

Welcome!

PLC Facilitator's Training

Day 2

Empowering Collaborative Teams


End In Mind



Professional Learning Community Facilitators Characteristics, Beliefs, and Skills

Key Characteristics <ul style="list-style-type: none"> - Growth mindset - Well respected, organized, and dependable - Will support vision and mission of the school - Acts and views themselves as a professional educator - Ability to be and potentially already in a faculty leadership position 	Beliefs <ul style="list-style-type: none"> - All students and staff can learn - Power of collaboration - Decisions are best made with data - Teams can learn and grow and will persevere
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Skills to Be Developed at Professional Learning Community (PLC) Facilitators' Training and Connected Activities

	Know	Understand	Do
Highlighted Priority	<u>Professional Learning Communities</u> <ul style="list-style-type: none"> - Pasco County's multi-year PLC implementation plan - Definition of PLC, PLC big ideas - Step 0 for PLCs 5 questions that drive PLCs - Inquiry Cycle steps - Effective facilitation techniques - Characteristics of a professional facilitator 	<u>Professional Learning Communities</u> <ul style="list-style-type: none"> - The purpose of PLC work is to collaboratively plan for and respond to learning and is aligned to our professional growth system and standards-based instruction:  <ul style="list-style-type: none"> - How to facilitate collaborative planning - How backwards design is embedded within collaborative planning - How PLC work supports domains 1-4 - Collaboration supports improved teaching practices and improved student achievement - How PLC work integrates all district focus areas for instruction and standards: 	<u>Professional Learning Communities</u> <ul style="list-style-type: none"> - Develop a PLC infrastructure, monitoring, and support plan - Practice unwrapping standards, developing/refining common learning scales and assessments, and creating lessons of instruction while using effective facilitation techniques - Develop a PLC facilitation plan for your team that includes <ul style="list-style-type: none"> o Step 0 o Unwrap CCSS o Develop/Refine common learning scales and assessment linked to standards o Develop units and/or lesson of study that integrates specific intentional instructional strategies o Reflection - Facilitate courageous conversations and build consensus among teams
Connected Priorities	<u>Standards-Based Instruction</u> <ul style="list-style-type: none"> - Overview of CCSS shifts - Prioritized CCSS shifts 	<u>Standards-Based Instruction</u> <ul style="list-style-type: none"> - How CCSS shifts integrate with PLC work - How CCSS prioritized shifts will be Supported in 2013-2014 	<u>Standards-Based Instruction</u> <ul style="list-style-type: none"> - Unwrap CCSS - Connect instructional planning to prioritized CCSS Shifts
	<u>Professional Growth System</u> <ul style="list-style-type: none"> - Overview of and connections to a Professional Growth System 	<u>Professional Growth System</u> <ul style="list-style-type: none"> - Shift to a Professional Growth System - How a Professional Growth System embeds within PLC work 	<u>Professional Growth System</u> <ul style="list-style-type: none"> - Develop Lessons of instruction through intentional planning leading to intentional instructional practices (Deliberate Planning and Practices)

Facilitator Proficiency Scale



Score 4.0	In addition to score 3.0 performance, the facilitator is able to: <ul style="list-style-type: none"> • Support peer facilitators • Assist with school-wide implementation of PLCs • Provide facilitator professional development 	
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content.</i>
Score 3.0	The facilitator is able to: <ul style="list-style-type: none"> • Explain how the PLC fits into Pasco County's District Priorities for fulfilling the promise for college, career and life readiness for each and every child. • Utilize effective facilitation techniques to establish and maintain Step 0. • Develop and implement a PLC action plan. • Facilitate PLCs to collaboratively plan for and respond to instruction. <ul style="list-style-type: none"> ◦ <i>Planning for instruction</i> including: unwrap standards, develop/refine common assessments, plan instruction, anticipate and analyze student learning ◦ <i>Respond to Instruction</i> including: inquiry cycle/problem solving steps • Anticipate, reflect, and plan for PLC team needs. • Facilitate courageous conversations among the PLC team. • Empower the PLC members to be teacher researchers of teaching and learning. 	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.</i>
Score 2.0	The facilitator is able to: <ul style="list-style-type: none"> • Explain Pasco County's District Priorities for creating student success. • Define and explain the purpose of a PLC. • Build a consensus among teams. • Understand that PLC work centers on planning for and responding to learning • Knows different facilitation techniques. • Identifies inquiry cycle/problem solving steps. 	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</i>
Score 1.0	The facilitator, with support, is able to: <ul style="list-style-type: none"> • Identify PLC infrastructure at the school (meeting times, facilitators). • Define and explain the purpose of PLC. • Develop a PLC action plan. • Establish Step 0. 	
	<i>Score 0.5</i>	<i>With support, a partial understanding of the 1.0 content, but limited understanding of the 2.0 content.</i>
Score 0.0	With support, no understanding or success with 1.0, 2.0, and 3.0 content	

Norms for Our Work



- If you think it, say it
- Ask questions
- Take care of your neighbor
- Take care of yourself
- What is said here stays here; what is learned here leaves here
- Be present

PLC Facilitator's Training Learning Map

Goal for this Unit: Develop and Implement PLCs to support CCSS and Professional Growth

PLC Facilitator Training Day 1

Introduction and Background

- Pasco's Multi-Year PLC Plan
- Connections to Objectives/Priorities and Mission/Values
- How PLC work integrates all district focus areas

PLCs

- Definition of PLCs; Key Terms
- Purpose of PLC work
- 5 Questions that drive PLCs
- Inquiry Cycle

Step 0 for PLCs

PLC infrastructure planning

- Organization of Teams/Meeting Structures
- Norms/Roles
- Climate/Culture
- Scheduling/Protective Time
- Establishing and Communicating Clear Expectations
- Common Assessments/Assessment Mapping

Effective Facilitation Techniques

- Characteristics of a Professional Facilitator

PLC Facilitator Training Day 2

Review of Previous Work

- Purpose of PLC work
- Facilitation Techniques

5 questions that drive PLCs

- What do we want all students to learn? (Unwrapping Standards, Creating Learning Goals and Scales)
- How will we know if and when they've learned it? (Scales/Rubrics)
- How will we teach it? (Prioritized instructional practices, Marzano Connections, Prioritized Shifts)
- How will we respond if some students do not learn and how will we respond if some students have already learned?

PLC Action Plan Development

- Step 0 with Grade/Content/Subject Teams
- 5 PLC Driving Questions with Grade/Content/Subject Teams
- Facilitator Support Plan

Day 2: Key Content and Activities

- Review of Previous Content
- 5 Driving Questions for PLC Work
- PLC Action Planning

Unit Learning Goal: Develop and implement PLCs to support CCSS, Professional Learning, and Professional Growth

Today's Learning Goals: Know and understand the 5 questions for PLCs and to develop PLC action plans

Getting Ready: Materials

Materials to Bring

- Day 1 PPT
- PLC Note Taking Guide
- Access to ELA and Math CCSS

Provided Materials

- PPT Handout
- PLC Action Planning Handout

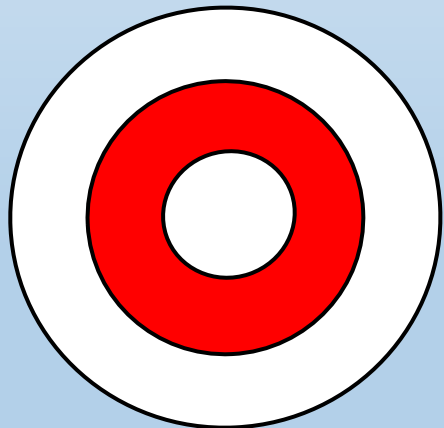


Review of Day 1 Content

Pasco's Integrated System: Why, What, and How

As a team –

1. Why are we moving towards an integrated system?
2. What will that system look like?
3. How will this be done?



Review of Content: True or False

1. Professional Learning Communities are focused on learning.
1. Step “0” are things that we need to address before we engage in collaborative planning.
1. PLCs are time in which teams problem-solve and/or use the inquiry process and talk about at-risk students.

Activity: Developing a Communication Plan

“The problem with communication is the illusion that is has occurred”

-George Bernard Shaw

Develop a communication plan for your Step 0 action plan. Include the following components:

- Who are the stakeholders?
- What should be communicated?
- When should it be communicated?
- How should it be communicated?



Sample Communication Format

1. Review background and compelling whys
 - What is your compelling why for your Step 0 work?
2. Discuss who was involved in the work
3. Identify required outcomes (if any)
4. Identify desired outcomes
 - Implementation of CCSS
 - Guaranteed and Viable Curriculum
5. Discuss key decisions that were made
 - Meeting structures
 - Schedules
 - Any other Step 0 Action Plans
6. Discuss how these key decisions meet desired outcomes
7. Discuss potential risks, and risks will be minimalized
8. Q and A.

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”

- Alvin Toffler

Common Core = A New 21st Century Learner



What are the CCSS?

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high and of the range.

