
Professional Learning Communities Manual

Tomé Elementary School

2017-2018 School Year



Revised July 28, 2017

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Mission and Vision

“If you are working on something exciting that you really care about, you don’t have to be pushed. The vision pulls you.” (Steve Jobs)

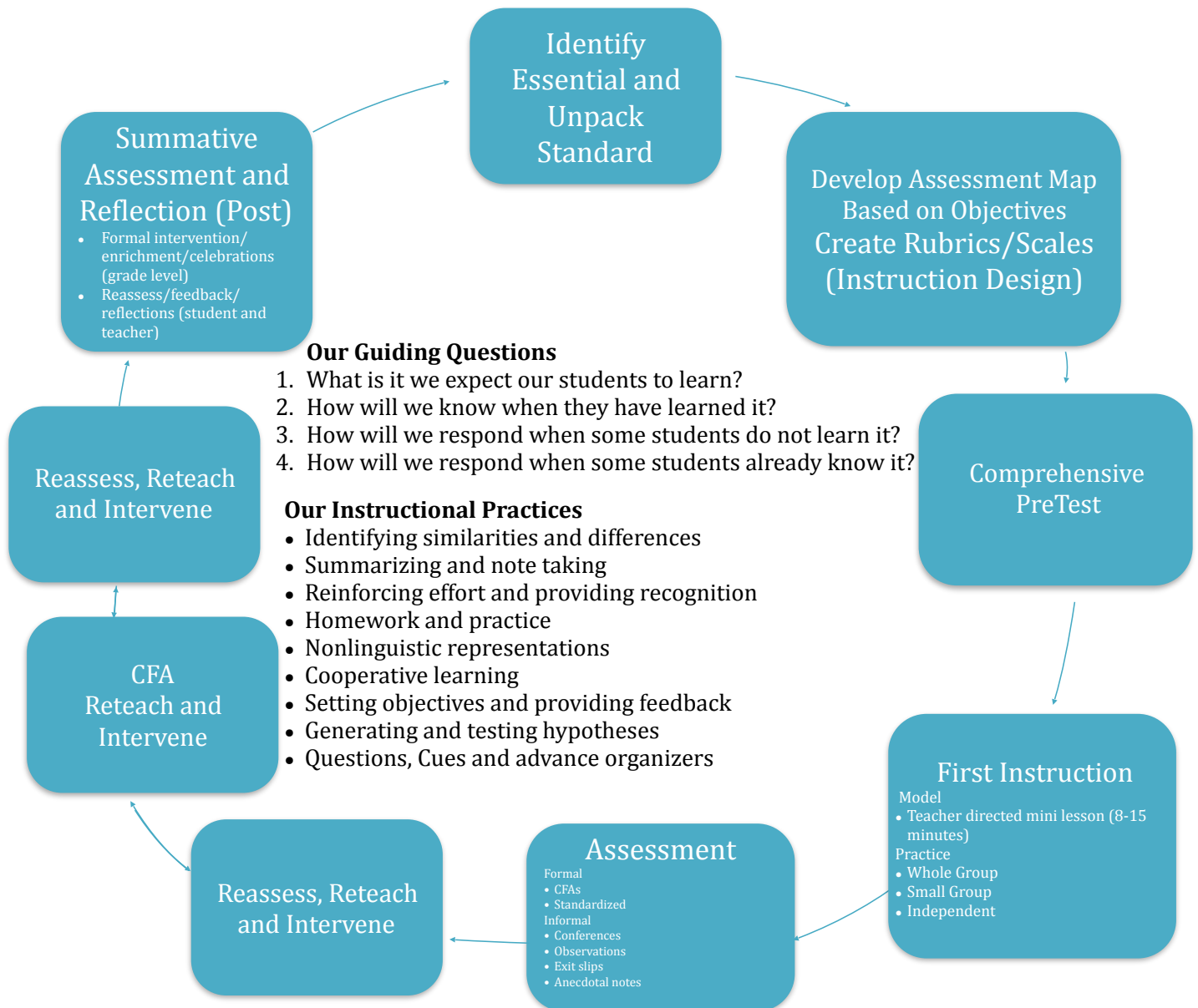
Mission

To focus and facilitate student learning to achieve the highest quality education.

