

# COLLABORATIVE TEAM FACILITATORS MEETING

FEBRUARY 24, 2021

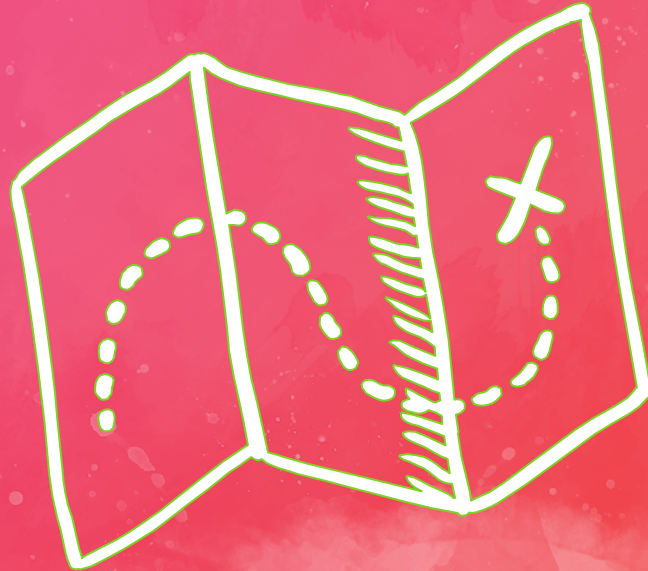


SCAN ME

ATTENDANCE

# TODAY'S WORK

- ✓ Goal Reflection
- ✓ PLC Questions #3 and #4
- ✓ What Next?





# JANUARY GOAL

1



**7th Social Studies Goal:** In team meetings, the team is looking at the TEKS and the essential TEKS for the unit when backwards planning. Also, making sure all members know the TEKS and the “verbage” when planning the lesson. As well as, using the TEKS with vertical alignment, especially for 8th grade.

What action steps worked?:

1. Making sure the TEKS were discussed at the beginning of the Unit as well as for every lesson, especially this year since we are having to prepare the lesson for online work.
2. Discussion on whether or not the TEKS is essential and if it helps to prepare for vertical alignment.
3. Reviewing the test at the beginning and the end again to make sure questions addressed not only the TEKS but the “verbage” of the TEKS.

What didn't work?: All of the above in the beginning! Still struggling with knowing the TEKS for the lessons we are discussing.

How is your team doing progressing toward your goal? I think we are getting much better but definitely a work in progress still. Once we have looked over the TEKS again a group, the lesson planning goes smoothly.

2



3



Area of Growth/Focus	
Goal	

# JANUARY GOAL

1



**6th Science Goal:** We will be more intentional about sticking with the essential TEKS as well as looking for relevant evidence of learning.

**What action steps worked?:** All of us look at the lesson before planning and bring ideas about which TEKS are the most important and how students can show evidence of learning these specific TEKS. We add these to the agenda.

**What didn't work?:** We are getting better at the consistency of this practice.

**How is your team doing progressing toward your goal?** As stated before, we are becoming more consistent and it's becoming more of a routine, which will benefit our students.

2

WORK



in progress

3



Area of Growth/Focus	
Goal	



# SUSTAINING AT BOWMAN

## “Sustaining” Collaborative Team Framework

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

What does sustaining look like?	What does sustaining sound like?
<ul style="list-style-type: none"> <li>• Pre-work is done. Teachers come to planning with a clear vision about what we could do to teach the lesson</li> <li>• All teachers are on board with the standards-knowing the standards, the verbs of each TEKS, and determine which TEKS are essential</li> <li>• Teachers know exactly what the students have to know</li> </ul>	<ul style="list-style-type: none"> <li>• What are the vital behaviors, skills, and standards for the next _____?</li> <li>• Does this skill/standard have <u>leverage</u>: Is it applicable to many academic areas?</li> <li>• Does this skill/standard have <u>endurance</u>: Are students expected to retain this skill long after the test?</li> <li>• Does this skill/standard have <u>readiness</u>: Is it preparing students for the next grade level?</li> <li>• Will this skill be <u>assessed</u> and results analyzed?</li> </ul>

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

What does sustaining look like?	What does sustaining sound like?
<ul style="list-style-type: none"> <li>• Pre-work is done. Teachers plan ahead of time to collect data and plan to discuss it at specific times.</li> <li>• Teachers use both pre-assessments and post-assessments for data</li> <li>• Teachers create both formative and summative evaluations aligned with essential learning determined in question #1 and STAAR</li> <li>• When talking about data, teachers are honest about results and willing to reflect on their teaching all with no judgment</li> <li>• Data drives instruction</li> </ul>	<ul style="list-style-type: none"> <li>• How will the assessments work together to show students' level of achievement?</li> <li>• Are these assessments to the rigor stated in the TEKS?</li> <li>• Do we foresee any misconceptions?</li> <li>• Are our assessments varied to address multiple learning types and help build language in ESL students?</li> <li>• What will proficient student work look like?</li> </ul>

### PLC Question #3 & #4: How will we respond when students do not learn? How will we enrich and extend the learning for students who are proficient?

