



CONNECTION,
COLLABORATION AND
DATA DRIVEN
DECISION MAKING

*PLC Norms, Purpose and
Possibilities at CPJH*



PLC REFRESH!

- Big Idea #1: Ensuring That Students Learn
- Big Idea #2: A Culture of Collaboration
- Big Idea #3: A Focus on Results

PLC NORMS

Everyone brings a device

Main computer is on and projected with someone assigned to work device throughout meeting

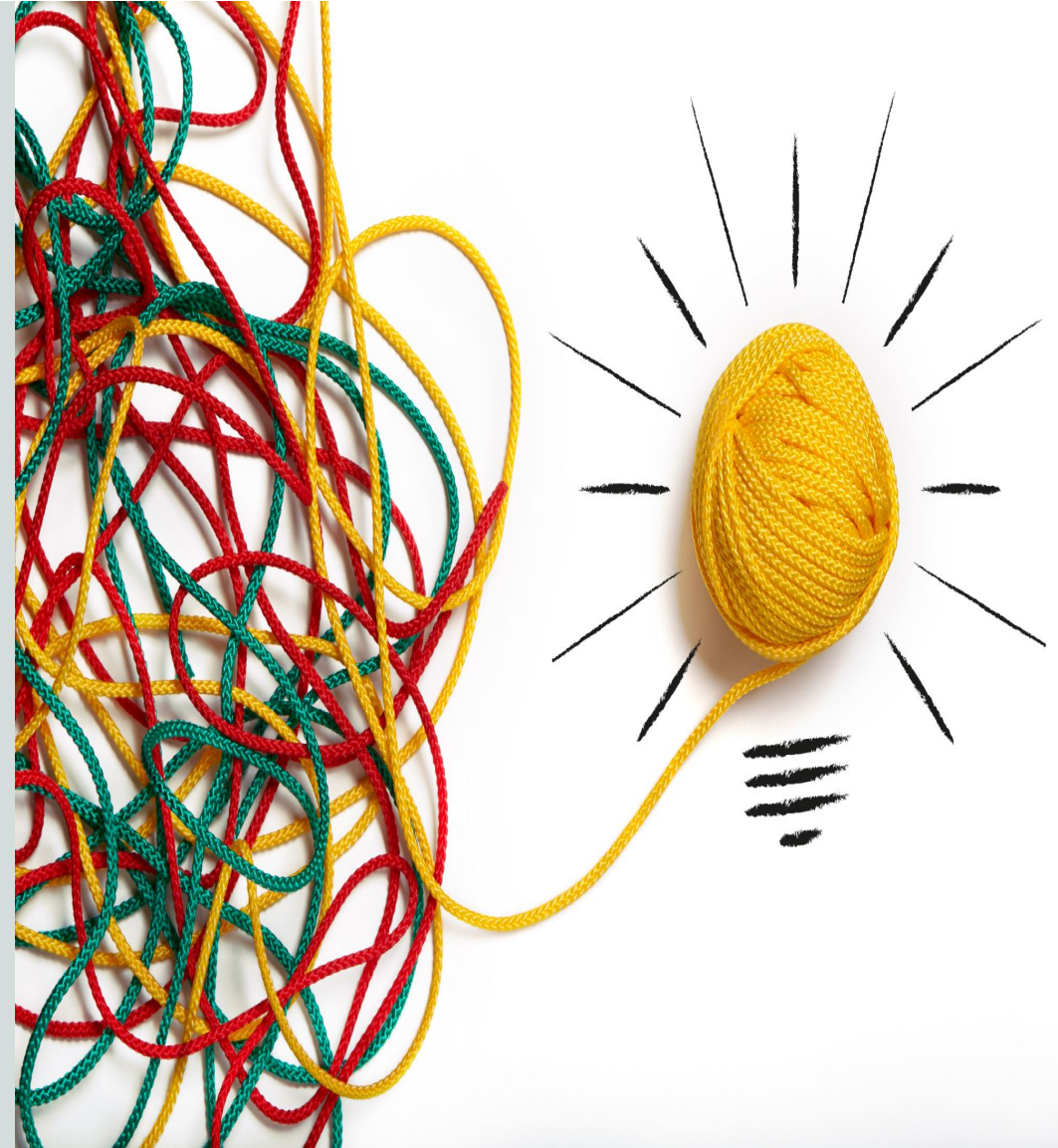
DLT and PLC Agenda available to all in attendance prior to PLC meeting