Vision

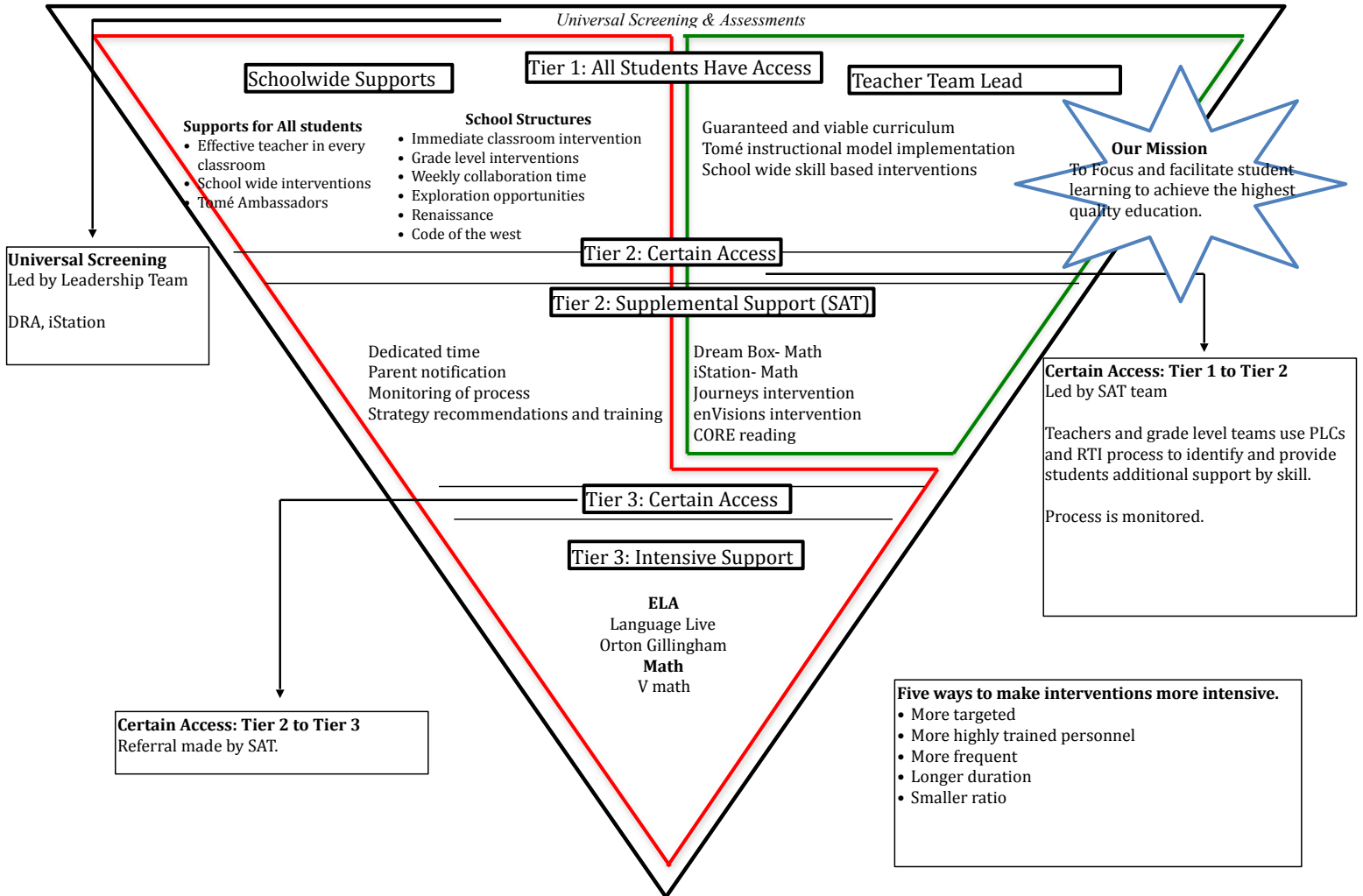
To be the World’s Best Elementary!

Instructional Model



RTI Pyramid

Tomé, World's Best Elementary RTI Pyramid



Collective Commitments

“...educators shift from offering philosophical musings on mission or their shared hopes for the school of the future to making commitments to act in certain ways - starting today.” (Learning by Doing, p. 41)

Administrators

If all students at Tomé Elementary are expected to be at or above grade level then teachers will be expected to collaborate and administrators will support learning by guaranteeing that teachers have time during the contract day to collaborate.

If all students at Tomé Elementary are expected to be at or above grade level then administrators will create structures conducive to promoting leadership opportunities for others.

If all students at Tomé Elementary are expected to be at or above grade level then students will receive all time, help and support they need to be successful skill by skill, student by student.

Teachers

If all students at Tomé Elementary are expected to be at or above grade level, then teachers will work in collaborative groups using essential standards and data to support high levels of learning for all.

If all students at Tomé Elementary are expected to be at or above grade level, then teachers will ensure a safe environment through non-contingent relationships for all.

If all students at Tomé Elementary are expected to be at or above grade level, then teachers will use instructional time effectively to create multiple opportunities for learning and relearning.

Support Staff

If all students at Tomé Elementary are expected to be at or above grade level, then support staff will ensure excellent customer service is provided to all.

If all students at Tomé Elementary are expected to be at or above grade level, then support staff will ensure that encouragement is provided to all.

Collaborative Team Purpose Statements

Kinder: Through collaboration, facilitate student learning to achieve the necessary foundation for learning.

1st grade: To focus on high levels of learning and accountability for all through positive communication and continuous collaboration.