- “The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be **robust** and **relevant** to the **real world**, reflecting the **knowledge and skills** that our young people need for success in **college and careers.**”
- The CCSS have been adopted by 45 of the 50 states.
- They can be found at the following link:
<http://www.corestandards.org/>

5 Driving Questions for Professional Learning Communities (PLC)

Unit Learning Goal: Develop and implement PLCs to support CCSS, Professional Learning, and Professional Growth

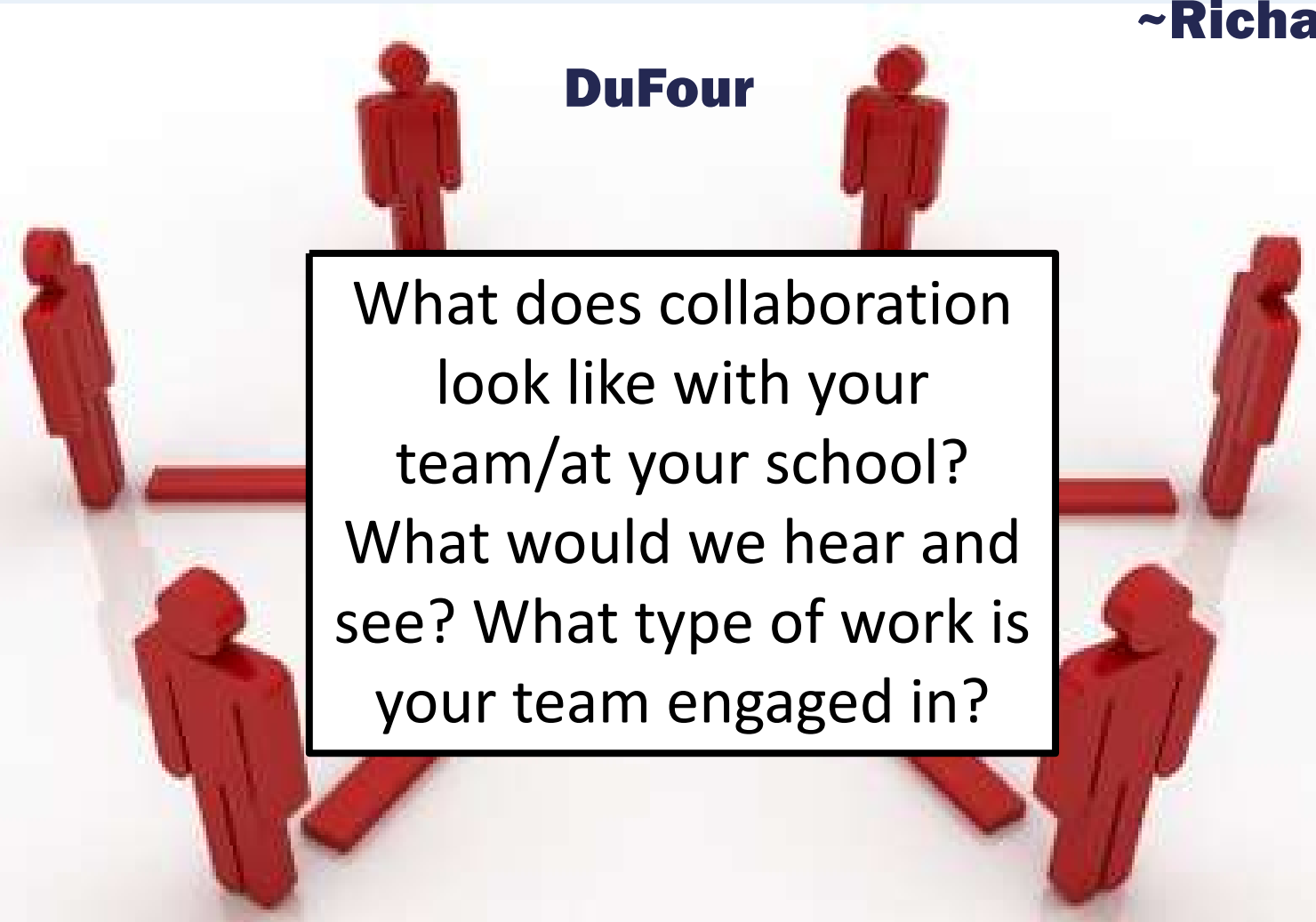
Mini-Lesson Goal: To understand the 5 driving questions for PLCs

DQ #1: Communicating
Learning Goals and Feedback

improve a school. The purpose of collaboration can only be accomplished if the professionals engaged in collaboration are focused on the right things.”

~Richard

DuFour

A group of eight red 3D human figures are arranged in a circle on a white surface. In the center of the circle is a white rectangular box with a black border containing text. The figures are stylized and appear to be standing on a light-colored floor. The background is a plain white surface.

What does collaboration look like with your team/at your school?
What would we hear and see? What type of work is your team engaged in?

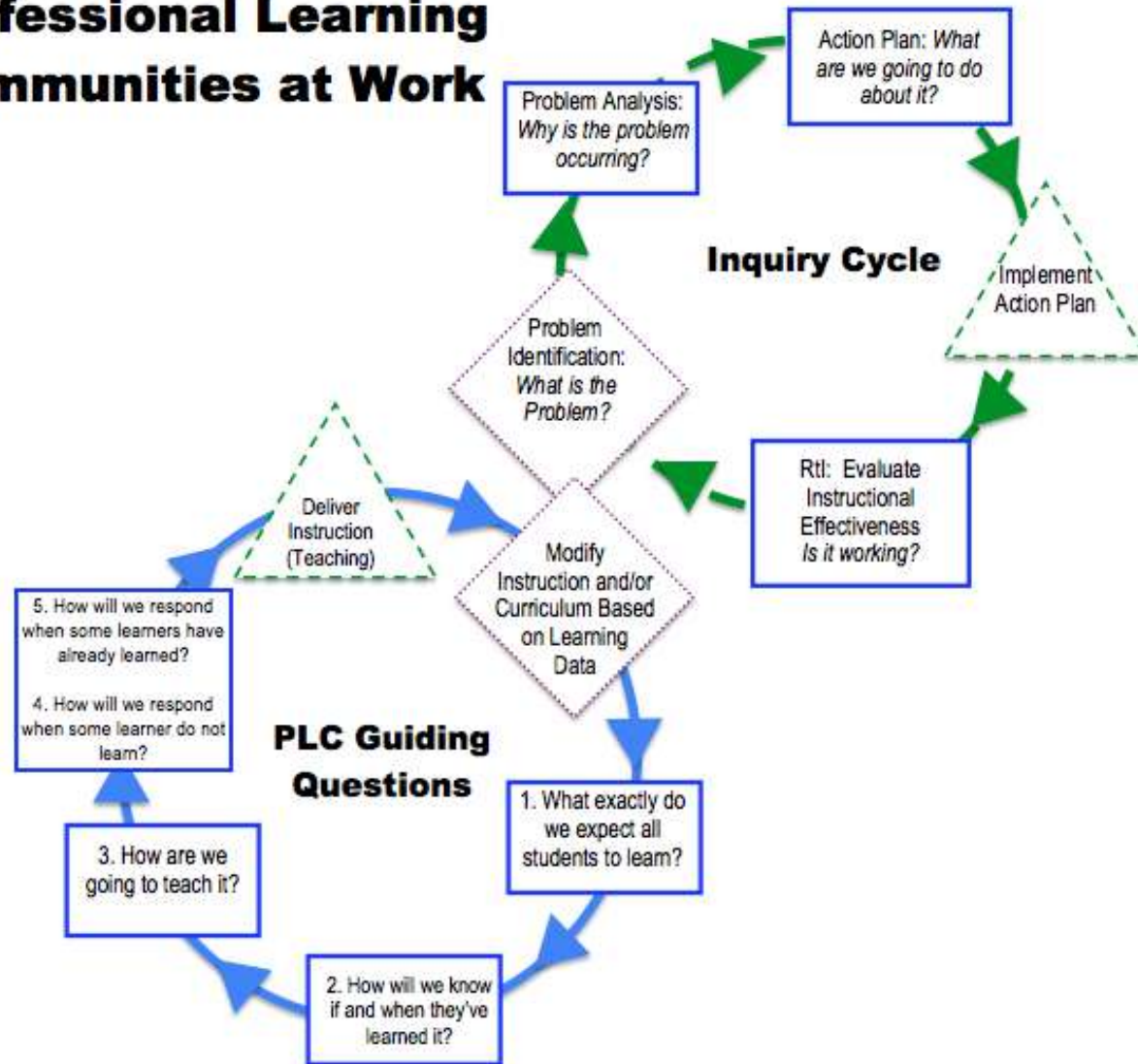
The "Right" Work



Professional Learning Communities at Work

Step 0

- Clarify Purpose of Teams & Connect to School's Mission, Vision, Values and Priorities
- Establish Team Norms & Expectations
- Clarify & Assign Roles
- Clarify Structures, Processes & Protocols: Connect Instructional Talk, Planning & Practice
- Choose Common Assessments & Standardize Administration
- Build Common Language and Understanding of CCSS & Instructional Best Practices



Activating New Learning



Directions:
Independently
complete
Question #1
“What do I
know?” and
“What do I want
to learn?”

Building a Bridge: 5 Driving Questions of PLCs, Marzano's Framework, & CCSS
KWL

Question/Step	What do I know?	What do I want to learn?	What did I learn?
1. What do we want all students to learn?			
2. How will we know if and when they've learned it?			
3. How are we going to teach it?			
4. How will we respond when some student don't learn?			
5. How will we respond when some students have already learned?			

5 Driving PLC Questions

1. What do we want all students to learn?

- Unwrap Standards (K-U-D)
- Use K-U-D to develop learning scales and goals

2. How will we know if and when they've learned it?

- Use learning scales and other assessments to track and monitor student progress (formative and summative assessments)

3. How are we going to teach it?

- Based upon learning scale, decide the type of lesson that will best facilitate student mastery of content (e.g., introducing new knowledge, deepening knowledge, or generating and testing hypotheses)
- Select instructional strategies that will maximize student learning (Marzano's 41 elements)

4. How will we respond when some students don't learn?

- Anticipate and plan for needs of at-risk students

5. How will we respond when some students have already learned?

- Anticipate and plan for needs of students who need acceleration

PLC Question 1: What do we want all students to learn?