Use DLT and PLC Agenda to drive discussions during meeting

Use a timer to stay on track

PLC BASICS

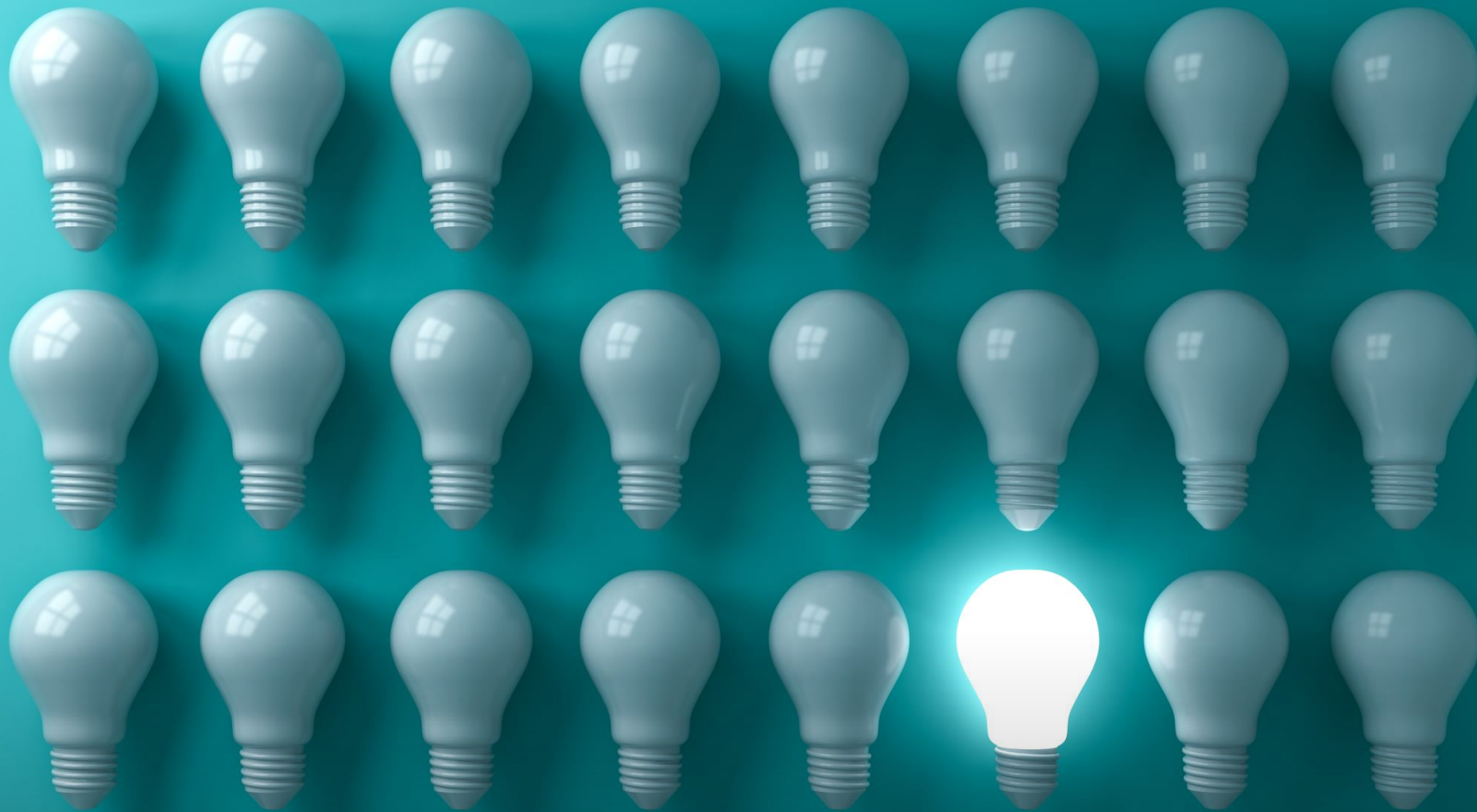
- PLC Agenda is created prior to the next meeting
 - This can be done the last five minutes of each PLC meeting to plan for the following or done collaboratively by the team throughout the week.
 - Ensure you include how much time will be devoted to each section i.e. 5 minutes to discuss tech issues and 15 min to discuss reteaching, etc.
 - All four questions may not be answered each week.