2nd grade: Our purpose is to continuously work together, in a structured format, to improve specific areas of student learning that have been identified through common formative assessments.

3rd grade: Mission: To achieve personal and academic excellence through accountability, meaningful partnerships, and a love of learning.

4th grade: To meet every week to collaborate on ideas, data and instruction so that all 4th graders are ready for 5th grade.

5th grade: Our purpose is to create and develop math and ELA assessment maps for the remainder of the school year. Within the assessment map we will work on unpacking standards, pacing, CFAs, exit slips, data, and best practices.

6th grade: Our purpose is to collaborate in order to reach our short term goals for all 6th grade students.

Structures

“Teamwork divides the work and multiplies the success.” (Author unknown)

Guiding Coalition Team Responsibilities

The purpose of the guiding coalition at Tomé Elementary is to focus on high levels of learning and accountability for all through positive communication and continuous collaboration.

Teachers	Adminstrators	Academic Coach
Representing grade level team during the guiding coalition meetings	Preparing agenda for guiding coalition meetings	Actively participating during guiding coalition meetings
Actively participating during guiding coalition meetings	Supporting guiding coalition recommendations and decisions	Offering feedback on collaborative process and team collaboration from grade level meetings
Preparing collaborative team agenda	Offering feedback on collaborative process and team collaboration from grade level meetings	Providing coaching, PD and support to individuals or grade levels.
Facilitating grade level meetings	Maintaining the clarity and focus around the mission and vision	Relay district information
Reviewing feedback from administrator and academic coach	Build structure and provide time for colloration and other needs	
Sharing guiding coalition questions, recommendations and decisions with grade level teams	Communicate with community and district about decisions/ initiatives	
Leading new initiatives		
Reflecting on the collaborative process and looking for ways to improve it		
Promoting a healthy school culture		
Supporting and guiding other teachers as needed		
Decision makers/ Shared leadership		

Master Schedule

Tomé Elementary 2017-2018 Pullout schedule (revised 8/23/17)

		Monday	Tuesday	Wednesday	Thursday	Friday			
9:10-9:55	P.E.	Maez			Dimas	Silva			
	P.E. (Ogaz)	Dimas		Silva	Maez				
	Library	Silva	Maez			Dimas			
	Computer		Dimas	Maez	Silva				
	Art		Silva	Dimas		Maez			
9:55-10:40	P.E.		Farrell	Tabora		Terrell			
	P.E. (Ogaz)		Tabora	Farrell	Terrell				
	Library	Tabora		Terrell	Farrell				
	Computer	Farrell	Terrell			Tabora			
	Art	Terrell			Tabora	Farrell			
	Recess K-2		School Wide Interventions						
10:40-11:25	P.E.	Chavez							
	P.E. (Ogaz)								
	Library								Chavez
	Computer								Chavez
Art	Chavez								
11:30-12:00	Lunch K-1								
11:45-12:15	Lunch 2-3								
12:00-12:30	Lunch 4-5								
12:15-12:45	Lunch 6								
12:30-1:15	P.E.	Barrio	Fuentes		Montano				
	P.E. (Ogaz)		Montano		Fuentes	Barrio			
	Library	Fuentes	Barrio	Montano					
	Computer	Montano		Barrio		Fuentes			
	Art			Fuentes	Barrio	Montano			
1:15-2:00	P.E.	Sanders		Gallegos		Rivers			
	P.E. (Ogaz)	Gallegos	Rivers	Sanders					
	Library		Sanders		Rivers	Gallegos			
	Computer	Rivers	Gallegos		Sanders				
	Art			Rivers	Gallegos	Sanders			
1:30-2:10	Band								
2:00-2:45	P.E.	Padilla			Thompson	VanVleet			
	P.E. (Ogaz)	VanVleet		Thompson		Padilla			
	Library	Thompson	VanVleet	Padilla					
	Computer		Thompson	VanVleet	Padilla				
	Art		Padilla		VanVleet	Thompson			
2:45-3:30	P.E.	Alvarez	Romero	Alvarez	Romero	Aragon			
	P.E. (Ogaz)	Ward	Trujillo	Aragon	Trujillo	Ward			
	Library	Trujillo	Ward	Romero	Aragon	Alvarez			
	Computer	Aragon	Alvarez	Trujillo	Ward	Romero			
	Art	Romero	Aragon	Ward	Alvarez	Trujillo			

Grade Level Collaborative Team Meeting Days

All collaborate teacher teams meet in the Data Room a minimum 45 minutes of twice a week, at least once per week with the academic coach.