Unwrapping CCSS

Creating Learning Scales

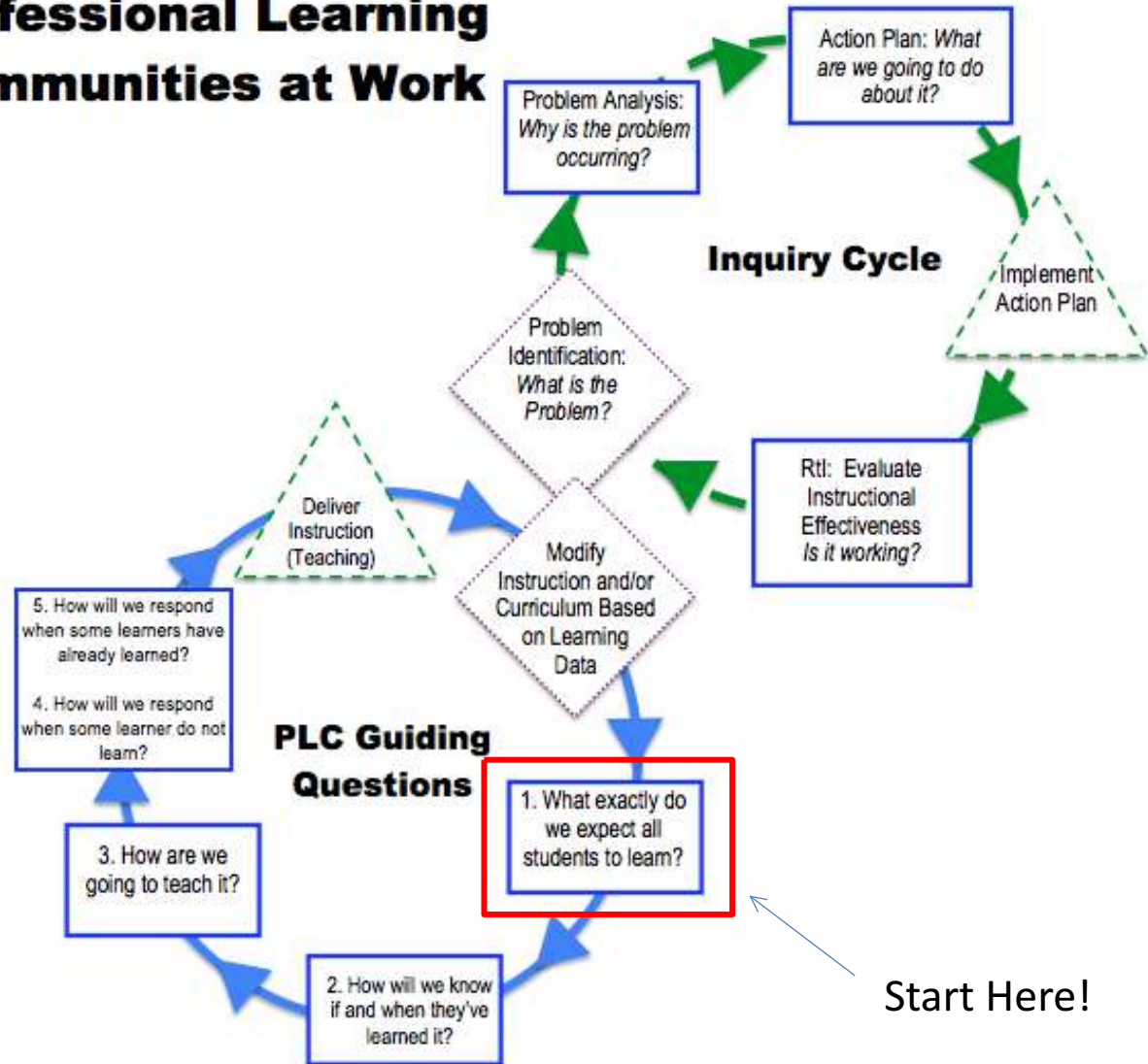
The "Right" Work



Professional Learning Communities at Work

Step 0

- Clarify Purpose of Teams & Connect to School's Mission, Vision, Values and Priorities
- Establish Team Norms & Expectations
- Clarify & Assign Roles
- Clarify Structures, Processes & Protocols: Connect Instructional Talk, Planning & Practice
- Choose Common Assessments & Standardize Administration
- Build Common Language and Understanding of CCSS & Instructional Best Practices

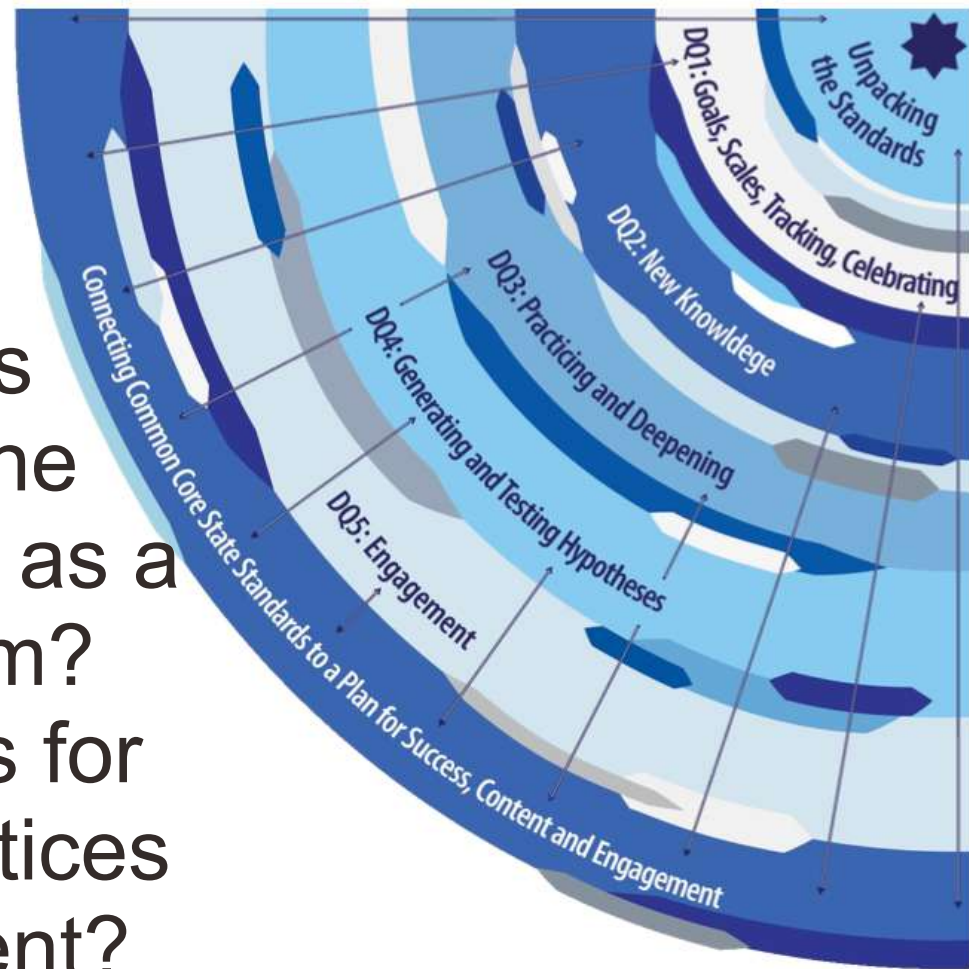


Why Unwrapping the Common Core Standard within PLCs?

<http://cooperativelearning.nuvvo.com/lesson/9592-seinfeld-teaches-history>

http://www.teachertube.com:8809/viewVideo.php?video_id=241598





Why do you think it is important to unwrap the common core standards as a collaborative PLC team? What are some benefits for improving teaching practices and student achievement?

Why Unwrap the Common Core Standards?

“Guaranteed and viable curriculum gives students access to the same essential learning regardless of who is teaching the class and each member of the team will work to ensure every student acquires the knowledge and skills the team has agreed are most essential for that unit.” (Marzano, 2003)

“GUARANTEED & VIABLE CURRICULUM”

NUMBER ONE FACTOR that increases levels of learning

Marzano; Porter; Lezotte



Unwrapping Standards



“Unwrapped standards provide clarity as to what students must know and be able to do. When teachers take the time to analyze each standard and identify its essential concepts and skills, the result is more effective instructional planning, assessment and student learning.”

Ainsworth, L. (2003). *Unwrapping the standards: A simple process to make standards manageable*. Englewood, CO: Lead + Learn Press.

Starting Point for PLC teams

Unwrap CCSS

Question 1: What do we want all students to learn?

Learning Scale/Goal

Question 2: How do we know if and when they've learned it?

Assessment

Lesson Segments

Question 3: How are we going to teach it?

Daily Lessons

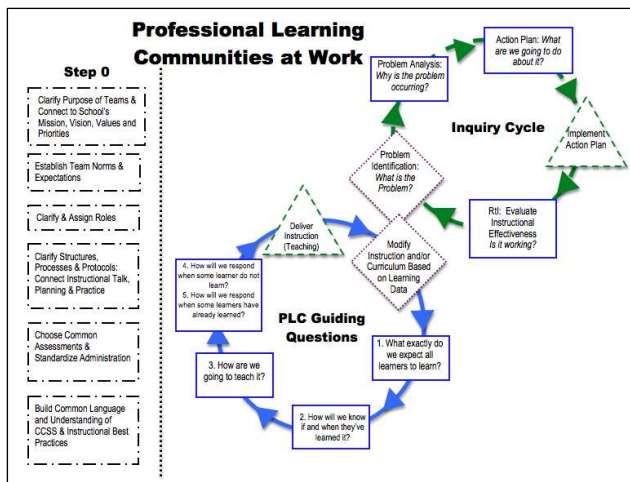
Question 4/5: How will we respond when some students don't learn? How do we respond when some students have already learned?

Reflect/Respond

Identify and Cluster Common Core Standards for Unit Planning

(District Work)

Lesson Segment Involving Routine Events	Lesson Segment Addressing Content	Lesson Segment Enacted on the Spot
<p>Design Question 1 What will I do to establish and communicate learning goals, track student progress, and celebrate success? 1. Providing Clear Learning Goals and Scales (Rubric) 2. Tracking Student Progress 3. Celebrating Success</p> <p>Design Question 6 What will I do to establish or maintain classroom rules and procedures? 4. Establishing Classroom Routines 5. Organizing the Physical Layout of the Classroom</p>	<p>Design Question 2 What will I do to help students effectively interact with new knowledge? 6. Identifying Critical Information 7. Organizing Students to Interact with New Knowledge 8. Pre-viewing New Content 9. Chunking Content into "Digestible Bites" 10. Processing of New Information 11. Elaborating on New Information 12. Recapping and Reinforcing Knowledge 13. Reflecting on Learning</p> <p>Design Question 3 What will I do to help students practice and deepen their understanding of new knowledge? 14. Reviewing Content 15. Organizing Students to Practice and Deepen Knowledge 16. Using Homework 17. Examining Similarities and Differences 18. Examining Errors in Reasoning 19. Practicing Skills, Strategies, and Processes 20. Revising Knowledge</p> <p>Design Question 4 What will I do to help students generate and test hypotheses about new knowledge? 21. Engaging Students in Cognitive Conflict Tasks Involving Hypothesis Generation and Testing 22. Providing Feedback and Guidance</p>	<p>Design Question 5 What will I do to engage students? 23. Monitoring When Students are Not Engaged 24. Using Academic Games 25. Managing Resources Effectively 26. Using Physical Movement 27. Maintaining a Lively Pace 28. Demonstrating Interest and Enthusiasm 29. Using Friendly Competition 30. Providing Opportunities for Students to Talk about Themselves 31. Presenting Challenging or Intriguing Information</p> <p>Design Question 7 What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures? 32. Demonstrating "Whiteness" 33. Applying Consequences for Lack of Adherence to Rules and Procedures 34. Acknowledging Adherence to Rules and Procedures</p> <p>Design Question 8 What will I do to establish and maintain effective relationships with students? 35. Understanding Students' Interests and Background 36. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 37. Displaying Objectivity and Control</p> <p>Design Question 9 What will I do to communicate high expectations for all students? 38. Demonstrating Value and Respect for Low Expectancy Students 39. Asking Questions of Low Expectancy Students 40. Providing Positive Feedback with Low Expectancy Students 41. Providing Positive Feedback with Low Expectancy Students</p>



PLC Question 1:

What do we want all students to learn?

