms.
18. ___ We used the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of the process of continuous improvement.
19. ___ We used the results of our common assessments to identify students who need additional time and support to master essential outcomes.
20. ___ Other (Explain): _____