2017-2018 Schedule:

9:10 - 9:55 am 2nd Grade

9:55 - 10:40 am 1st Grade

10:40 - 11:25 am 3rd Grade

12:30 - 1:15 pm 4th Grade

2:00 - 2:45 pm 5th and 6th Grades

2:45 - 3:30 pm Kindergarten

Our Non-Negotiables

1. What is a PLC (Professional Learning Community)?

“... it is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” The three big ideas that drive the work of a PLC are a focus on learning, a collaborative culture and collective responsibility, and a results orientation. (Learning by Doing, p. 10 -13)

2. Who has to meet in PLCs?

All members of a grade level team must attend collaborative grade level meetings. Special education and pullout teachers offer intervention support and attend as necessary. Administrators and the academic coach attend regularly to provide support and feedback.

3. Do we have to meet twice a week?

Yes. Grade level teams are expected to meet twice a week for the duration of the planning period, and may meet more if the team chooses. During that time, the agenda should be focused on the four essential guiding questions.

4. What should the agenda for collaborative meetings look like?

The agenda should always focus on these 4 questions:

- 1) What is it that we expect students to learn?
- 2) How will we know when they have learned it?
- 3) How will we respond when some students don't learn it?
- 4) How will we respond when some students do learn it?

The agenda should also include the teams purpose and norms (including professional courtesies and professional practices).

5. What if team members want to discuss something outside of the 4 questions listed on the agenda?

Your work should be based around these 4 questions. Anything outside of these questions should be discussed at some other time. Team members should hold each other accountable in a respectful manner by referring back to these questions and to their team's norms.

6. How much time should be spent on each question?

Each work session will probably only address 1 or 2 of these questions. Sometimes, one question may take more than one session. However, teams should ensure that time is spent on all 4 questions throughout a specific unit.

7. Are notes required for grade level collaborative meetings?

Yes. Each team should assign a recorder to take notes. The notes should be emailed within 24 hours to the team members, the school administrators and the academic coach. Documents, like assessment maps and rubrics, should also be attached to those emails.

8. Do our assessments have to be the same?

Your **common** assessments (formative and summative) must be the same and given on the same day. Other classroom assessments may be the same, but do not have to be. As a team, decide how many assessments/grades you think are sufficient and then develop those assessments.

9. What about class work and anything else other than test/quizzes/performance assessments?

Your day to day instruction can be different, but your grading should be aligned. Therefore, classroom assignments, lessons, etc. could differ from teacher to teacher, but the number of grades given to each student needs to be the same.

10. What about data?

Data needs to be discussed in a timely manner so that student concerns can be addressed and planned for. This means that any minor assessment should be discussed within the week after it is given so instruction can be adjusted, and plans can be put in place to help students before the next assessment.

11. How are we implementing SMART goals?

Each grade level team will develop an end-of-year SMART goal for both math and reading within the first month. Teams also benefit from developing SMART goals for each unit of instruction.

Response to Intervention (RTI)

Tomé, World's Best Elementary RTI (Responsible Teachers Intervening) Process

The fundamental purpose of our school is to continuously increase learning for all students. To accomplish this goal a collective effort must be put forth by both teachers and administrators working together to accomplish the following:

- Guide and support the staff to embrace the need for all students to learn at high levels (grade level or higher).
- Continually foster a school culture whereby through the analysis of data the staff passionately strives to increase learning for all students.

These interventions happen in Tier I, this is not Tier II or the SAT process. The Tomé instructional cycle must be followed to ensure focused and effective first instruction of identified essential standards. The requirements for SAT are still in effect. The process will be led by the school intervention team. This team is comprised of administrators, teacher leaders and support staff who intrinsically seek to work with other adults on campus to continuously increase learning for all students.

Students with a specific skill deficit will be identified by performance on grade level common formative assessment. The referring teacher will fill out the referral for intervention form and return it to the designated spot in the Tomé Data Room.

Tier I first instruction is provided by grade level teachers primarily with support from special education teachers for students that are identified. Tier I intervention is provided by all staff members and is exclusive of none. This will include classroom, special education, PE and art teachers, librarian, computer Lab assistant, IEP facilitator, academic coach, counselor, secretary, nurse, educational assistants, principal and assistant principal. The school intervention team will determine who will provide intervention and who will provide extension. Intervention is the priority. The most qualified individual will provide intervention.

Interventions are based on the current essential standard. During the intervention block students will either receive intervention or extension. Students will NEVER miss new instruction on essential standards to receive intervention.

The RTI process at Tomé is a 3 week cycle.