# PLC QUESTIONS 3 AND 4

## Design the Learning

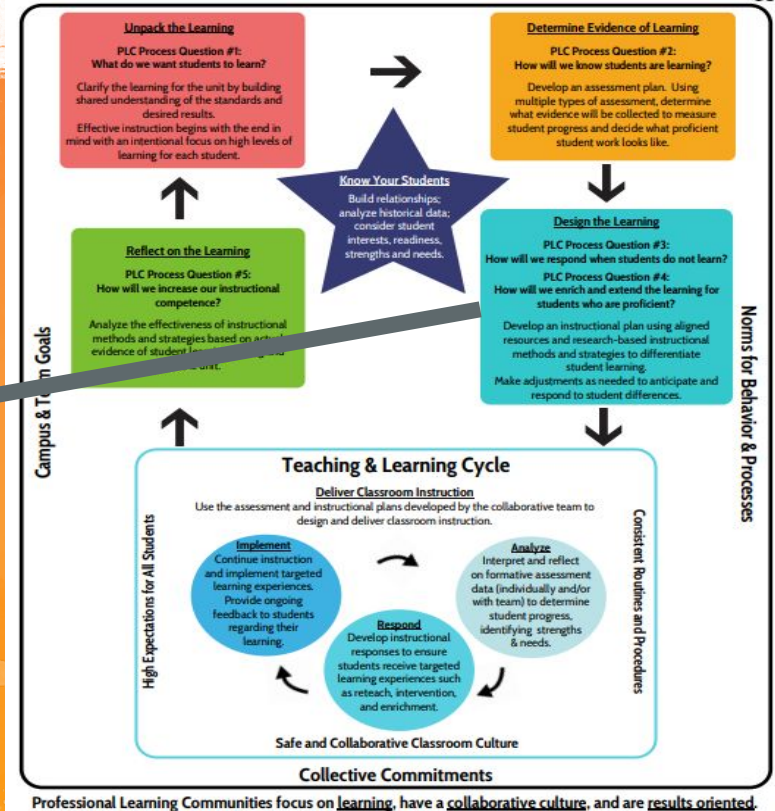
**PLC Process Question #3:  
How will we respond when students do not learn?**