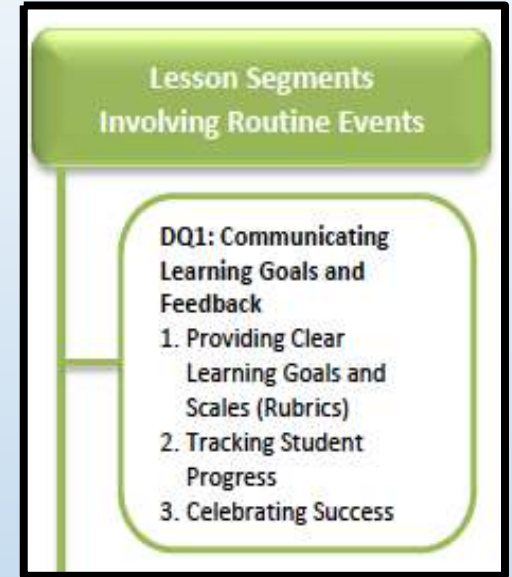
Unwrap Standards

1. Identify prioritized standard(s)
2. Identify what students need to be able **Know, Understand, and Do** and make connections to declarative and procedural knowledge
3. Identify **pre-requisite skills** needed for KUD

Develop a Scale

4. Use **K-U-D** to develop a **scale** that represents increased levels of cognitive complexity (make sure that the scale matches desired taxonomy)
5. Use scale to develop student friendly learning goals/essential questions

Desired Outcomes: Students will **be able to explain what they are learning and why** based upon learning goals and scales.



A note about Content vs. Process

- The focus of this training is on the process of PLCs
- Content is also important, and will be critical for your PLC, but our goal is to teach the process
- Specific content (CCSS and Marzano) will be light for illustration purposes

PLC Question 1:

What do we want all students to learn?

Unwrap Standards

1. Identify **prioritized** standard(s)
2. Identify what students need to be able **Know, Understand, and Do** and make connections to declarative and procedural knowledge
3. Identify **pre-requisite skills** needed for KUD

Develop a Scale

4. Use **K-U-D** to develop a **scale** that represents increased levels of cognitive complexity (make sure that the scale matches desired taxonomy)
5. Use scale to develop student friendly learning goals/essential questions

Desired Outcomes: Students will **be able to explain what they are learning and why** based upon learning goals and scales.



What Tools In Our Toolbox are Available?



Materials:

- Common Core State Standards
- Vertical Articulation of Grade Level Standards
- Curriculum Maps (if available)
- Test Specifications (if available)
- PARCC Assessments (samples)

Helpful Websites:

<http://www.corestandards.org/>

<http://dpi.state.nc.us/acre/standards/common-core-tools/#unela>

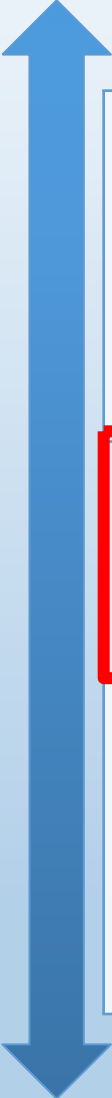
<http://www.engageny.org/common-core-curriculum>

Example Step 1: Identify prioritized standard(s)

PLC.0.0.2 – Participants will plan to facilitate Step 0 components with PLC teams

Vertical Progression of Standards

Measurement and Data (MD)



Grade	<u>PLC.0.0.3</u> - Participants will...
Grade	<u>PLC.0.0.2</u> – Participants will plan to facilitate Step 0 components with PLC teams
Grade	<u>PLC.0.0.1</u> – Participants will...

PLC Question 1:

What do we want all students to learn?

Unwrap Standards

1. Identify prioritized standard(s)
2. Identify what students need to be able **Know, Understand, and Do** and make connections to declarative and procedural knowledge
3. Identify **pre-requisite skills** needed for KUD

Develop a Scale

4. Use **K-U-D** to develop a **scale** that represents increased levels of cognitive complexity (make sure that the scale matches desired taxonomy)
5. Use scale to develop student friendly learning goals/essential questions

Desired Outcomes: Students will **be able to explain what they are learning and why** based upon learning goals and scales.



What do we mean by Know, Understand, and Do?

- When collaborative planning, some standards will work well together to form a lesson/unit of instruction.
 - What are those **prioritized standards**?
 - **Supplemental Standards** (Speaking & Listening, Language)?
- What do students need to be able to know, understand, and do to demonstrate mastery of prioritized standards?
 - **Know** (Vocabulary, Facts, Formulas, Definitions)-**Procedural/Declarative**
 - **Understand** (Big Ideas, Core Principles, Generalizations, Real-World Connections)-**Declarative**
 - **Do** (Skills)-**Procedural**
- K-U-D is completed *before* each unit *prior* to planning lessons and activities.

Two Types of Knowledge

Know



Understand



Do



Step 1: Start with Standards

Step 2: Determine Vocabulary, Facts, Formulas, Definitions

Step 3: Determine Big Ideas, Core Principles, Generalizations



Step 4: Identify Skills "Verbs"

Standard (Grade Level)	Know (Declarative/Procedural)	Understand (Declarative)	Do (Procedural)
PLC.0.0.2 – Participants will plan to facilitate Step 0 components with PLC teams	<ul style="list-style-type: none">• Organization of Team• Schedule for Meetings• Consensus Techniques• Norms• Roles• PLC Key Vocabulary• Facilitation Techniques• Where their team is on Step 0	<ul style="list-style-type: none">• Impact of Step 0 components on effectiveness of PLCs• Impact of facilitation techniques on Step 0• Importance of Reflecting on PLC work	<ul style="list-style-type: none">• Anticipate barriers and plan step 0 to minimize barriers• Identify Step 0 content that will be addressed during first few PLC meetings• Identify what techniques that will utilized to address step 0

PLC Question 1:

What do we want all students to learn?

Unwrap Standards

1. Identify prioritized standard(s)
2. Identify what students need to be able **Know, Understand, and Do** and make connections to declarative and procedural knowledge
3. Identify **pre-requisite skills** needed for KUD


Develop a Scale

4. Use **K-U-D** to develop a **scale** that represents increased levels of cognitive complexity (make sure that the scale matches desired taxonomy)
5. Use scale to develop student friendly learning goals/essential questions

Desired Outcomes: Students will **be able to explain what they are learning and why** based upon learning goals and scales.



Step 3: What prior knowledge do students need to be successful with the grade level standard?



Grade	
Grade	<u>PLC.0.0.2</u> – Participants will plan to facilitate Step 0 components with PLC teams
Grade	




What essential learning is required for mastery ?

Unwrapping Standards

Standard: PLC.0.0.2 – Participants will plan to facilitate Step 0 components with PLC teams

 **Step 1: Identify prioritized standard(s)**

Know (facts/vocabulary)	Understand (Concepts)	Do (skills)
<ul style="list-style-type: none"> • Organization of Team • Schedule for Meetings • Consensus Techniques • Norms • Roles • PLC Key Vocabulary • Facilitation Techniques • Where their team is on Step 0 	<ul style="list-style-type: none"> • Impact of Step 0 components on effectiveness of PLCs • Impact of facilitation techniques on Step 0 • Importance of Reflecting on PLC work 	<ul style="list-style-type: none"> • Anticipate barriers and plan step 0 to minimize barriers • Identify Step 0 content that will be addressed during first few PLC meetings • Identify what techniques that will utilized to address step 0

 **Step 2: Unwrap Standards (Know, Understand, Do)**

What prior knowledge do students need to be successful with this standard?

Key Characteristics:

- Growth mindset
- Well respected, organized and dependable
- Will support the vision and mission of the school
- Acts and views themselves as a professional educator
- Ability to be and potentially already in a faculty leadership position

Beliefs:

- All students and staff can learn
- Power of Collaboration
- Decisions are best made with data
- Teams can learn and grown and will persevere

 **Step 3: Determine pre-requisite skills required**

Unwrapping Standards: Team Practice

Steps 1, 2, & 3

Unwrapping Standards

Activity: Team Practice

Prep/Decisions:

- ✓ Remember roles (time keeper, note taker, facilitator)
- ✓ Select an option below:
 - Option #1:** Select 1 of the 2 pre-selected standards provided (either math or ELA) for the entire group to unwrap.
 - Option #2:** Break into smaller groups. 1 group unwraps ELA standard, 1 group unwraps Math standard.
- ✓ Locate your standards for unwrapping in your Participants Notebook.

Pre-Selected Standards

Level	ELA	Math
High	RL.9-10.1	HSA-CED.A.1
Middle	RL.7.1	7.RP.A.1
Elementary	RL.1.1	2.OA.B.2

Unwrapping Standards

Activity: Team Practice

Steps for Unwrapping Standards:

1. Identify prioritized standard(s)
2. Identify what students need to be able **Know, Understand and Do (K-U-D)** and make connections to declarative and procedural knowledge
3. Determine pre-requisite skills for standard

Unwrapping Standards



Standard:

Step 1: Identify prioritized standard(s)

Know (facts/vocabulary)	Understand (Concepts)	Do (skills)
	Step 2: Unwrap Standards (Know, Understand, Do)	

What prior knowledge do students need to be successful with this standard?

Step 3: Determine pre-requisite skills required

Team Reflection

- How was the unwrapping standards process?
- How well did your team work together while unwrapping standards?
- Were your norms and roles helpful with collaboration?
- What obstacles did your team overcome? What can you celebrate?
- What components of this process can you begin to implement in future planning?