- Formative assessment to identify skill deficit.
- Referral of student to school intervention team.
- School intervention team meets to group by skill deficit, needed instruction and intervention.
- Weekly progress monitoring.
- Reassess for skill proficiency at the end of 3 week cycle
- Repeat cycle

Meeting Resources

“If you want to go fast, go alone. If you want to go far, go together.” (African proverb)

Team Member Roles Defined

Facilitator (Guiding Coalition member)

- Develop the agenda and distribute to all team members, administrators and academic coach prior to the meeting
- Facilitate the meeting
- Keep team focused on the agenda
- Ensure all voices are heard

Recorder

- Takes minutes
- Reads notes back to the team at the end of the meeting to ensure accurate recording
- Emails copies of the minutes to all team members, administrators and academic coach after the meeting

Time Keeper/ Air Traffic Controller

- Monitors time
- Keeps everyone on the topic being discussed
- Monitors start and end time of meeting
- Tables topics for discussion when appropriate
- Calls for making a decision when appropriate

Collaborative Team Meeting Agenda: Guidelines

Minimum requirements:

- Grade level/ Team
- Date
- Norms and professional practices
- Purpose
- Agenda items listed along with the guiding question that they are addressing
- Shared with team, academic coach, and administrators the day before the meeting, at the latest

Other possible items:

- Roles and who will fill them
- School mission and vision
- Other questions that dig deeper into the guiding questions
- Data and resources that team members should bring to the meeting
- Time allocations

Collaborative Team Agenda: Possible Formats

3rd Grade Collaborative Meeting

Content:

Date:

Roles and Person Responsible:

Facilitator:

Note Taker:

Time Keeper:

Norms: Be professional in communication.

Be prepared.

Focus on the task at hand.

Contribute to the conversation.

Mission: To achieve personal and academic excellence through accountability, meaningful partnerships, and a love of learning.

Agenda:

1. What do we expect students to learn?

*

*

2. How will we know when they have learned it?

*

*

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

*

*

4. How will we respond when some students already know it?

*

*

5. What questions will we focus on next time?

Tomé Elementary - World's Best

Grade: 2nd Date:

Team Norms:

Team Members Present:

Facilitator:

Note Taker:

Air Traffic/Secretary:

- Start and end on time
- Use the four guiding questions of the PLC Cycle to guide our meeting
- Be prepared
- Professionally and respectfully share and receive information
- Attend to task at hand

Purpose:

Our purpose is to continuously work together, in a structured format, to improve specific areas of student learning that have been identified through common formative assessments.

Guiding Questions:

1. What is it we expect our students to learn?
2. How will we know when students have learned it?
3. How will we respond when students do not learn it?
4. How will we respond when students already know it?

Agenda Items:

1. _____
2. Guided Coalition Updates

4th Grade Collaborative Team

Date:

<p>Purpose:</p> <p>To meet every week to collaborate on ideas, data and instruction so that all 4th graders are ready for 5th grade.</p>	<p>Norms:</p> <ul style="list-style-type: none">• Focus on student learning• Start and end on time• Be Prepared• Share and receive information professionally and respectfully
<p>Professional Practices:</p> <ul style="list-style-type: none">• Use CFA's to guide instruction• Plan meaningful interventions based on data with support from interventionists	<p>Roles:</p> <p>Facilitator:</p> <p>Note Taker:</p>
<p>Guiding Questions:</p> <ul style="list-style-type: none">- What do we want students to learn?- How will we know (assess) what students learned?- How will we respond when students don't learn?- How will we respond when students already know it?	

Agenda:

- *
- *
- *
- *

Next meeting:

- *
- *

Collaborative Team Notes: Guidelines

Minimum requirements:

- Grade level/ Team
- Date
- Team members present
- Decisions or action items, along with guiding question they address
- Assessment maps attached, when relevant
- Shared with team, academic coach, and administrators the day after the meeting, at the latest

Other possible items:

- Roles and who filled them
- Data that was shared
- Celebrations
- Support needed from academic coach or administrators
- Agenda items for next meeting

Collaborative Team Notes: Examples

Example #1

Tomé Elementary - World's Best

Grade: __1st__ Date: May 2nd and May 4th-10am-10:35am

<p style="text-align: center;"><u>Team Members Present:</u></p> <p>Facilitator Antonio Barrio Note Taker Sarah Shrack Air Traffic Controller Gabe Gallegos Nicole Atencio Samantha Schmitz Casey Ahner</p>	<p style="text-align: center;"><u>Team Norms:</u></p> <p>-Starting and stopping on time - Staying on Task</p>
<u>Our Four Guiding Questions</u>	
<p>1. What is it we expect our students to learn? (<i>Curriculum / Initial Instruction</i>)</p> <p><i>RL 1.2- I can retell stories with key details</i> <i>1NMBT. C4- add within 100 including adding a 2 digit number and 1 digit numbers.</i> <i>1.NBT.2.- recognize place value and understand the place value of numbers.</i> <i>1 GA.2- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.1</i></p>	
<p>2. How will we know when they have learned it? (<i>Assessment</i>)</p> <p style="padding-left: 40px;">We will continue to give CFA's for the standards to track the progress of the students</p>	
<p>3. How will we respond when some students do not learn? (<i>Intervention</i>)</p> <p style="padding-left: 40px;">Reading Interventions will be looking at retelling and comprehension and also the cause and effect of stories.</p>	
<p>4. How will we respond when some students already know it? (<i>Extension</i>)</p>	

Notes: 5-2-17 The team worked to create the assessment map for our Geometry unit of shapes. 1 GA.2. We started the unit yesterday and it will go until May 22nd. We will mostly be following the lessons in investigations. We will use the nets of the 3D shapes to also give our students some added exposure to these shapes. The pretest was given yesterday. The mid will be given May 12th and then the post will be given May 19th.