**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.

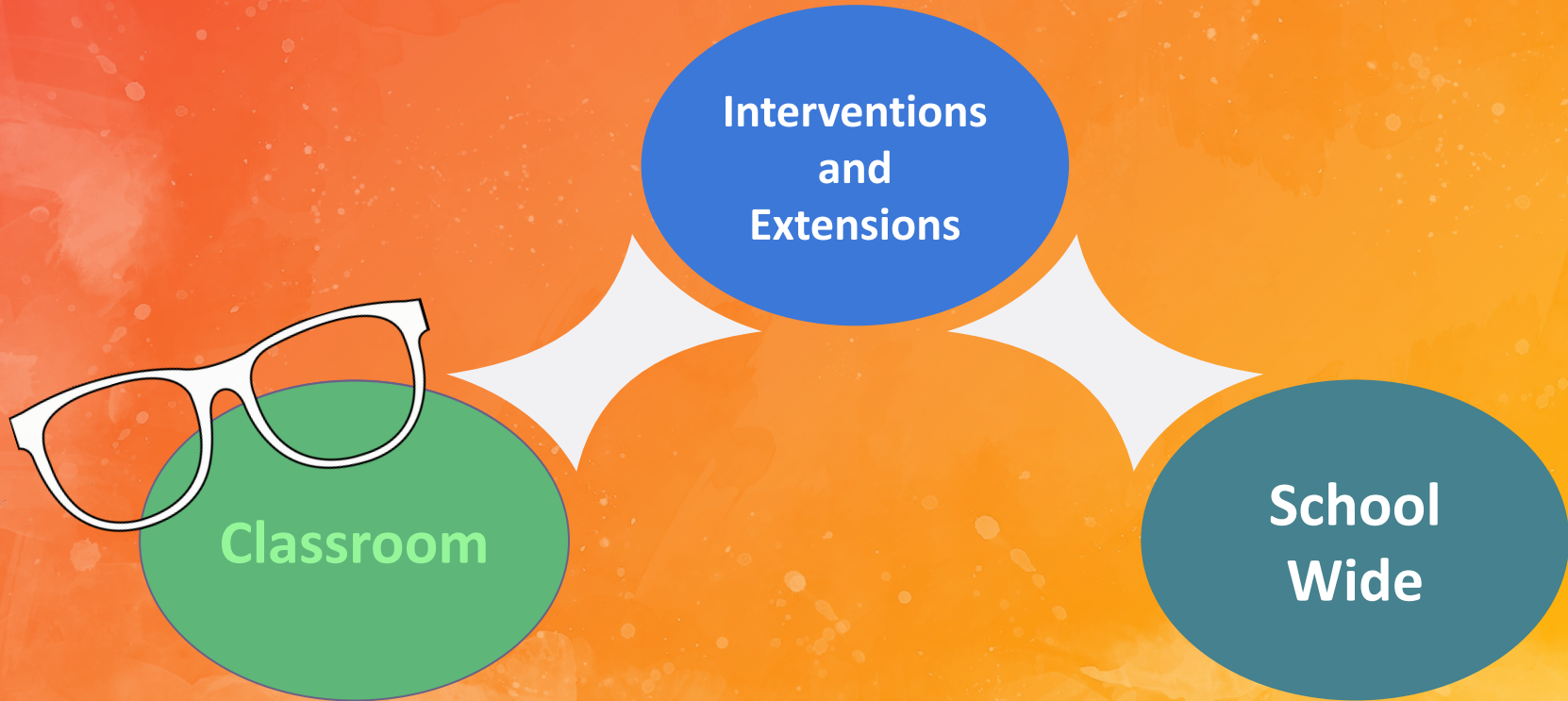
## Collaborative Team Framework



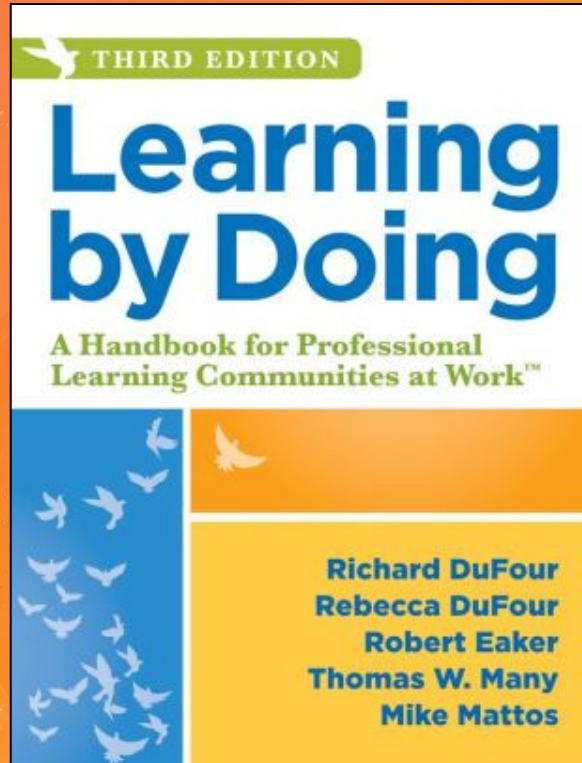
Professional Learning Communities focus on **learning**, have a **collaborative culture**, and are **results oriented**.



# PLC QUESTIONS 3 AND 4



# PLC QUESTIONS 3 AND 4





# PLC QUESTIONS 3 AND 4 IN THE CLASSROOM

PAGE 166-167

Page 166 paragraph 1

*We recommend that a school reassess which students are in need of interventions and extensions at least every three weeks. ...the process cannot be unfairly laborious for the staff.*

Page 167 paragraph 1

*When the core is taught well, most students should succeed most of the time without the need for additional help.*

Page 167 paragraph 2

*Because this support is focused on very specific essential standards and learning targets, placement into Tier 2 interventions must be timely, targeted, flexible, and fluid.*

# PLC QUESTIONS 3 AND 4 IN THE CLASSROOM

PAGE 166-167

**How does this relate to the work we did throughout the 1st semester?**



**How does this relate to the work moving forward?**





# PLC QUESTIONS 3 AND 4 IN THE CLASSROOM

PAGE 169  
CONSIDERING THE KEY CRITERIA  
&  
REQUIRING, NOT INVITING

## Round 1

Share a **sentence** from the reading that you think/feel is particularly significant.

## Round 2

Share a **phrase** from the reading that you think/feel is particularly significant.

## Round 3

Share a **word** from the reading that you think/feel is particularly significant.

# PLC QUESTIONS 3 AND 4 IN THE CLASSROOM

PAGE 172, 174-175  
THE WHY

## 3 Big Ideas That Drive the Work of the PLC

- A focus on learning (vs. focus on teaching)
- A collaborative culture and collective responsibility
- A results orientation

## How does “The Why” connect to the 3 Big Ideas?

Find a line/quote/sentence that best supports each idea.



