

# Day Two

PLC Functioning and Tier 1 Instruction

June 2nd, 2021

# Learning Goals

Content Goal: Staff will develop a common understanding of how PLC and RTI connect

Success Criteria:

- Staff will know how the four guiding questions drive PLC's
- Staff will be able to articulate the specific actions necessary associated with the guiding questions

Language Goal: Staff will engage in collaborative discussion, reflections and videos to support and enhance learning

Social Goal: Staff will assume positive intent as they engage in interdependent learning opportunities together



# We Strongly Encourage You Too.....

Take notes

Highlight what resonates with you

Challenge yourself to make connections

Be industrious - commit to trying new things from your learning to grow yourself

**Your responsibility is to take this back to your teams to enhance your work**



# Working NORMs

Trust - Character and competence

Respect - Treating others the way you want to be treated

Integrity - Doing what you say and are supposed to do

Collaboration - Working interdependently towards a common goal

Dedication - Loyalty to making yourself better which in turn will support the betterment of our school community



# Expectations for Learning

On-task behavior - Take your learning and professional development serious

Active participation (This is how we create a safe environment and learn from each other)

Ask Questions and seek to understand from your colleagues

All your learning should be connected to how you will develop as a team and impact student learning

Supportive



# School Goals Move from a “C” to “A”

Increase interim assessment data scores by 10% for ELA and Math

Increase staff retention by 5% from 89% to 94%

# Agenda

Collaborative Teams Role 4 Guiding Questions - Mr. Atuahene

Tier 1 Instruction - Ms. Herrera

# Collaborative Teams Reflection

What is your understanding of the 4 driving questions for a PLC and what does application look like during your collaborative team session?

Reflect in your IGP or Composition Book





# Collaborative Teams and the 4 Guiding questions

What do we want students to learn?

- Unpacking the standard
- Prerequisite skills
- Misconceptions
- Learning targets
- Success criteria
- Learning activities - DOK 2 (comparing, classifying and converting tasks) DOK 3 (evaluating/justifying)
- Check for understanding
- Preventions

How will we know if our students have learned it?

- Check for understanding
- Common formative assessments

# Collaborative Teams and the 4 Guiding questions

What will we do if students have not learned it?

- Provide targeted supports

What will we do if our students have learned it?

- Skill based off of endurance or leverage
- Interest based
- Social based

# Video

# Collaborative Teams Video Reflection

What is your new learning and what are you committed to doing differently and share why? Be specific.

Reflect in your IGP or Composition Book

Discussion Expectations:

On-task, Supportive of the conversation, Positive intent



# Discussion Protocol

**Three Levels of Reflection Protocol:** This will help deepen the understanding of your reflections. Participants will respond to literal, interpretation and implications of the reflections. There is a **facilitator** that keeps the group on task and identifies the order, the **timekeeper** who tracks time and the **notetaker** who takes notes and shares with the whole group.

## Procedure:

- The facilitator identifies the order.
- Member 1 has 2 minutes to share their reflection and why it resonates with them, new learning or existing strong practices
- The each group member has to respond to what was shared, with in 45 seconds - organic thoughts
- This is repeated for all group members
- **One rule:** No members can pass or skip their turn.
- The notetaker will capture important information they will share with the whole group



# Discussion Teams

Group 1 - *Valdez*, Hunter, **Segerman**

Group 2 - Plaza, **Romero**, *Sjaaheim*, Buckner

Group 3 - *Puebla*, **Burke**, Spencer

Group 4 - **Thompson**, *Johnson*, Daite

Group 5 - Garza, *Alvarez*, **Billings**

Group 6 - *Middekar*, Mullins, **Hauck**

**Group 7** - *Lockard*, **Herrera**, Armstrong

**Bold** - facilitator

*Cursive* - share whole group/notekeeper

Normal - timekeeper

10 minutes



# Whole Team Share



# Close MLP and IGP Reflection

What resonated today that you consider reinforcing what you know or can be considered new learning?

Start thinking about your interventions and document what you would like for them to look like in the new year?





# Agenda

- 5 Essential Actions for the Foundation of RTI Overview View
- Essential Standards
- Unit
- Cycle
- End of Unit Assessment
- Tier 2
- Closure



# Learning Goals

**Content Goal:** Teachers will **develop** a understanding of **Tier 1 Teacher Teams**.

**Success Criteria:**

- I can collaborate identify the essential standards using the Essential Standards Document.
- I can collaborate to develop an Essential Standards Unit.
- I can develop action plans on bringing information back to teams.

**Language Goal:** Teachers will **collaborate** and **asking questions** in **small groups**.

**Social Goal:** Teachers will **assume positive intent, constructively and actively participate** in **collaborative discussions** with peers.