5-4-17 Mr. Gallegos was not able to be at the PLC on this day and so Mr. Barrio and Miss Shrack took the time to discuss strategies of teaching base 10 to the students. Mr. Barrio showed Miss Shrack a big book called Understanding Tens and Ones. Using popsicle sticks, we can have the students count out the sticks into groups of 10. This helps them to make the bundles of 10. We discussed a lot of other strategies as well. We discussed with Nicole about other resources that we have available to us in the Literacy Room and also here at Tome.

Example #2

Tomé Elementary “World’s Best”

Grade: 2nd Date: 4-11-17

Team Members Present:

Facilitator: Jacqueline Maez
Note Taker: Reina
Air Traffic/Secretary: Renee Tabora

Team Norms:

- Start and end on time (9:15-9:50)
- Use the four guiding questions of the PLC Cycle to guide our meeting
- Be prepared
- Professionally and respectfully share and receive information
- Attend to task at hand

Our Vision and Mission:

If Tome Elementary is to be the Worlds Best Elementary School, then we need to focus and facilitate student learning to achieve the highest quality education

Purpose:

Our purpose is to continuously work together, in a structured format, to improve specific areas of student learning that have been identified through common formative assessments.

Guiding Questions:

1. What is it we expect our students to learn?
 - Math Essential Standards: 2.G.3, 2.MD.7
2. How will we now when students have learned it?
 - Exit Slips for 2.MD.7 (time), 2.G.3 (fractions)

Agenda Items:

1. Analyze student data (exit slips) Please bring graded work to our meeting. Do we need to intervene? (20 min.)
2. Work on assessment map for Essential Standard 2.MD.8. to unpack standard (20 min.)

Guided Coalition Update: (10 min)

Professional development for teachers (Instructional rounds): Reina was fortunate enough to get professional development on coding from Deanna with her class last week. She has agreed to offer the training to others as an instructional round. We just need to set a date and plan it with Professional Development Committee. Thanks. Reina!

Notes:

We will intervene in our classrooms on G.3, then we will give another exit slip and come back to discuss data again and then determine where to move from there. We all noticed that our students were missing the same piece of instruction, equivalent fractions, so we will reteach and then discuss.

We discussed and all agreed that we will continue to supplement with these standards and continue to work on to NBT.5.

Guided Coalition Update:

Staff meeting Wednesday, April 19th- We will get an update on the DRA with Nicole

Explain Everything App is working- use it to record what it is we are doing and what we are offering (Antonio knows, see him for help)

HRS will be here on Wednesday, April 19th

Example #3

3rd Grade Collaborative Team Meeting

Content: Reading

Date: 4/6/17

Roles and Person Responsible:

Jacqueline Farrell-Facilitator

Jennifer Terrell-Note Taker

Jacob Dimas- Time Keeper

Purpose: Our purpose as a 3rd grade collaborative team is to focus on student learning, use data to guide and support instruction, and reflect on best practices.

Norms: Be professional in communication.

Be prepared.

Focus on the task at hand.

Contribute to the conversation.

Practice Norm: We commit to look at student learning and reflect on instruction.

Mission: To focus and facilitate student learning to achieve highest quality education.

Agenda:

Part I:

1. Look at Data for Mid-test Cause/Effect, Compare and Contrast, Sequence:

	1s	2s	3s	4s	5s
Dimas	2	3	12	4	2
Farrell	5	4	11	6	1
Terrell	2	1	9	10	1
Percent Proficient	33%				

What strengths are you noticing? Our students did really well with the compare and contrast paragraphs. Our students worked hard on the assessment this time and were pulling out different events from the article.

Weaknesses? The first question is very confused most of the students in the. It is a higher level of thinking and reasoning. We are talking about leaving the question in for the final and saying it would be a level 5. The table was tough for some of our students. They did not go back and look in their text and match them up.

DRA!! DRA data due for SMART goal due on May 16th

Part II:

1. Next PLC

Focus is Math. Create a CFA for Multi. Give on Thursday 13th

Monitoring

“Feedback is the breakfast of champions.” (Ken Blanchard)

Feedback Form

PLC Feedback Form

Team Name	
Meeting Date	
Team Members Present	Team Members Absent (List reason)
Team Goals/ Agenda Items	
Meeting Outcomes	
Questions/ Comments	
Observer	