PLC Video Reflection

- Step 1, 2, 3
 - unwrapping Standards
- There are many different ways to unwrap standards. What are some similarities and/or differences that you noticed about how this team unwrapped standards?
- How does this compare to the work at your school?

<http://www.youtube.com/watch?v=WXdH5amlaM4>

PLC Question 1:

What do we want all students to learn?

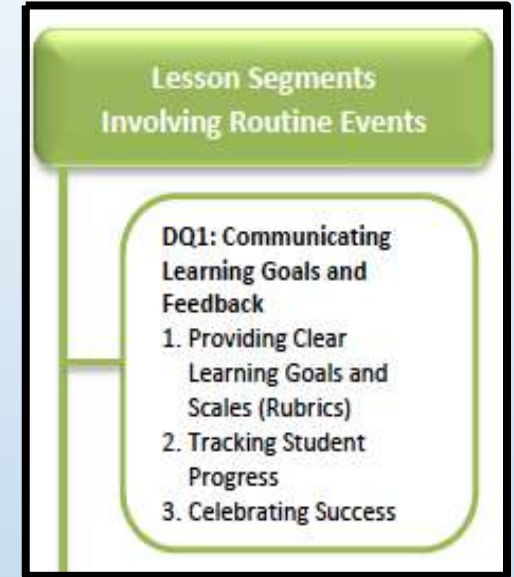
Unwrap Standards

1. Identify prioritized standard(s)
2. Identify what students need to be able **Know, Understand, and Do** and make connections to declarative and procedural knowledge
3. Identify **pre-requisite skills** needed for KUD

Develop a Scale

4. Use **K-U-D** to develop a **scale** that represents increased levels of cognitive complexity (make sure that the scale matches desired taxonomy)
5. Use scale to develop student friendly learning goals/essential questions

Desired Outcomes: Students will be able to explain what they are learning and why based upon learning goals and scales.



A scale: What's the point?

A scale:

- Articulates distinct levels of knowledge and skills relative to a specific topic
- Provides a roadmap for designing instruction that reflects a progression of learning and authentic assessment.
- Allows students to know how they are doing and how to get better-motivating!

Step 4: Use K-U-D to create a learning scale

Know	Understand	Do
<ul style="list-style-type: none">• Organization of Team• Schedule for Meetings• Consensus Techniques• Norms• Roles• PLC Key Vocabulary• Facilitation Techniques• Where their team is on Step 0	<ul style="list-style-type: none">• Impact of Step 0 components on effectiveness of PLCs• Impact of facilitation techniques on Step 0• Importance of Reflecting on PLC work	<ul style="list-style-type: none">• Anticipate barriers and plan step 0 to minimize barriers• Identify Step 0 content that will be addressed during first few PLC meetings• Identify what techniques that will utilized to address step 0

Step 4: Use K-U-D to develop a learning scale

Know

(basic declarative and procedural knowledge)

- Facts
- Vocabulary
- Definitions
- Formulas

Understand

- Big Ideas
- Core Principles
- Generalizations
- Real-World Connections & Application)

Do

Skill (verbs)

Level 1 (with help and support)

Pre-requisite skills

Level 2 (Simpler Stuff)

DQ2

Level 3 (Grade Level Standard)

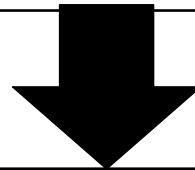
DQ3

Level 4 (More Complex)

DQ4

Step 4: Example

Know (facts/vocabulary)	Understand (Concepts)	Do (skills)
<ul style="list-style-type: none"> Organization of Team Schedule for Meetings Consensus Techniques Norms Roles PLC Key Vocabulary Facilitation Techniques Where their team is on Step 0 	<ul style="list-style-type: none"> Impact of Step 0 components on effectiveness of PLCs Impact of facilitation techniques on Step 0 Importance of Reflecting on PLC work 	<ul style="list-style-type: none"> Anticipate barriers and plan step 0 to minimize barriers Identify Step 0 content that will be addressed during first few PLC meetings Identify what techniques that will utilized to address step 0



Score 0:	Score 1.0:	Score 2.0:	Score 3.0: (Learning goal)	Score 4.0: (more complex)
<p>Even with help, no understanding or skill demonstrated.</p>	<p>The facilitator, <u>with support</u>, is able to:</p> <ul style="list-style-type: none"> Identify PLC infrastructure at the school (meeting times, facilitators). 	<ul style="list-style-type: none"> Participants will recall the organization of their team Participants will identify norms and roles Participants will know facilitation and consensus techniques 	<ul style="list-style-type: none"> Participants will plan to facilitate Step 0 components with PLC teams. Plans include specific content to be covered, and techniques in which the content will be covered 	<ul style="list-style-type: none"> Participants will incorporate feedback and reflect to continue to work on Step 0 components Participants will consult with other facilitators to support their Step 0 work

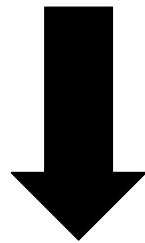
DQ2

DQ3

DQ4

Step 5: Develop student friendly learning goal/essential question

Standard: PLC.0.0.2 – Participants will plan to facilitate Step 0 components with PLC teams



Unit Learning Goal: How will I plan and facilitate Step 0 components with PLC teams?



"Never tell them a goal is like a target."

Unwrapping Standards: Team Practice

Steps 4 & 5

Activity: Team Practice

- Remember roles (note taker, facilitator, time keeper)
- Use K-U-D to develop learning scale
- Determine taxonomy of learning scale

Complete Scale

Assessments for Learning Example



Score 0:	Score 1.0:	Score 2.0:	Score 3.0: (Learning goal)	Score 4.0: (more complex)



Assessment Methods				
Time of Assessment				



Complexity/Rigor of Task

Team Reflection

- How was the scale development process (with taxonomy)?
- How well did your team work together?
- Were your norms and roles helpful with collaboration?
- What obstacles did your team overcome? What can you celebrate?
- What components of this process can you begin to implement in future planning?

Activating New Learning



Directions:
Independently
complete
Question #1 “
What did I
learn?” Then
Share your
thoughts with
your processing
partner.

Building a Bridge: 5 Driving Questions of PLCs, Marzano's Framework, & CCSS
KWL

Question/Step	What do I know?	What do I want to learn?	What did I learn?
1. What do we want all students to learn?			
2. How will we know if and when they've learned it?			
3. How are we going to teach it?			
4. How will we respond when some student don't learn?			
5. How will we respond when some students have already learned?			

PLC Question 2: How do we know if and when they've learned it?

Align Learning Scales to Assessment

Assessment *of* Learning

Assessment *for* Learning

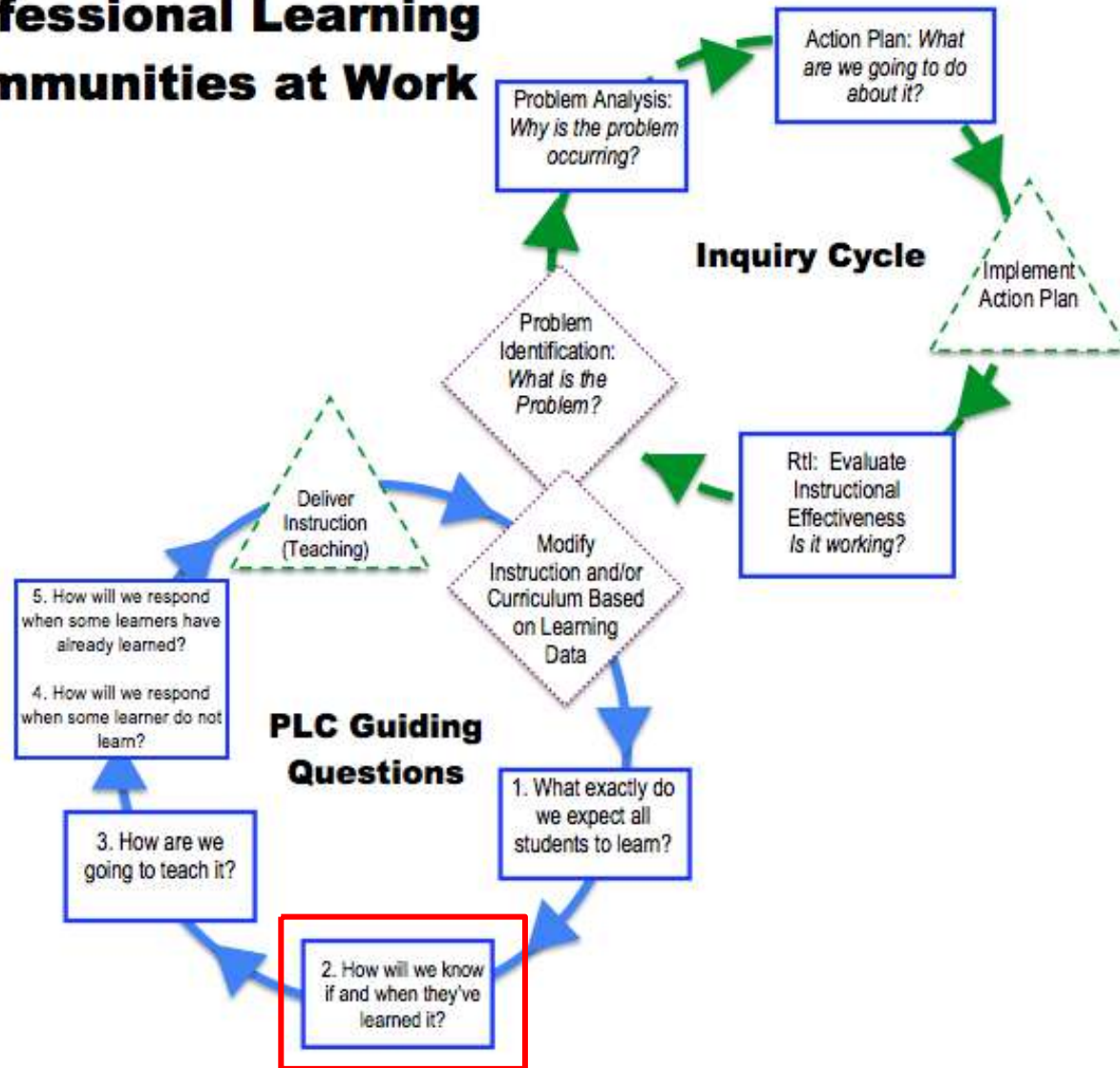
The "Right" Work



Professional Learning Communities at Work

Step 0

- Clarify Purpose of Teams & Connect to School's Mission, Vision, Values and Priorities
- Establish Team Norms & Expectations
- Clarify & Assign Roles
- Clarify Structures, Processes & Protocols: Connect Instructional Talk, Planning & Practice
- Choose Common Assessments & Standardize Administration
- Build Common Language and Understanding of CCSS & Instructional Best Practices



Directions:
Independently
complete
Question #2
“What do I
know?” and
“What do I want
to learn?”