PLC BASICS

- DLT
 - This must be completed prior to the unit starting.
 - PLC time can be used to fill out the DLT.
 - The DLT should be completed collaboratively as a team.





THE PLC AGENDA

STEP ONE

Shared Knowledge and Thinking

1. Feedback from lesson design
2. Amen, A Ha!, Question

Reflection:

- What is going well?
- What is going well in our current lesson?
- What updates do we need to do to our DLT?
- What immediate changes do we need on our current lesson to meet the students where they are in their learning process?

STEP TWO

**What will we guarantee students learn?
(Sorting and prioritizing essential standards or learning outcomes)**
Boulders, Rocks, Butterflies

Content:
What do we expect students to learn?
What thinking is required?
What level of rigor is required?
What academic vocabulary is necessary for mastery of the standards?
In what context do we want students to learn?

Strategy:
What opportunities will we provide to ensure that students will learn?
How will background knowledge be assessed?
What instructional techniques will I use to engage students?
How will I address diverse modalities of my students?
What accommodations and/or modifications are needed to meet the needs of special population

STEP THREE

How will we know when students have reached mastery?

- 1.Success Criteria & Data
- 2.Guaranteeing the same outcome & same proficiency for all students

Evidence:

- What specific data will be collected to confirm that all students have mastered the standard?
- How will I check for understanding through the lesson cycle to monitor progress?
- How will students receive feedback regarding their learning progress?
- How will student progress be documented?
- Do formative assessments align to the standard?

STEP FOUR

<p>What is our plan for students who have already reached mastery?</p> <ol style="list-style-type: none">1.Adjusting Instruction2.Research-based strategies for extension & enrichment that yields high results	<p>Response:</p> <ul style="list-style-type: none">•What learning gaps are identified?•What adjustments to instruction are needed to address students' learning needs?•What extended learning opportunities will be provided for students with learning gaps?•How will I enrich concepts that students have already mastered?•
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THE DLT

QUESTION ONE

What will we guarantee students learn?

TEKS → I can

I can → Assessments

Assessments → Learning activities

Learning activities → instructional strategies

Focus on key words.

