

Team-Produced 4Q Products

1. Q1: What do we want students to learn?
2. Q2: How will we know if they have learned it?
3. Q3: What will we do if they don't learn it?
4. Q4: What will we do if they already know it?

(NOTE: Highlighted hyperlinks provide more information and access to products.)

[TM MTSS Plan](#) - (Q3,Q4)

- This overview provides clarity on what is tight within our academic and behavior/SEL MTSS system.

Common Formative Assessments (Q2)

- Here is a [Reading \(CFA 3.R.10\)](#) and Math [\(CFA 5.M.5\)](#) example of bi-weekly formative assessments that grade-level PLCs have developed.

[CFA Reflection Sheet](#) (Q2,Q3,Q4)

- This template was created by our PLC Task Group and is used weekly to analyze, reflect, and collaborate around our common formative assessments.

[See Think Wonder](#) (Q2,Q3,Q4)

- This thinking routine helps our grade-level collaborative teams analyze student products in order to calibrate expectations

[PLC Grade-Level Collaborative Team Agenda Template](#) (Q1,Q2,Q3,Q4)

- This template was created by our PLC Task Group made up of leaders, or teachers who lead this work. Included are the four questions, team norms and a direct listing of our loose/tight collaborative team components.

Standards-Success Criteria Spreadsheet (Q1,Q2)

- Here is a [3rd Grade Standards and Success Criteria](#) example of a collaborative, living document where our grade-level collaborative teams document their collective thinking around the deconstruction of standards and defining what mastery of each will look like.

Curriculum Timelines (Q1)

- Here is a [5th Gr ELA/Social Studies Curriculum Timeline](#) example of a pacing guide where our grade-level collaborative teams have aligned the most important standards and the timing that each will be taught.

PLC Loose/Tight (Q1,Q2,Q3,Q4)

- We continually revisit the loose/tight framework around many aspects of our school. Recently, our PLC Task Group completed a discussion and reflection activity around the loose/tight components of our work as a PLC. Check out more details here: [Building Commitment with the Loose AND Tight](#).

[Data Dashboard](#) (Q3,Q4)

- We created this dashboard to be able to connect and share triangulated student data in an efficient manner. All staff members “own” this dashboard and keep data updated. This is an integral part of our PLC process, especially when intervention and extension needs are being determined.

Data Dig (Q3,Q4)

- After our state assessment scores came in, we spent time reflecting on this data both as individual teachers and as teams. The [Individual Data Dig](#) and [Team Data Dig](#) gave us structure around our reflections and a way to make our thinking visible.

Growth Words

- Each year, every staff member (admin, teachers, secretaries, aids, custodians, etc.) spend time reflecting on our overall school goals and individual goals. Each of us, then, choose our own growth word for the year. We have a yearly design and display our words in our work areas. To see more details, check out [What's Your Word?](#) along with [this example of this year's words](#).

Teacher Growth Meetings (Q1,Q2,Q3,Q4)

- These questions are reflection-starters for teachers to consider and then collaborate with administrators to support student achievement.
- #1: Aug/Sept: [What Should You Talk About?](#)
- #2: Dec/Jan: [What Should You Talk About?](#)
- #3: May: [What Should You Talk About?](#)

CFA Goal Posters (Q2)

- One of our school-wide goals is to have 80% of our students at 80% or better on our team-developed common formative assessments. Our students set individual goals and track their data (see below) and we also set class goals and

track our progress. Each classroom has a set of [CFA Goal Posters](#) displayed to make this goal and progress visible.

[Student Goal-Setting Journals](#) (Q2,Q3,Q4)

- This is team-developed school-wide goal-setting journal for students to set goals and track their data.

Insider (Q1,Q2,Q3,Q4)

- An essential part of our staff communication plan is a weekly staff newsletter, titled The Taylor Mill Insider. Included in this are our vision, goals & core values as well as a “Be in the Know” and “Help You Grow” section. Links to key resources including articles, podcasts, even videos are shared. Here are several examples from this year.
 - [the taylor mill insider v4e18](#)
 - [the taylor mill insider v4e9](#)
 - [the taylor mill insider v4e7](#)

[Moments of Genius](#) (Q1,Q2,Q3,Q4)

- Our shared school blog, Moments of Genius, is in essence about storytelling. The moments of genius that will help us reflect, create, share, connect, learn, celebrate, lead, challenge, inspire, and define us as Taylor Mill Geniuses. Everyone has a story to tell, and this is ours.

#TMGenius Twitter Chat (Q1,Q2,Q3,Q4)

- We host a monthly Twitter chat using our school hashtag, #TMGenius. This is led by various staff members (teachers, admin, even custodians) who sign up and choose a topic they are passionate about learning and connecting with others around.
 - [#TMGenius Chat sign-up list and purpose](#)
 - [Recognized at the national level as an “Educhat”](#)
 - Check out our [October chat questions around the Power of PLCs](#)

[Culture of Belief](#) (Q1,Q2,Q3,Q4)

- Our principal, Melody Stacy, shares her leadership reflections on this blog.

[A Spark of Genius](#) (Q4)

- Student-led podcast created by Emerson, a fourth grade student at Taylor Mill Elementary. This podcast is a personalized project that is a direct result of our PLC work addressing question 4 and providing students with intentional time

for extending their learning. Tune in to listen to Emerson host healthy debates and conversations with her friends about issues important to students.
#TMGenius

Resources

Hess' Cognitive Rigor Matrix

- We use this resource to analyze the rigor level of student products, align vertical expectations, as well as collaborate on strategies to increase levels of student thinking.

Learning by Doing

- We continue to use this book as a key resource in ensuring our collaborative teams are as effective as they can be. This has been an important book study, especially for our PLC Task Group and for us as a PLC.

Cultures Built to Last: Systemic PLCs at Work

- This was our first Teacher Voice Group (a group of teacher leaders) book study. This set the foundation for our loose/tight PLC culture and continues to be something we revisit.

Global PD

- We use this as a resource to help support our PLC work, both as an entire team and as a tool for personalized professional learning. This digital tool allows to accelerate our learning and amplify our culture of commitment around our PLC work.

The Five Dysfunctions of a Team

- We know that to have an effective PLC culture, we must be a healthy and effective team. This book study and it's assessment of team dysfunction has been a useful resource in our continual reflection and improvement of how we collaborate and work together to support student learning.