Activating New Learning



Building a Bridge: 5 Driving Questions of PLCs, Marzano's Framework, & CCSS
KWL

Question/Step	What do I know?	What do I want to learn?	What did I learn?
1. What do we want all students to learn?			
2. How will we know if and when they've learned it?			
3. How are we going to teach it?			
4. How will we respond when some student don't learn?			
5. How will we respond when some students have already learned?			

Starting Point for PLC teams

Unwrap CCSS

Question 1: What do we want all students to learn?

Learning Scale/Goal

Question 2: How do we know if and when they've learned it?

Assessment

Lesson Segments

Question 3: How are we going to teach it?

Daily Lessons

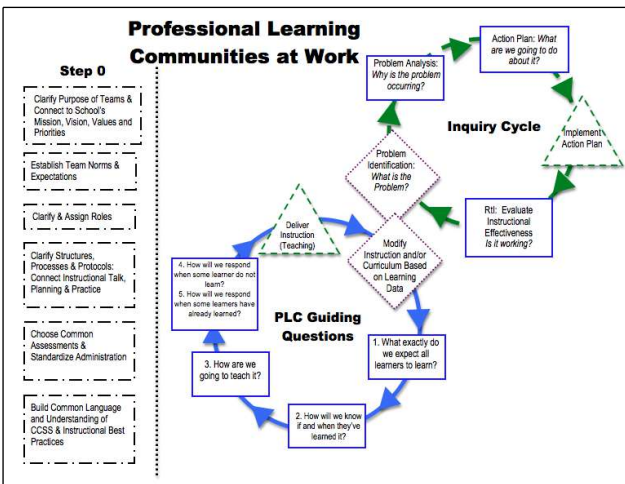
Question 4/5: How will we respond when some students don't learn? How do we respond when some students have already learned?

Reflect/Respond

Identify and Cluster Common Core Standards for Unit Planning

(District Work)

Lesson Segment Involving Routine Events	Lesson Segment Addressing Content	Lesson Segment Enacted on the Spot
<p>Design Question 1 What will I do to establish and communicate learning goals, track student progress, and celebrate success? 1. Providing Clear Learning Goals and Scales (Rubrics) 2. Tracking Student Progress 3. Celebrating Success</p> <p>Design Question 6 What will I do to establish or maintain classroom rules and procedures? 4. Establishing Classroom Routines 5. Organizing the Physical Layout of the Classroom</p>	<p>Design Question 2 What will I do to help students effectively interact with new knowledge? 6. Identifying Critical Information 7. Organizing Students to Interact with New Knowledge 8. Pre-viewing New Content 9. Chunking Content into "Digestible Bites" 10. Processing of New Information 11. Elaborating on New Information 12. Responding and Expanding Knowledge 13. Reflecting on Learning</p> <p>Design Question 3 What will I do to help students practice and deepen their understanding of new knowledge? 14. Re-viewing Content 15. Organizing Students to Practice and Deepen Knowledge 16. Using Homework 17. Examining Similarities and Differences 18. Examining Errors in Reasoning 19. Practicing Skills, Strategies, and Processes 20. Re-viewing Knowledge</p> <p>Design Question 4 What will I do to help students generate and test hypotheses about new knowledge? 21. Engaging Students in Cognitive Conflict Tasks 22. Involving Students in Hypothesis Generation and Testing 23. Providing Feedback and Guidance</p>	<p>Design Question 5 What will I do to engage students? 24. Monitoring When Students are Not Engaged 25. Using Academic Games 26. Managing Resources Effectively 27. Using Physical Movement 28. Maintaining a Lively Pace 29. Demonstrating Interest and Enthusiasm 30. Using Friendly Controversy 31. Providing Opportunities for Students to Talk about Themselves 32. Presenting Challenging or Intriguing Information</p> <p>Design Question 7 What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures? 33. Demonstrating "Whiteness" 34. Applying Consequences for Lack of Adherence to Rules and Procedures 35. Acknowledging Adherence to Rules and Procedures</p> <p>Design Question 8 What will I do to establish and maintain effective relationships with students? 36. Understanding Students' Interests and Background 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 38. Displaying Objectivity and Control</p> <p>Design Question 9 What will I do to communicate high expectations for all students? 39. Demonstrating Value and Respect for Low Expectancy Students 40. Asking Questions of Low Expectancy Students 41. Providing Positive Feedback with Low Expectancy Students</p>



Question 2:

“We taught it, did they get it?”

Timing (C-I-A)

- Within our lesson, when and how are we going to assess for student learning ? How are we pre-planning for this?
 - Ongoing and embedded in teaching (daily)
 - Pre and Post learning (before and after instruction)
 - Student Self- Assessment and Goal Setting w/ feedback
Combination
- When and how are we going to reflect on the lesson/unit and student learning?
- What student data will you collect and bring to the meeting?

Question 2:

“We taught it, did they get it?”

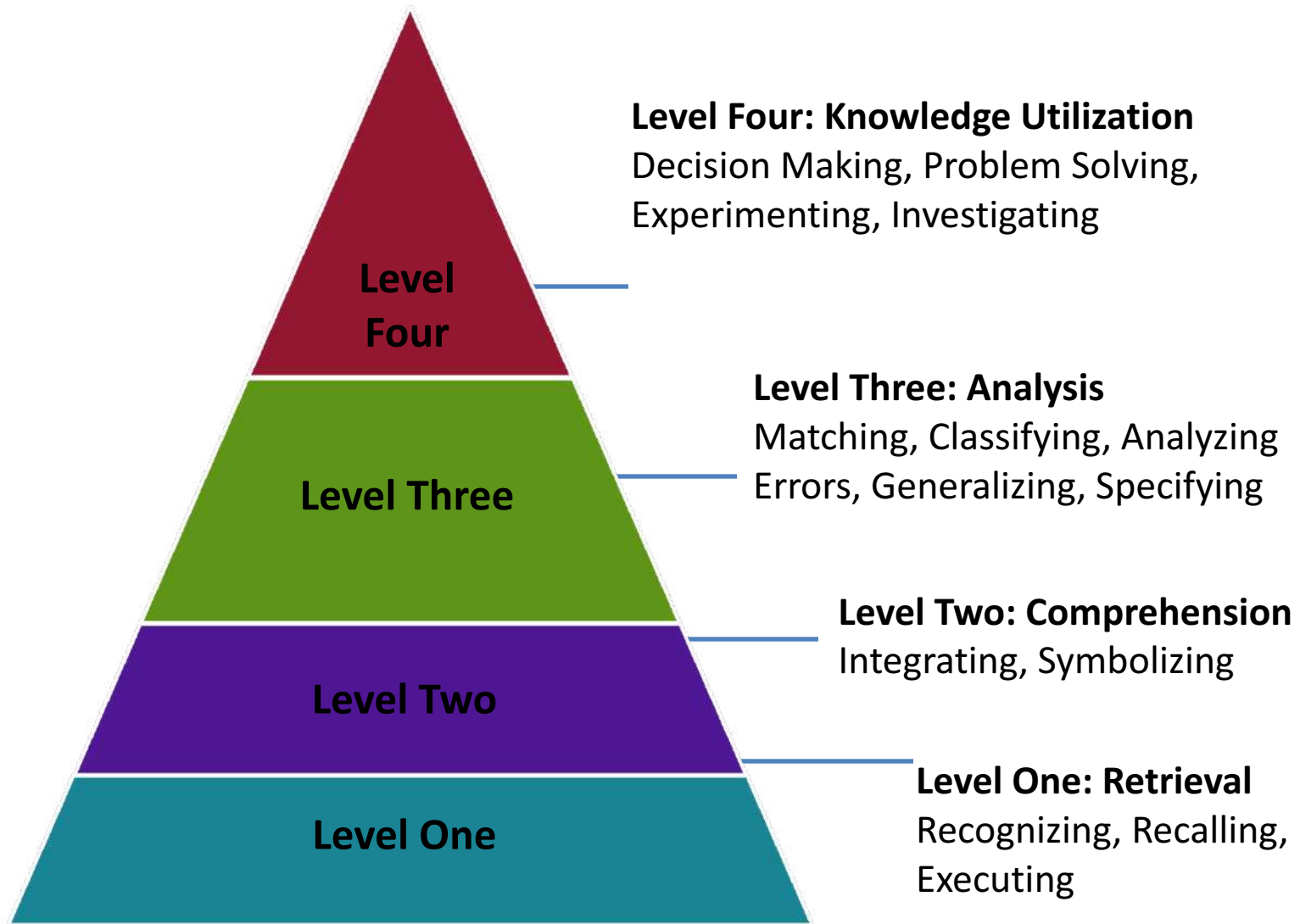
Questions to Consider

- What skills do we prioritize based upon learning goals and standards taught in this lesson/unit (leverage, endurance, foundational)?
- What does mastery look like in this lesson/unit based upon the learning goals?
- What evidence of learning will we collect to determine mastery (student work samples)?
- What formative assessment strategies are a priority within this lesson/unit (e.g., assessment prompts, quick checks, accountable talk, summarizer, answering LEQ)?
- What is the level of rigor? Depth? Quality? Timeliness of formative feedback on all student work? (Taxonomy of Assessment?)

