

# Collaborative Team Facilitator Meeting #5

January 9, 2020

# 1st Semester Work

## Unpack the Learning

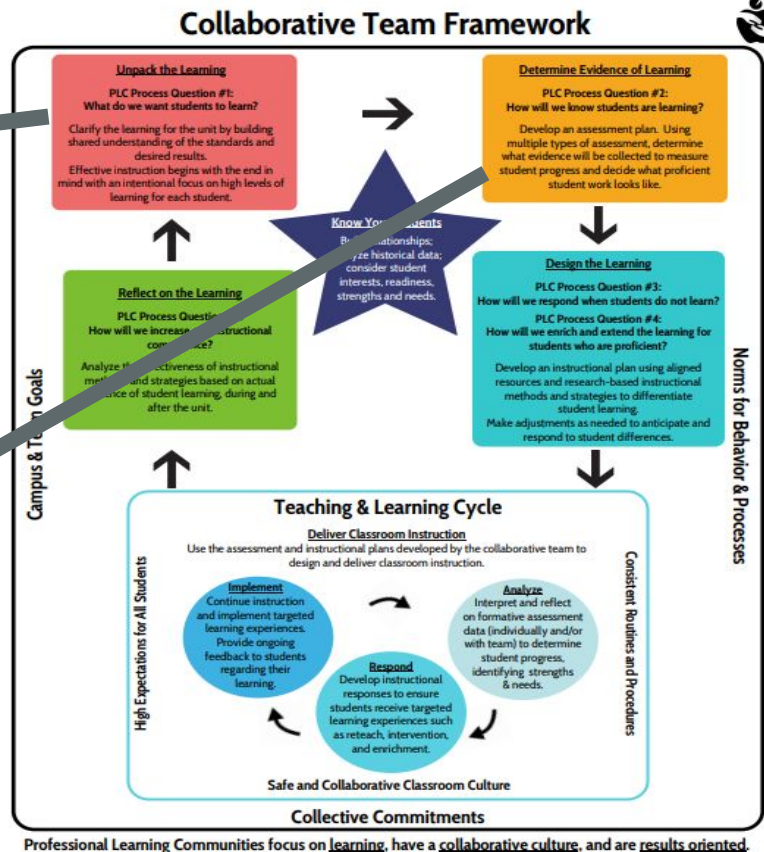
**PLC Process Question #1:  
What do we want students to learn?**

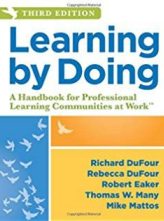
Clarify the learning for the unit by building shared understanding of the standards and desired results.  
Effective instruction begins with the end in mind with an intentional focus on high levels of learning for each student.

## Determine Evidence of Learning

**PLC Process Question #2:  
How will we know students are learning?**

Develop an assessment plan. Using multiple types of assessment, determine what evidence will be collected to measure student progress and decide what proficient student work looks like.





# How does this relate to the work we did throughout the 1st semester & moving forward?

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“What gets monitored gets done.”

“A critical step in moving an organization from rhetoric to reality is to establish the indicators of progress to be monitored.”

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“There is nothing more important in determining the effectiveness of a team than each member’s understanding of and commitment to the achievement of results-oriented goals to which the group holds itself mutually accountable.”

“...then helping members develop the skills to achieve those goals, is one of the most important steps leaders can take in building the capacity of a group to function as a high-performing collaborative team.”

Page 115

“Teachers are not creating a list but building shared knowledge of what the most important skills, concepts, and understandings are that will result in higher levels of achievement. This is about focus, focus, focus.”

# Assessments

```
graph TD; A[Assessments] --> B[Throughout Daily Lessons]; A --> C[At the End of a Unit];
```

Throughout  
Daily  
Lessons

At the End  
of a Unit

# PLC Question #2

01

## Creating Common Formative Assessments

- Helps to better meet individual student's needs through timely and targeted interventions or extension
- Helps teachers improve their individual and collective teaching practice

02

## Use Results to Intervene for Students and Analyze Teacher Instructional Practices

- Based on the data, what should the next steps be?
- How should we adjust our instruction to better meet student needs?