Our Journey

2009 - 2013	2013- 2015	2015 - 2016	2016 - 2017
<p>2008-2009 Began to change school culture.</p> <p>Changed from PD meetings to once a week grade level teams: created norms, began planning together, creating common formative assessments, and discussing student data.</p> <p>Traditions and rituals were formed.</p> <p>Began work with Dual Language NM, Dual Language grade level teams met monthly</p>	<p>A mission and vision were developed.</p> <p>School wide norms were developed.</p> <p>Guiding coalition grew to include one representative from each grade level; started meeting every Wednesday morning at 8:15.</p> <p>Collaborative grade level team parameters were revisited and expected; teams were expected to meet formally 2 times a week, once with academic coach and once without.</p>	<p>Guiding coalition developed a purpose, read at the beginning of every meeting.</p> <p>Collective agreements were made by teachers, support staff, and administrators.</p> <p>Staffulty participated in creating a shared mission statement.</p> <p>Work with Marzano Research Labs continued; began work on Level 1 High Reliability Schools (HRS) certification: Safe and Collaborative Culture</p>	<p>Collaborative teams meeting regularly, as well as occasionally outside of required times.</p> <p>Continued work with Dr. Cruz - Collaborative teams reflected where they were on the stages of collaboration and worked towards progressing further.</p> <p>Academic coach and administrators began providing written feedback to collaborative teams based on the stages of collaboration.</p>
<p>2009-2010 Guiding Coalition was formed with four members plus the principal; began meeting once a week after contract hours.</p> <p>Began grade level interventions.</p> <p>Started using Excel templates to track CFA scores and group students for interventions.</p> <p>Introduced assessment maps.</p> <p>Began working with Dr. Dennis King from Marzano Research Laboratory.</p> <p>Master schedule was built by the academic coach.</p>	<p>Defined intervention blocks were added to the pullout schedule assigning each grade level a pullout teacher as an "interventionist".</p> <p>Teams were expected to decide on their own daily schedule within defined framework of 90 minute math block and 180 minute ELA block.</p>	<p>Began work with Dr. Luis Cruz - focused on mission, vision, SMART and stretch goals</p> <p>Beginning of vertical teams and continuation of dual language team</p> <p>Staff attended PLC summits over the summer</p> <p>Identified essential standards for every grade level</p>	<p>Guiding coalition members took on the role of facilitator of collaborative meetings.</p> <p>Special Ed teachers began collaborative team work.</p> <p>All grade levels provided regularly scheduled interventions based on CFAs.</p> <p>Collaborative teams each developed a purpose, included on their agenda and read at every meeting.</p>
<p>2010-2011 Began to utilize assessment maps and developed our own template.</p>	<p>Guiding coalition began work with Marzano Research Labs</p>	<p>Presented guiding coalition work to the school board and essential standard work extended to the district level</p>	<p>Collaborative teams adopted a professional practice as one of their norms.</p> <p>Teams are allowed to decide when to utilize their "interventionist" and when to intervene in class.</p>
<p>2011-2012 Began instructional rounds.</p>			<p>Every teacher has attended a PLC summit. This will continue with new teachers as well as develop cycle to keep all staff current.</p>
<p>2012-2013 PLCs plateaued and certain aspects of each team weakened.</p> <p>Lack of direction and next steps.</p> <p>Guiding Coalition stopped meeting regularly.</p> <p>Mission/Vision were worked on all year by the principal.</p>			<p>Received HRS Level I and Level II (Effective Teaching in Every Classroom)</p> <p>PD Task Force began</p>

PLC Reflection Questions

1. How are you sitting?
2. Are the norms and professional practices being followed?
3. Are individual roles being followed?
4. Have you taken the time to understand the responsibilities of each role?
5. How often is data brought to collaborative teams and discussed?
6. What happens when someone doesn't bring their data (i.e. didn't have time to grade it yet)?
7. How often do you visit your collaborative teams norms and professional practices or have those "heart-to-heart" conversations to become better?
8. How often do you reference the instructional model and recalibrate your collaborative work to align?
9. How much time is spent talking about students versus planning what topic is being covered for the upcoming week?
10. Are you getting to all 4 guiding questions in a unit of study? Is there one area you need more support with?

Seven Stages of Collaboration

Adapted from “One Step at a Time” by Parry Graham and Bill Ferrier (2008).

Stages	Defining Questions
Stage 1: Filling the time	What exactly are we supposed to do?
Stage 2: Sharing Personal Practice	What is everyone doing in their classroom?
Stage 3: Planning, planning, planning	What should we be teaching and how do we lighten the load for each other?
Stage 4: Developing Common Assessments	How do you know students learned? What does mastery look like?
Stage 5: Analyzing student learning	Are students learning what they are supposed to be learning?
Stage 6: Adapting instruction to student needs	How can we adjust instruction to help those students struggling and those exceeding expectations?
Stage 7: Reflecting on instruction	Which practices are most effective with our students?