Multiple Means to Assess

- Paper and Pencil
- Probing discussions
- Demonstrations/Performance-Based
- Work Samples
- Observations
- Student Generated

Creating Scale Tasks and Assessments



Assessments for Learning Example

Score 0:	Score 1.0:	Score 2.0:	Score 3.0: (Learning goal)	Score 4.0: (more complex)
Even with help, no understanding or skill demonstrated.	The facilitator, with support, is able to: <ul style="list-style-type: none"> Identify PLC infrastructure at the school (meeting times, facilitators). 	<ul style="list-style-type: none"> Participants will recall the organization of their team Participants will identify norms and roles Participants will know facilitation and consensus techniques 	<ul style="list-style-type: none"> Participants will plan to facilitate Step 0 components with PLC teams. Plans include specific content to be covered, and techniques in which the content will be covered 	<ul style="list-style-type: none"> Participants will incorporate feedback and reflect to continue to work on Step 0 components Participants will consult with other facilitators to support their Step 0 work



Assessment Methods	Training Prompt	Training Prompt	Work Sample (PLC Action Plans)	Performance Based Task
Time of Assessment	Training Day 1	Training Day 1	End of Training Day 2	Ongoing

Complexity/Rigor of Task



Activity: Team Practice

- Remember your roles, norms
- Use your learning scale to create an assessment plan
- Be sure to consider level of rigor (cognitive complexity)

Assessments for Learning Example



Score 0:	Score 1.0:	Score 2.0:	Score 3.0: (Learning goal)	Score 4.0: (more complex)

Complete Assessment Plan



Assessment Methods				
Time of Assessment				



Complexity/Rigor of Task

Team Reflection

- How was the assessment planning process?
- How well did your team work together?
- Were your norms and roles helpful with collaboration?
- What obstacles did your team overcome?
What can you celebrate?
- What components of this process can you begin to implement in future planning?

PLC Video Reflection

- Question #2: Creating/Refining Common Assessments
- How is the team approaching assessment of learning?
- What about opportunities for assessments for learning?

<http://www.youtube.com/watch?v=jVwDAX3RDcY>

Assessment Map Example

Assessment	When Given	Given to Whom	Admin Procedures
Reading Pre/Post Assessments	10/1-10/7 11/14-11/19 12/10-12/15 1/30-2/5 3/1-3/6 4/14-4/19	All Students	Computer-Based
Formative Reading Assessments - Prompts, - Work Sample - Performance Tasks	TBD based upon PLC discussions	All Students	Embedded within instruction
Math Pre Post Assessments	Every 5 weeks	All Students	Students take pre tests during third week or prior chapter test. Test is given whole group

Activating New Learning



Directions:
Independently
complete
Question #2
“What did I
learn?” Then
Share your
thoughts with
your processing
partner.

Building a Bridge: 5 Driving Questions of PLCs, Marzano's Framework, & CCSS
KWL

Question/Step	What do I know?	What do I want to learn?	What did I learn?
1. What do we want all students to learn?			
2. How will we know if and when they've learned it?			
3. How are we going to teach it?			
4. How will we respond when some student don't learn?			
5. How will we respond when some students have already learned?			

PLC Question 3: **How are we going to teach it?**

Develop Instruction based upon

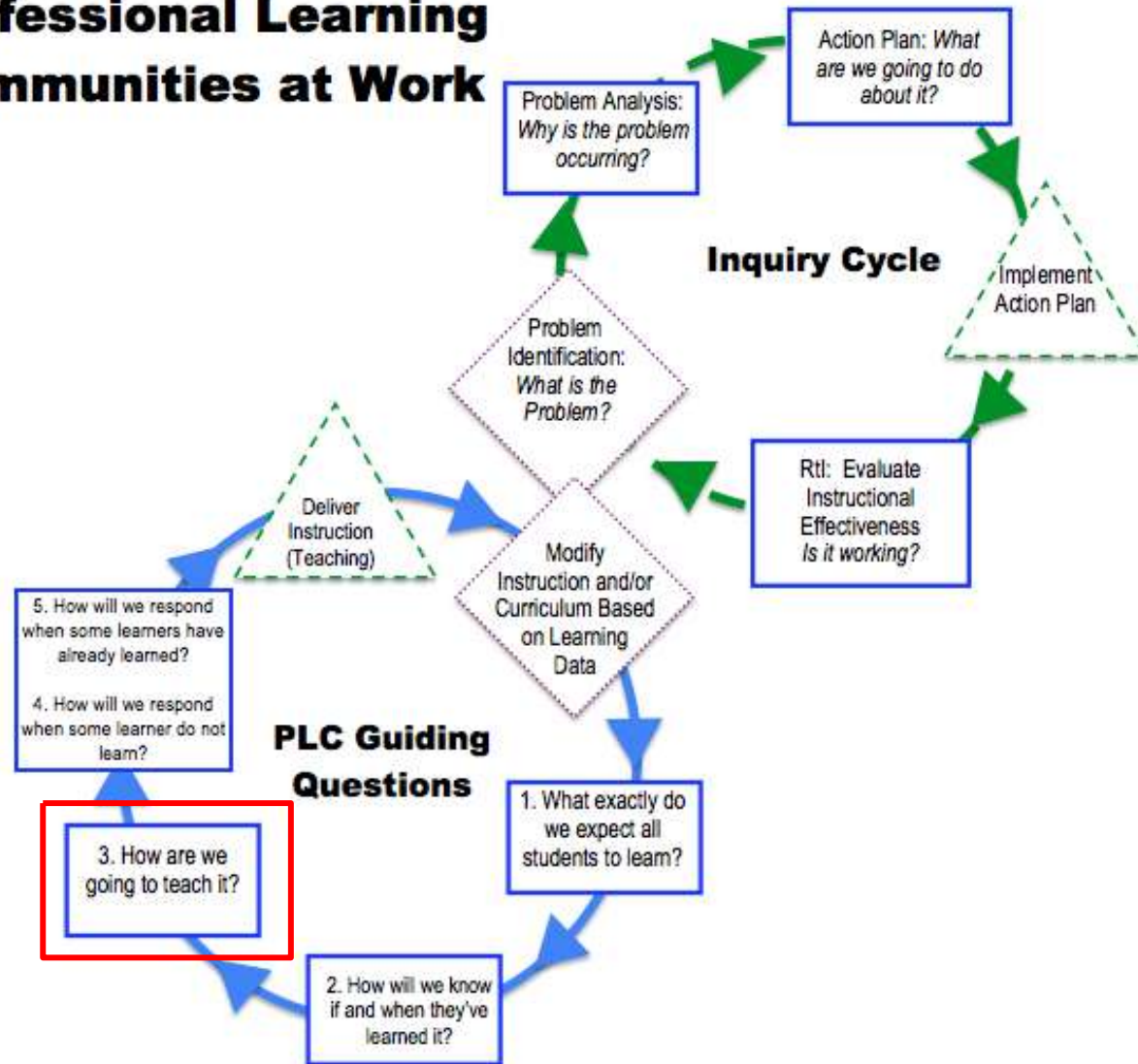
The "Right" Work



Professional Learning Communities at Work

Step 0

- Clarify Purpose of Teams & Connect to School's Mission, Vision, Values and Priorities
- Establish Team Norms & Expectations
- Clarify & Assign Roles
- Clarify Structures, Processes & Protocols: Connect Instructional Talk, Planning & Practice
- Choose Common Assessments & Standardize Administration
- Build Common Language and Understanding of CCSS & Instructional Best Practices



Instructional Delivery: Marzano's 41 Elements

Lesson Segment Involving Routine Events

Design Question 1

What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

Design Question 6

What will I do to establish or maintain classroom rules and procedures?

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segment Addressing Content

Design Question 2

What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

Design Question 3

What will I do to help students practice and deepen their understanding of new knowledge?

14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

Design Question 4

What will I do to help students generate and test hypotheses about new knowledge?

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot

Design Question 5

What will I do to engage students?

24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

Design Question 7

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

Design Question 8

What will I do to establish and maintain effective relationships with students?

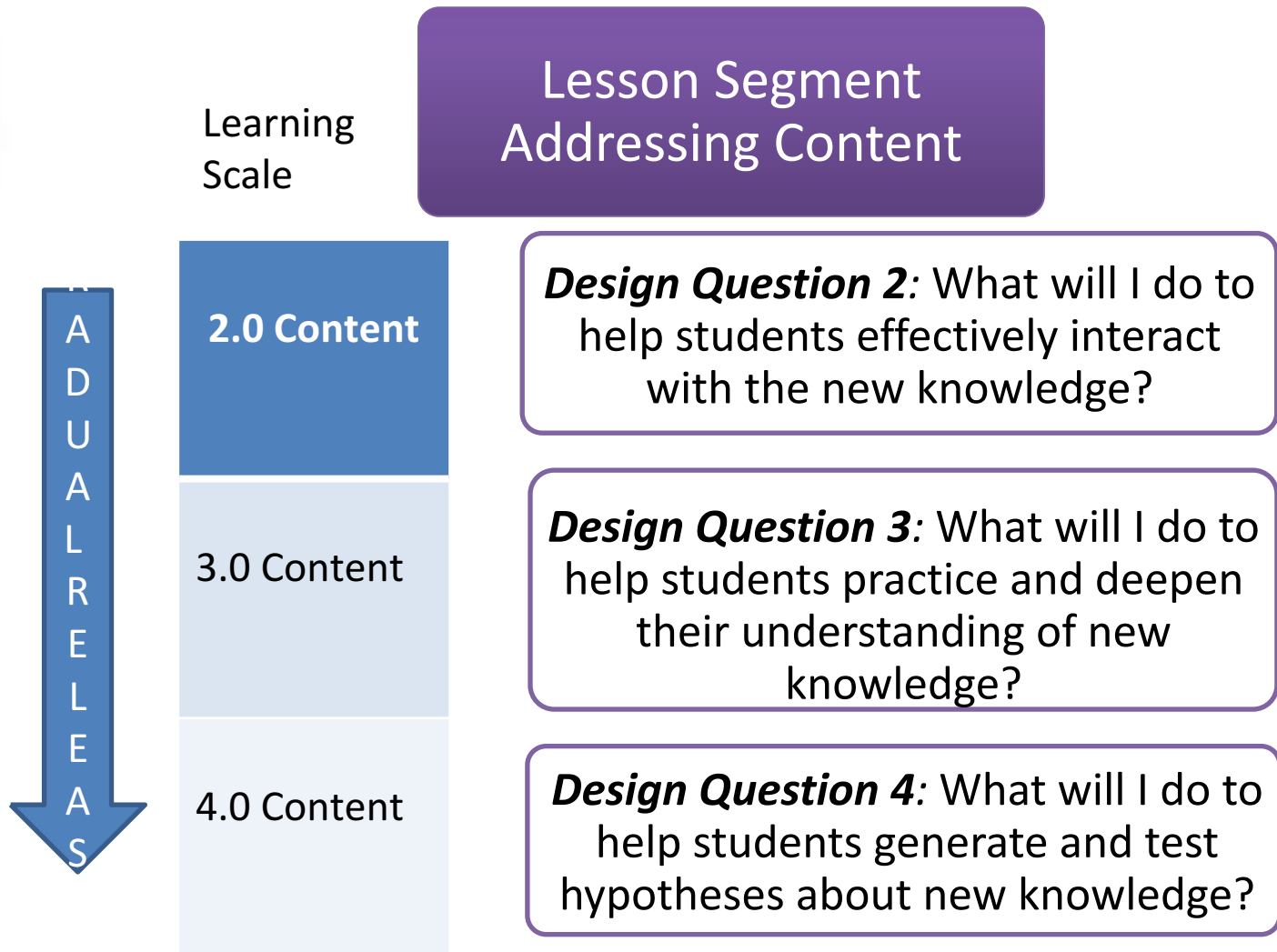
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

Design Question 9

What will I do to communicate high expectations for all students?