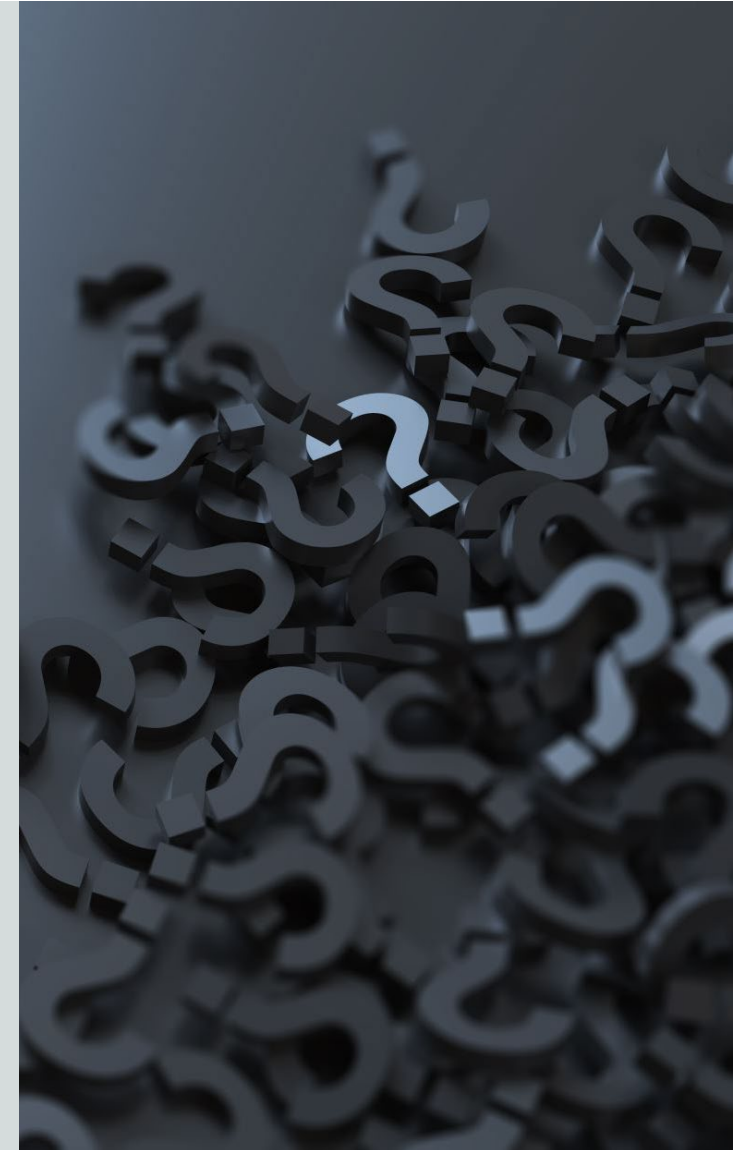
- 1.Circle all verbs (skills we expect students to be able to do).
- 2.Underline nouns (concepts students need to know).
- 3.Double underline any context clues (prepositional phrases).
- 4.Add any implied learning targets.

Standard: *analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;*

What is the Target?	What will students do? (skills or verbs)	With what knowledge or concept? (Nouns or Direct Instruction)	In what context?	What level of thinking does it involve? 1 Recall & Reproduction 2 Skills & Concepts 3 Strategic Thinking & Reasoning 4 Extended Thinking
Learning target 1	<i>Analyze</i>	<i>non-linear plot flashbacks, foreshadowing, sub-plots, parallel plot structures, fractured, circular</i>	<i>in fiction</i>	<i>DOK 2</i>
Learning target 2	<i>Compare</i>	<i>non-linear and linear plot (chronological)</i>	<i>in fiction</i>	<i>DOK 3, 4</i>
Foundational Knowledge and concepts	<i>flashbacks, foreshadowing, sub-plots, parallel plot structures</i>			
Foundational skills or processes	<i>Metacognitive strategies, reading comprehension strategies,</i>			

ESSENTIAL QUESTIONS

- Is *open-ended*; that is, it typically will not have a single, final, and correct answer.
- Is *thought-provoking* and *intellectually engaging*, often sparking discussion and debate.
- Calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
- Points toward *important, transferable ideas* within (and sometimes across) disciplines.
- Raises *additional questions* and sparks further inquiry.
- Requires *support* and *justification*, not just an answer.
- *Recur*s over time; that is, the question can and should be revisited again and again.