Collaborative Team Reflection Form

Critical Issues for Team Consideration

Team Name: _____
 Team Members: _____

Use the following 100 scale to indicate the extent to which each statement is true of your team.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Yes/True/Our Team Our Team is Addressing This True of Our Team

1. _____ We have identified team norms and protocols to guide us in working together.
2. _____ We have analyzed student achievement data and established SMART goals to improve on this goal. (SMART goals are specific, measurable, attainable, results oriented, and time bound. SMART goals are discussed at length on page 69).
3. _____ Each team member is clear on his/her knowledge, skills, and dispositions (that is, the essential learning) that students will acquire as a result of our instruction (grade level and year level) within the course or grade level.
4. _____ We have aligned the essential learning standards and SMART standards with the high-stakes assessments adopted for our students.
5. _____ We have identified course content and topics we will eliminate, condense, or move time to the essential curriculum.
6. _____ We have agreed on how to best assess the content of the course and have established learning guides to help students achieve the intended essential learning.
7. _____ We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.
8. _____ We have identified strategies and protocols that we use to assess whether students have the prerequisite knowledge and skills.
9. _____ We have developed strategies and systems to assist students in obtaining prerequisite knowledge and skills when they are lacking in these areas.
10. _____ We have developed frequent, common formative assessments that help us determine our students' mastery of essential learning.
11. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

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12. _____ We examine results of our common assessments and adjust our instruction to address weaknesses in the data or ongoing procedural content that is not being mastered by students at higher levels.
13. _____ We utilize a variety of formative assessment strategies to monitor student learning and use the information to adjust our instruction and provide feedback to students that supports their learning.
14. _____ We have agreed on the criteria we will use to judge the quality of student work related to the essential learning of the course and use criteria to assess and provide feedback to ensure consistency.
15. _____ We have provided students the criteria we will use to judge the quality of their work and provided them with examples.
16. _____ We have consistently utilized common summative assessments that help measure the intended essential learning.
17. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
18. _____ We formally evaluate our effectiveness as a team every year and the effectiveness of our team at least twice each year.

A variety of reproducible forms for collaborative team reflection are found in your Learning by Doing books. This form, “Critical Issues for Team Consideration”, can be found on p. 69-70 of the 3rd edition.

Quotes

"Once we know better, we are required to do better."-Dr. Luis Cruz

"Si se puede." - Cesar Chavez, quoted by Madeline Aragon (5th grade)

"By breaking down the essential standards, I have taught other standards and the essentials more in depth and more effectively than in previous years." -
Jacqueline Farrell (3rd grade)

"I think; I question; I create; I model; I struggle; I collaborate; I try; I reason; I improve; I reflect." - Jennifer Terrell (3rd grade)

Appendix

Assessment Map Example

ELA Standard RL. and RI. 6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.						
Learning Target Proficiency level: 80%						
Summative/Formative Assessment:		Date: Pre 3/3		Mid 4/18		Post 5/12
Learning Target/Objective	80% Proficient I can identify theme or central idea of a text.	80% Proficient I can provide particular details that support the theme or central idea.	80% Proficient I can write a summary for any given text including text evidence.	80% Proficient I can write a summary of a text free from personal opinions or judgements.	80% Proficient Whole standard itself	Vocabulary Central Idea Theme judgement summary opinion
Standard#	6.2	6.2	6.2	6.2	6.2	
Initial Instruction	1. Theme vs Main Idea 2. Theme 3. Main Idea	1. Week 1: main idea: details and text evidence 2. Week 2: theme: details and text evidence	1. Notes on summary 2. What a summary looks like 3. practice	1. Difference between fact and opinion 2. provide examples of exemplar and non-exemplar summaries	Tying the standard all together. Have students practice on writing summaries including theme, main idea and text evidence.	subjective convey distinct
Date range	3/6-3/10	3/13-3/31	4/3-4/13	4/18-4/28	5/5-5/12	
CFAs	Exit slip: Read a text and identify theme and main idea (MC)	3/17: CFA D-Day: What is main idea and evidence? 3/31:CFA Diane and Chloe: What is the theme and evidence?	4/7: CFA- Read the Holocaust and write a summary Pre: 4/18	4/21: CFA: Germany's Aggression in Europe 4/28 CFA: Women & African Americans during WWII	End of Unit Assessment	
Date range	3/10	3/17 and 3/31	4/13	4/21 & 2/28	5/12	

Common Assessment Team Protocol

This protocol is designed to help a teacher team quickly and efficiently discuss a common assessment. If each teacher reviews his or her own assessment data prior to the team meeting, then the team should be able to collectively complete this activity within a typical team meeting of forty-five to sixty minutes.

1. Which specific students did not demonstrate mastery on which specific standards?
(Respond by the student, by the standard)
2. Which instructional practices proved to be most effective?
3. What patterns can we identify from the student mistakes?
4. How can we improve this assessment?
5. What interventions are needed to provide failed students additional time and support?
6. How will we extend learning for students who have mastered the standard(s)?

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Referral for Intervention

Referral for Intervention

Students name: _____

Teacher: _____

Date: _____

Math _____ ELA _____

Skill: _____