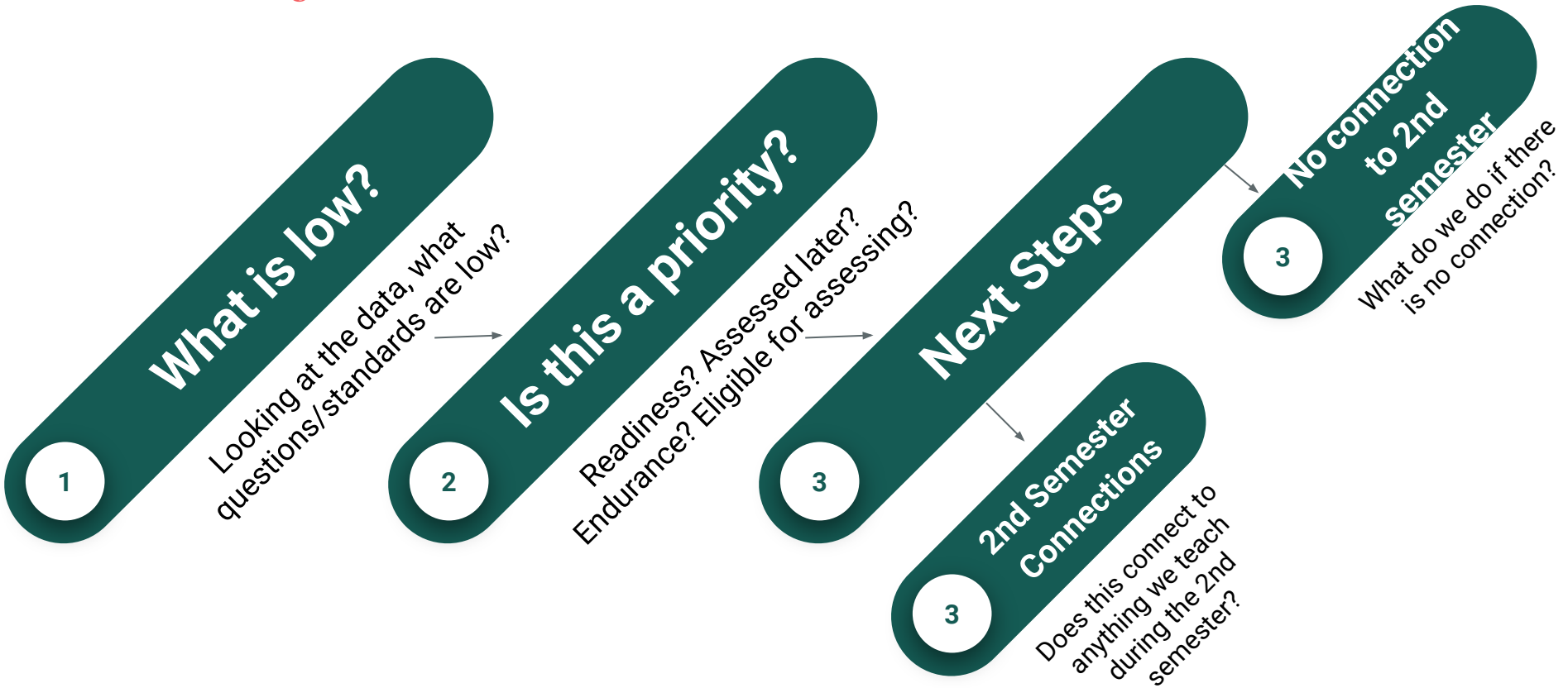
03

## Calibrating Student Work

- What does proficient student work look like?
- Are all students, no matter the teacher, reaching the appropriate depth of knowledge (DOK)?



# Priority Standards from Semester Exam









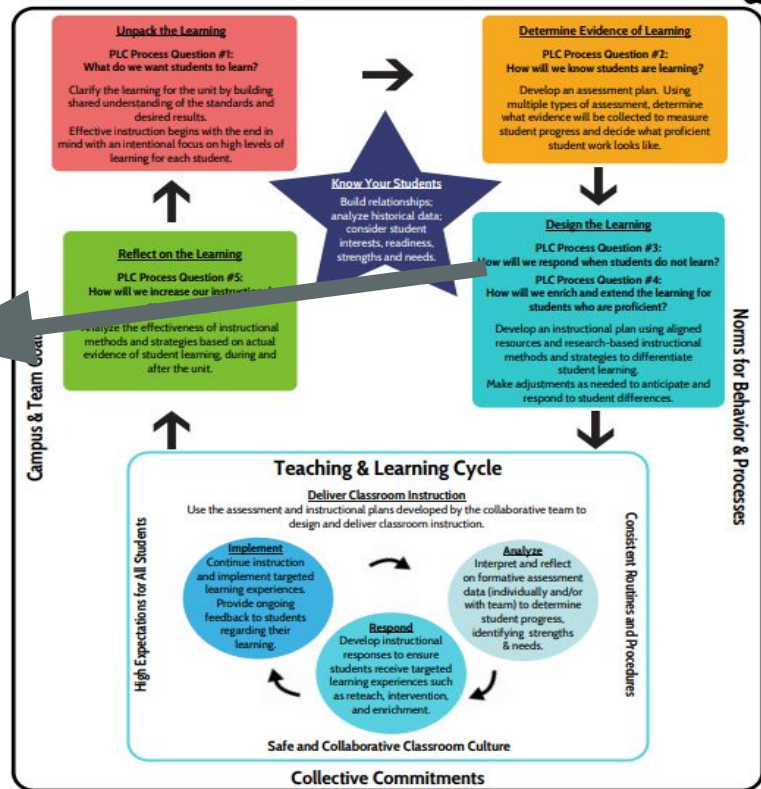
# Collaborative Team Discussion

As a collective group, determine the 3 most essential TEKS your team will focus on reteaching and reassessing in the upcoming weeks.





# Collaborative Team Framework



Professional Learning Communities focus on learning, have a collaborative culture, and are results oriented.