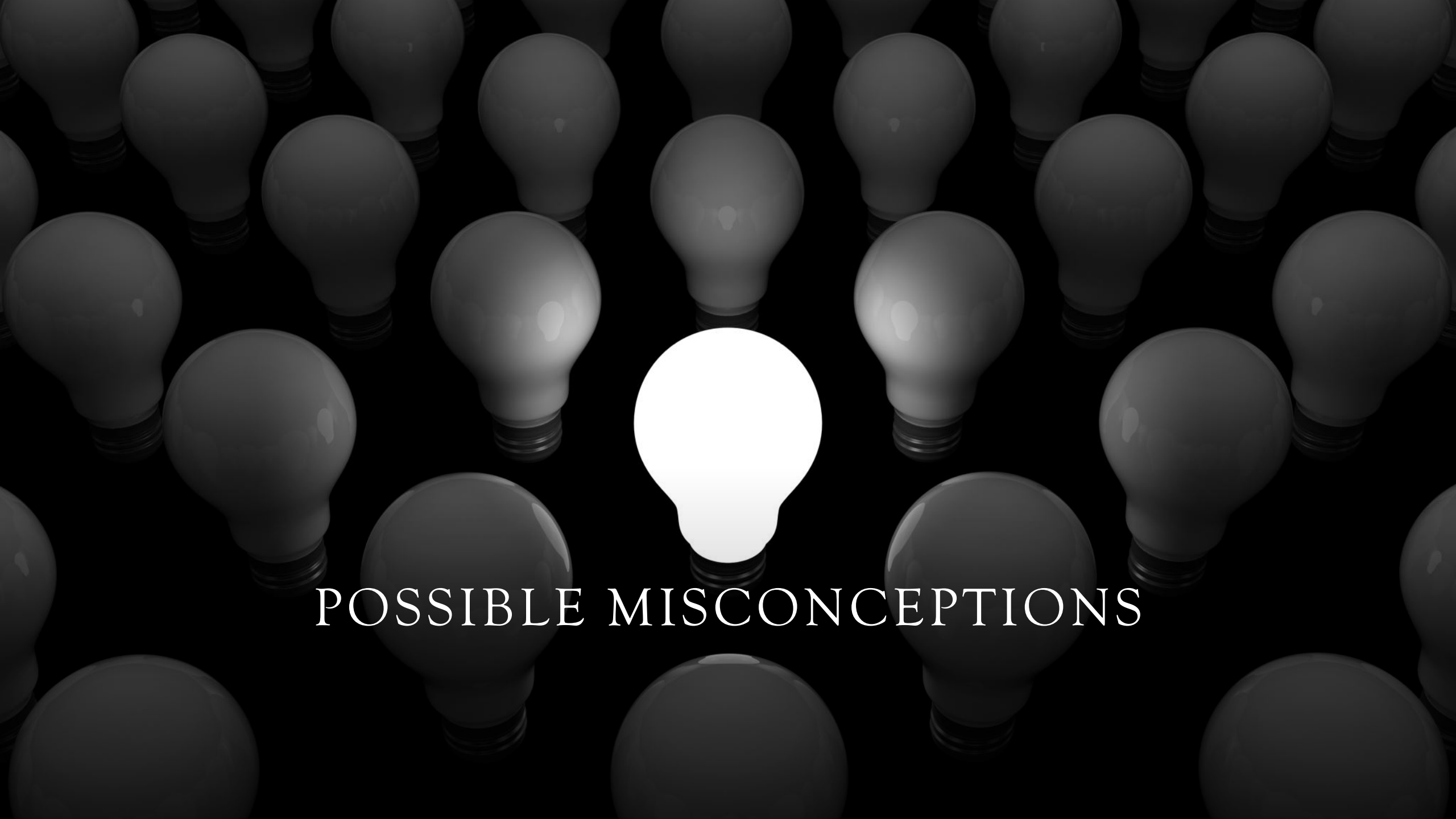
NON-ESSENTIAL VS. ESSENTIAL QUESTIONS



- What is the conflict of the story?
- What are fractions, and how do we solve problems with them?
- What are the effects of aging on different animal groups?
- Is the audience important to a performance?
- What words do I not know from this unit in Spanish and why do you think you are struggling with this vocabulary?
- What is democracy and how did it develop?
- How does the conflict influence the character's choices during the climax of the story?
- When and why should we use fractions to solve problems?
- Is aging a disease?
- What effect does the audience have on actor's choices both before and during a performance?
- How can I express myself when I don't know which words to use in Spanish?
- What are the limits of democracy?

