

# PLC – Welcome Back!

- **Schedule & Tutoring** tab in Math Digital Binder
- Tuesday: 2:45 - 3:15  
Wednesday: 3:00 - 4:00
- **Skyward Grading Categories** - match wording in Canvas
- Alternate Counterpart days - start next week with 6, 7, 8 on-level
- **504, SPED, RTI, ESL, Health info., LEAD**

1	Minimize side convos
2	Vegas!
3	Respectful of Time
4	Transparent, honest & reflective learner
5	Engaged participation

# COUNTERPART PLANNING

## Lesson Delivery

- Monday we are teaching...
  - The content for this day looks like...
  - The important vocabulary for this topic will be...
  - These are the misconceptions I anticipate...
  - A phrase or trick we use is...
  - I plan to work the first 2 problems with them and have them try this one on their own/I plan to have an interactive game with the notes/I plan to make a foldable...
  - The questions I have are...

## Test Prep/Reflection

- Our students have a test next Tuesday
  - How many questions do we want?
  - How do we plan to grade this? What would warrant partial credit?
  - Who is finalizing the edits? Who is recording? Where can we find the test once it is ready? Use time to work on test/make edits that are discussed.
- Our students had a test...
  - What question was most missed? Was that common across classrooms?
  - If a classroom scored significantly better, how was the instruction different?

# COUNTERPART PLANNING

## Lesson Delivery Example

- Monday we are teaching slope
  - The content for this day looks like finding slope from graphs only
    - (discuss depth of topic/analyze TEKS and LT)
  - The important vocabulary will be “rate of change”, “change in  $y$  over change in  $x$ ”,
  - These are the misconceptions I anticipate:
    - Writing slope as an ordered pair
    - Switching the change in  $y$  over change in  $x$  set up for the fraction
    - Identifying a graph is negative when it’s in the 3rd quadrant below the  $x$ -axis
  - A phrase or trick we use is...
    - Create a right triangle to show the change in  $y$  over the change in  $x$
    - Rise up or down and then move *right*. This allows for less confusion with negatives. Higher students/later on in the unit address that you can move left
  - I plan to introduce the vocab on our notes page and talk through the first 3 examples. I then plan to have students complete the back page on their own. We will come back together to discuss the problems after about 5 minutes. The homework is a Canvas quiz that is all multiple choice.
  - The questions I have are... should we include a graph that goes by a scale other than one?

OCTOBER 8

Professional Development

## I NOTICE THAT...

- MAKE 3 “I NOTICE” STATEMENTS FROM THE DATA
  - OBSERVATION/FACTUAL
  - FREE OF INFERENCE OR SPECULATION

## I NOTICE THAT...

- EACH PARTICIPANT READS ALOUD **ONE** OF THEIR STATEMENTS and CONTINUE
- NO discussion yet

## I WONDER WHY/IF/HOW...

- MAKE 3 “I WONDER” STATEMENTS FROM THE DATA
  - SUGGESTIONS OR QUESTION-STATEMENTS
  - OFFER POSSIBLE EXPLANATION FOR THE OBSERVATIONS
  - Not attempting to solve the problem - just gain insight

## I NOTICE THAT...

- EACH PARTICIPANT READS ALOUD **ONE** OF THEIR STATEMENTS and CONTINUE

# DISCUSSION

- **Extend on what has been said:**
  - What TEKS did our students score below 50% on?
  - What TEKS did our students score above 85% on?
  - Were there any TEKS that students selected one incorrect answer over the correct answer? How can we adjust instruction based on this data?
  - How can we prepare for implementing STAAR question changes into our assessments and prepare students for these questions? ('22-'23)

# Data Reflection Extension & Lesson Design

## Questions to answer:

- Why do some classes do better at certain TEKS and questions than others?
- Was it the way it was taught? How were the lessons taught differently between teachers? We can learn from each other.

## Focus:

- Using the data analyzed today - discuss common alignment between lessons and information covered.



# PLC – Agenda

- **December birthdays celebration next wednesday!**
- **Continue work for Midterms**
  - Use of Eduphoria – new item types
  - If only on iPad – consider Formula Charts, Notebook paper, other resources... other thoughts?
  - READ Dr. Krol e-mail for Midterm Schedule
- **MOY Linguistic Updates**

# PLC – Feb 15

## Action:

- **MangaHigh digital program – select a date for them to show platform**
- **7th Honors – can any students view Algebra letter?**
- **Mon 27th – plan for Honors?**

## Info:

- **NO Summer HB**
  - **Results expected closer to August – more detailed grading**
- **7th Honors/8th – CBA 3 is now active**
- **CHEF has approved CAMT registration, parking and gas payment!**

# PLC HALF DAY

FEBRUARY 17TH

# AGENDA

- 1) Interim Data Analysis
  - Grade Level Data from Fuller
  - Interactive Program (reset password if needed)
- 2) CBA 1 and 2 Data Analysis
- 3) Develop Action Plans based on data

Teacher?  
I prefer the  
term

**Educational  
Rockstar.**

# Agenda

- 1) MagnaHigh scheduled for March 29th!
  - Bring iPad and/or Mac
- 2) End of 9 Weeks is Friday
  - Failure documentation
- 3) As we approach 4th Nine Weeks, how will you continue to prepare students for the online testing platform