# Exploring Teacher Team Support Tier 1 Core Programs

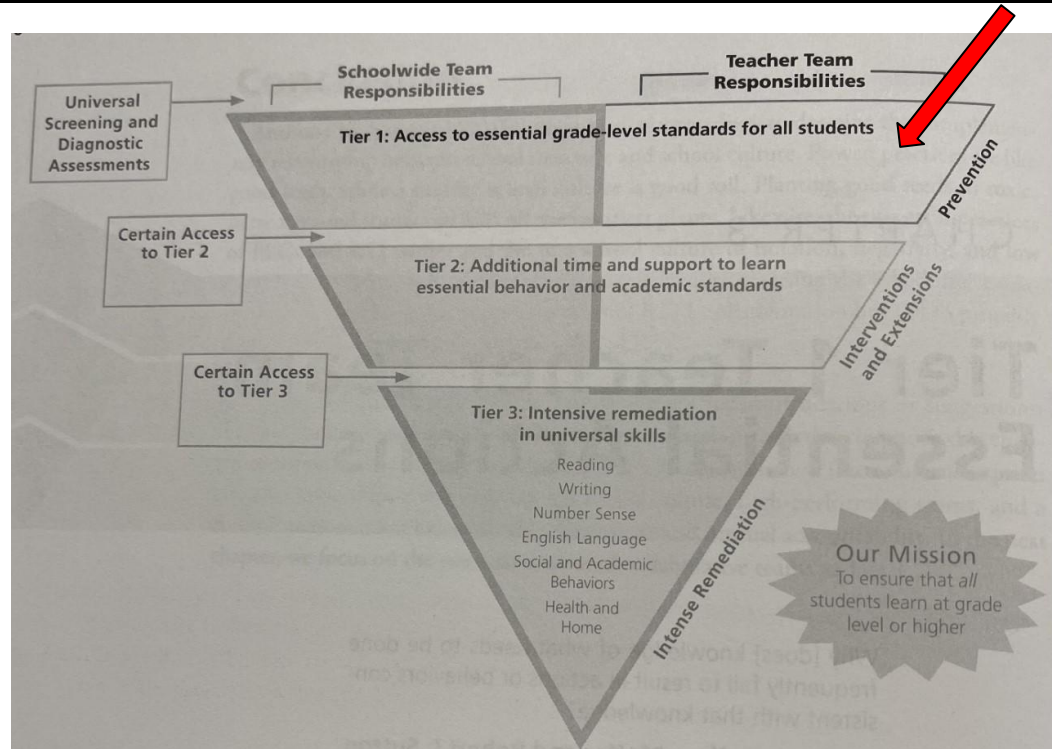
Take notes while watching Video:

Reflection Question:

What are **your** promises to all kids for your grade level or course? How are you going to share this with your team?

# Five Essential Actions

1. Identify essential standards per quarter
2. Create an essential standards unit plan
3. Implement the team teaching-assessing cycle (teach -CFA)
4. Give common end of the quarter assessment (Interims)
5. Identify students for Tier 2 support by student, standard and learning targets



# Action 1: Identify Essential Standards for Each Quarter

Why:

Teachers need to know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria, and know where to go next in light of the criteria of: “Where are you going?” “How are you going?” and “Where to next?”

-Hattie (2009)

- We must recognize that the system will never be systematic until teacher teams are clear on what each student must master.

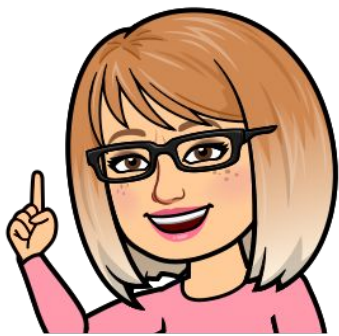
# Essential Standards

Endurance

Leverage

Readiness

## ESSENTIAL STANDARDS



- Will this standard provide students with knowledge and skills that are valuable beyond a single test date?
- Will this standard provide knowledge and skills that are valuable in multiple disciplines?
- Will this standard provide students with essential knowledge and skills essential for success in the next grade or level of instruction ?

# Busting Myths: Nice-to-Know vs. Got-to-Know, Part 1

Take notes on video.

Reflection Question:

How are you going to take ownership of this going into next year?

# Groups:

Group 1: *Garza*, **Plaza**

Group 2: *Thompson*, **Alvarez**

Group 3: *Romero*, **Burke**

Group 4: **Hauck**, *Valdez*

Group 5: *Johnson*, **Puebla**, Mullins

Group 6: **Spencer**, *Hunter*

Group 7: *Billings*, **Segerman**,  
Sjaaheim

Group 8: *Lockard*, **Daite**,  
Armstrong,

Floater: *Atuahene*, Buckner

**Bold = Facilitator**

*Italicized = Recorder*



# Breakout room:

Practice:

Open Quarter 1 Pacing Guide

- Start filling out Essential Standards Chart
  - Minimum of 2 standards

Develop:

Create an action plan for the start of the school to Identify the Essential standards for Quarter 1

# Action 2: Create an Essential Standards Unit Plan

The key is not to prioritize your schedule but to schedule your priorities.

-Stephen R. Covey

The best intervention is prevention .

## UNIT PLAN



Teachers must not hold up or sacrifice student learning as they gain mastery of new tools and strategies.

1. Analyze and discuss the type of learning each essential standard requires of students.
2. Deconstruct each essential standard to identify the learning targets
3. Convert learning targets into student-friendly language
4. Collaboratively create or select assessments to administer throughout the unit of study and agree on when to administer them.

# The Teaching Assessing Cycle As a Tier 1 Prevention Loop

Take notes on video:

Reflection Question:

Where is your team at in implementing the Prevention Loop ? Why?

What are your next steps?

# Groups:

Group 1: *Garza*, **Plaza**

Group 2: *Thompson*, **Alvarez**

Group 3: *Romero*, **Burke**

Group 4: **Hauck**, *Valdez*

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Group 8: *Lockard*, **Daite**

Floater: Armstrong, Atuahene,  
Buckner

**Bold = Facilitator**

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# Breakout Room:

Practice:

Open Quarter 1 Pacing Guide

- Start filling out Unit Plan for Quarter 1

Develop:

Create an action plan for the start of the school to finish developing the Unit plan with team (Pre-K-5th). 6th - 8th grade providing time as a team to complete the unit plan

# Closure

3: New things you learned

2: Connections

1: Question

MLP