# PLC Question #3

## Design the Learning

### PLC Process Question #3:

### How will we respond when students do not learn?

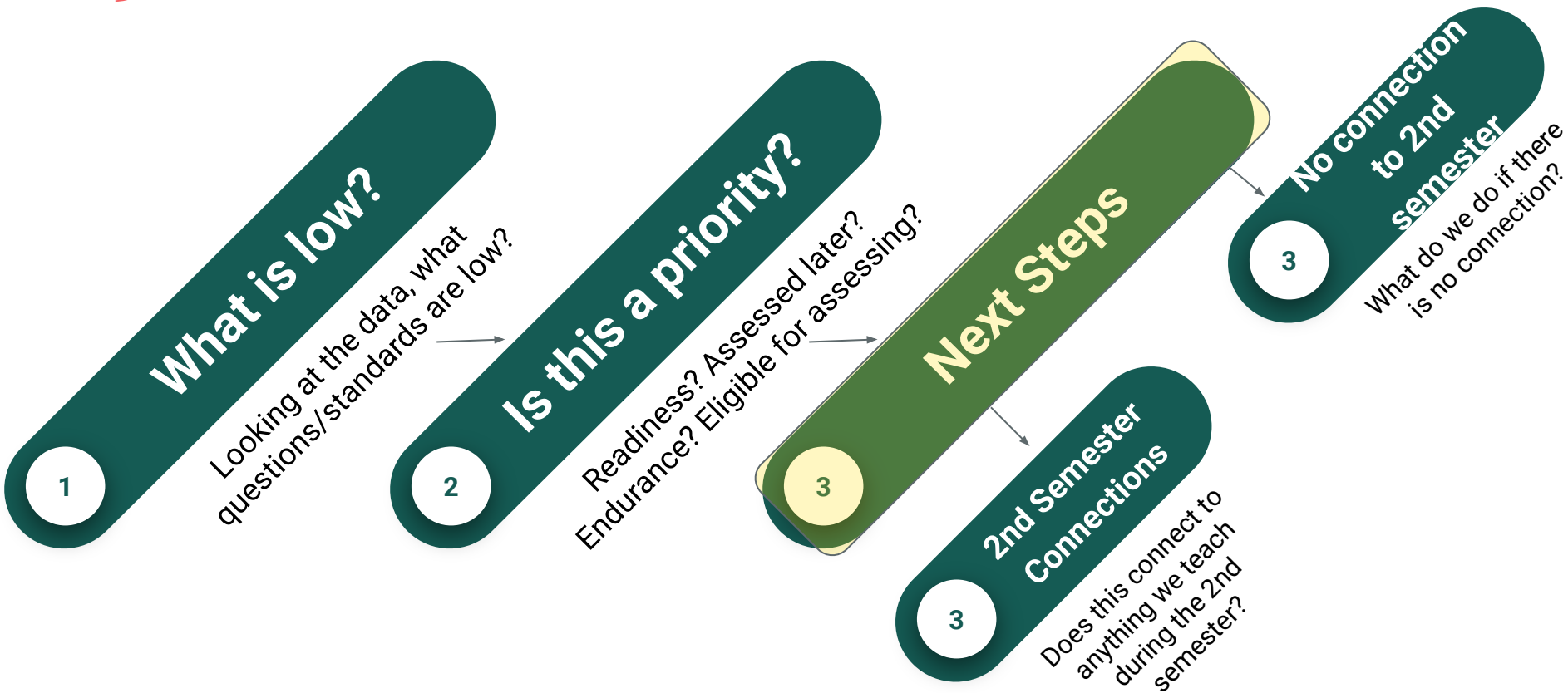
### PLC Process Question #4:

### How will we enrich and extend the learning for students who are proficient?

Develop an instructional plan using aligned resources and research-based instructional methods and strategies to differentiate student learning.

Make adjustments as needed to anticipate and respond to student differences.

# #3



# Next Steps- No Connection to 2nd Semester

## Goal:

- Have a campus Resource Bank teachers can pull from
  - Strategies to reteach standards that have no connection to new material

# Next Week's PDH

01

## Creating Common Formative Assessments

- Helps to better meet individual student's needs through timely and targeted interventions or extension
- Helps teachers improve their individual and collective teaching practice

02

## Use Results to Intervene for Students and Analyze Teacher Instructional Practices

- Based on the data, what should the next steps be?
- How should we adjust our instruction to better meet student needs?

03

## Calibrating Student Work

- What does proficient student work look like?
- Are all students, no matter the teacher, reaching the appropriate depth of knowledge (DOK)?

## Next Week's PDH

1. Go through data to determine low, priority standards.
2. Create next steps to address the highest priority standards.
3. Share your next step commitments with your department.
  - a. We will revisit these during the March PD to see how things are going.

# Collaborative Team Check In's

- Once per Month
- Not a “gotcha”
- Look-For's
  - Use of agenda to guide meeting
  - Work focused around 1 or more of 4 Essential Question
- Essential Question Look-For's
  - Q1: TEKS based, focused on Essential Standards
  - Q2: Referring to specific data, not general
  - Q3 and Q4: Focus on a plan with specific students in mind