39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Intentional Planning for Student Learning



For Each Chunk of Critical Information

Elaborate: Design Question 3 and Common Core State Standards

How is
Design
Question 3
critical for
success in a
standards-
based
system?

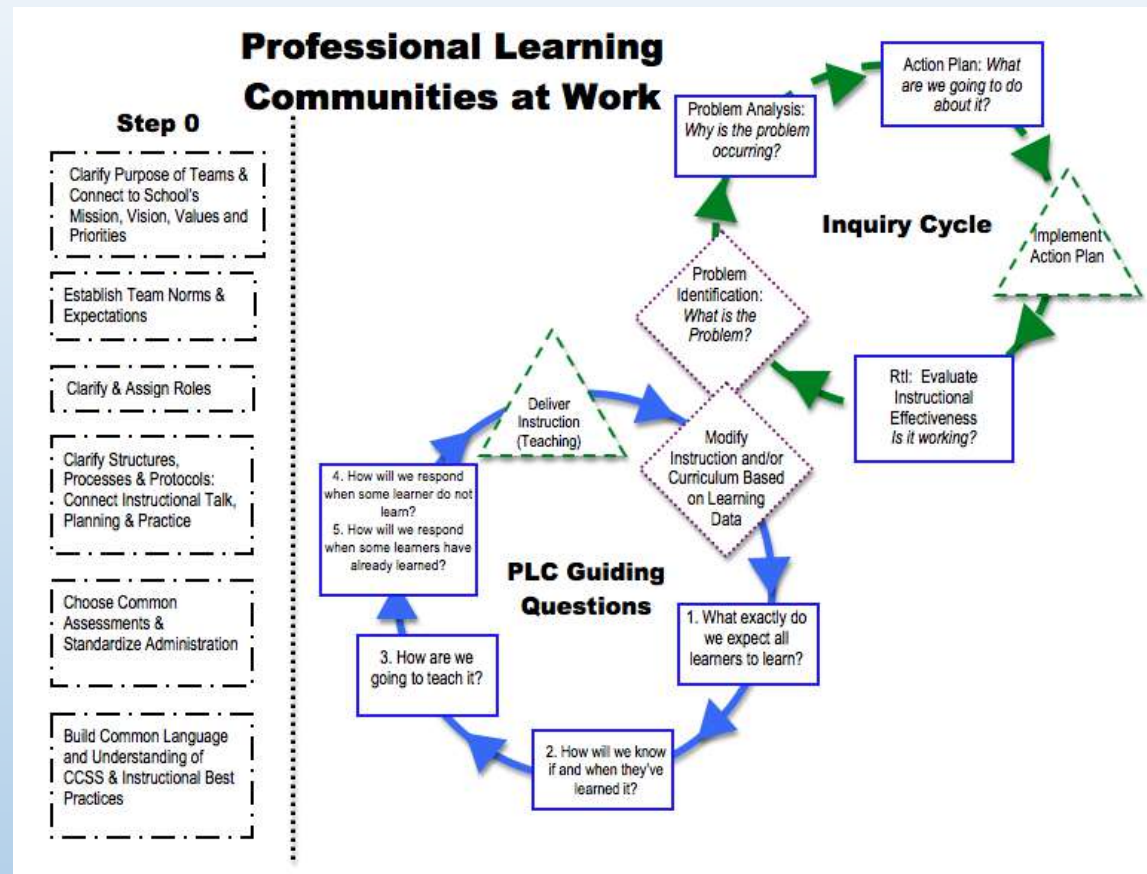
PLC Questions 4 and 5:

What will we do if/when some students do not learn?

What will we do if/when some students have already learned?

Anticipating At-risk Students Differentiation and Problem-Solving

- Problem Identification
- Problem Analysis
- Instructional Development
- Response to Instruction



Facilitator Proficiency Scale

Post Rating

Revisit your Facilitator Proficiency scale



1. Update your rating (as needed)
2. Develop a *realistic* but *ambitious goal* to move up at least 1 level on the scale. (e.g., *I will move from level 2 to level 3 by October 2013*).
3. Discuss your rating and goals with your processing partner

Facilitator Proficiency Scale	
Score 4.0	<p>In addition to score 3.0 performance, the facilitator is able to:</p> <ul style="list-style-type: none"> • Support peer facilitators • Assist with school-wide implementation of PLCs • Provide facilitator professional development
	Score 3.5 <i>In addition to score 3.0 performance, partial success at score 4.0 content.</i>
Score 3.0	<p>The facilitator is able to:</p> <ul style="list-style-type: none"> • Explain how the PLC fits into Pasco County's District Priorities for fulfilling the promise for college, career and life readiness for each and every child. • Utilize effective facilitation techniques to establish and maintain Step 0. • Develop and implement a PLC action plan. • Facilitate PLCs to collaboratively plan for and respond to instruction. <ul style="list-style-type: none"> ◦ <i>Planning for instruction</i> including: unwrap standards, develop/refine common assessments, plan instruction, anticipate and analyze student learning ◦ <i>Respond to Instruction</i> including: inquiry cycle/problem solving steps • Anticipate, reflect, and plan for PLC team needs. • Facilitate courageous conversations among the PLC team. • Empower the PLC members to be teacher researchers of teaching and learning.
	Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.</i>
Score 2.0	<p>The facilitator is able to:</p> <ul style="list-style-type: none"> • Explain Pasco County's District Priorities for creating student success. • Define and explain the purpose of a PLC. • Build a consensus among teams. • Understand that PLC work centers on planning for and responding to learning • Knows different facilitation techniques. • Identifies inquiry cycle/problem solving steps.
	Score 1.5 <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</i>
Score 1.0	<p>The facilitator, with support, is able to:</p> <ul style="list-style-type: none"> • Identify PLC infrastructure at the school (meeting times, facilitators). • Define and explain the purpose of PLC. • Develop a PLC action plan. • Establish Step 0.
	Score 0.5 <i>With support, a partial understanding of the 1.0 content, but limited understanding of the 2.0 content.</i>
Score 0.0	With support, no understanding or success with 1.0, 2.0, and 3.0 content

Professional Learning Communities

Prioritizing Work

Potential Collaborative Planning Topics

- Step 0
 - Common Assessments
 - Norms/Roles
 - Vision for Work Together
- Content Areas
 - Department/ content areas
- Common Core Implementation
 - Alignment of teaching, assessments, curriculum and standards
- At-Risk Students
 - Tier II and Tier III
- Best Practices for Instruction
 - Marzano's Elements

You can't do it all!
But you can prioritize
and integrate!

Guiding Questions for Prioritizing PLC Work

Are we going to spend the bulk of our time backwards planning for learning?

Are we going to spend the bulk of our time discussing how to respond when students do or do not learn?

Or a Combination of Both?

Suggestions for Prioritizing PLC Work

If you are spending the bulk of your time backwards planning for learning

- Prioritize one upcoming chunk of content (Unit/Chapter/Lesson)
- When discussing student learning, make sure you include CCSS.
- Prioritize a few instructional practices that you want to integrate into your lesson plans (Use your school's focus areas)
- Complete Collaborative Planning Steps

Prioritizing PLC Collaborative Planning Work

–Example

Meeting	Activities
Starting Up/Refining Focus 1-2 Meetings	Ensure Norms, Roles, and Expectations are established Prioritize one upcoming Unit/Chapter/Lesson.
1-2 Meetings	<p><u>Question #1</u> Discuss end of unit/chapter/lesson goals for students (KUD, Scales) using standards</p> <p><u>Question #2</u> Plan assessments to ensure that they match KUD, Scales and Standards.</p>
1 Meeting (optional)	PD for School Wide Prioritized Instruction Practice
2-3 Meetings	<p><u>Question #3</u> Create instructional plans for content areas that cover “how” chunks of content can be taught and some activities for students. Work to specifically integrate school wide instructional practices. Ensure that instruction matches rigor of KUD and Scales</p>
1-2 Meetings	<u>Questions 4 and 5:</u> Discuss the needs of at-risk students
1 Meeting	Reflection on Process, Teaching, and Learning

Grade 3 Plan for PLC Collaborative Work

September 2013

August 2013							September 2013							October 2013										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7				
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
29	30	31																						

Blank

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10 ■ 2:00 PM Grade 3 Meeting #1: Team will develop norms, roles, and PLC Expectations	11	12	13	14
15	16	17 ■ 2:00 PM Grade 3 Meeting #2: Continued with work from 9/10	18	19	20	21
22	23	24 ■ 2:00 PM Meeting #3: Prioritize one upcoming unit & begin unpacking standards (K-U-D)	25	26	27	28
29	30	1 ■ 2:00 PM Meeting #4: Use K-U-D to develop learning goals and scale ■ 2:00 PM Submit work to admin for feedback	2	3	4	5

Grade Level PLC #1

Grade Level PLC #2

Grade Level PLC #3

Grade Level PLC #4

PLC Action Planning

End of Day Activity

1. Identify your next four PLC meetings
2. With your processing partner, discuss what the topics for these meetings might cover
3. Write out what topics you are going to cover
4. Write out your next meeting's agenda (including how you'll cover the content)
5. Use your peers for feedback
6. Email your work (PDF and/or Doc) to dsanchez@pasco.k12.fl.us with the subject heading "PLC Action Plan"