# PLC QUESTIONS 3 AND 4 IN THE CLASSROOM

PAGE 172, 174-175  
THE WHY

## 3 Big Ideas That Drive the Work of the PLC

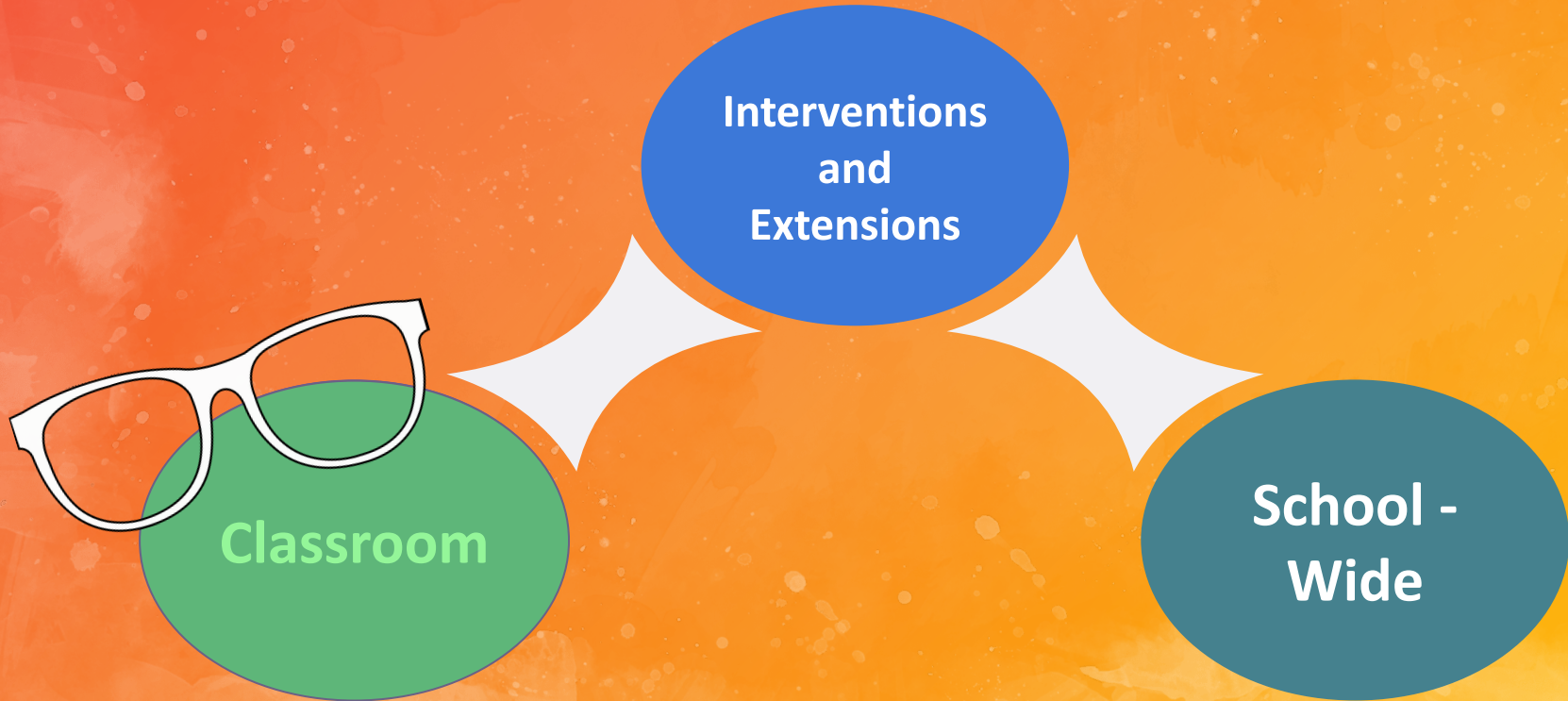
- A focus on learning (vs. focus on teaching)
- A collaborative culture and collective responsibility
- A results orientation

The message is clear: some students will require a greater opportunity to learn- they will need more time and support than others- and the most effective schools ensure that they receive it.

PLCs make a conscious and sustained effort to reverse this equation. They advise students that learning is the constant - and then recognize that if they are to keep that commitment, they must create processes to ensure that students who need additional time and support for learning will receive them.

It is pointless to raise this question, however, if the school is not prepared to intervene when it discovers that some students are not learning.

# PLC QUESTIONS 3 AND 4





# WHAT'S NEXT?

Fill out the [Google Form](#) to help guide the work for our March and April meetings.