STAAR ASSESSMENT QUESTIONS
EXAMPLES AND THE BIG IDEA





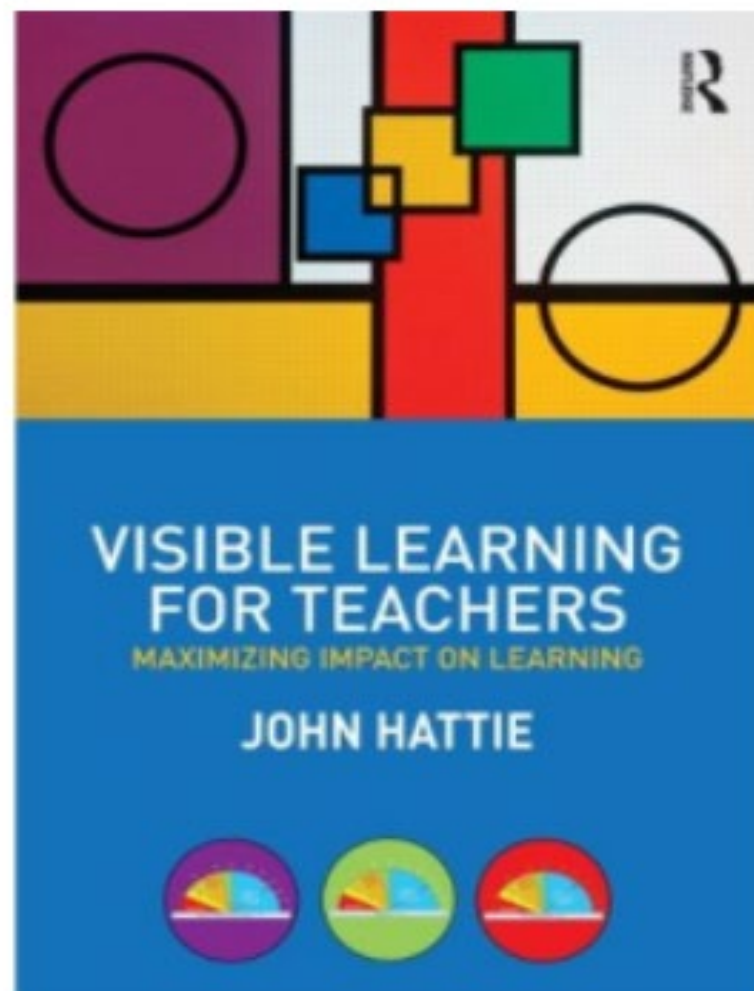
POSSIBLE MISCONCEPTIONS

I CAN...BECOMES OUR OBJECTIVES

- I can identify text structures.
- I can identify order of events in a text.
- I can recognize non-linear plot structures.
- I can explain how subplots contribute to thematic development.
- I can explain how subplots contribute to character development.
- I can compare linear and non-linear plots.
- I can analyze how an author's choice of plot structure creates an effect.
- I can analyze how order of events within a text creates an effect.
- I can analyze how manipulation of time creates an effect.

Hattie's 8 Mind Frames

1. *My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.*
2. *The success and failure of my students' learning is about what I do or don't do. I am a change agent.*
3. *I want to talk more about learning than teaching.*
4. *Assessment is about my impact.*
5. *I teach through dialogue not monologue.*
6. *I enjoy the challenge and never retreat to "doing my best".*
7. *It's my role to develop positive relationships in class and staffrooms.*
8. *I inform all about the language of learning.*



WHEN THIS STEP IS DONE...

- Team members are clear on skills, knowledge, and dispositions(essential learning)
- Essential learning targets are aligned with state and district standards
- Identified course content and topics that are the focus/devote more time to essential curriculum
- Learning is visible to students and Teacher/students are self aware of where they are in their own learning/teachers are constantly assessing student learning



QUESTIONS TWO AND THREE

