

Early Out Agenda

Tuesday, August 19, 2014

12:45 – 1:30 Work in rooms

1:30 -2:00 Meet in Cafeteria

2:00-3:30 Meet with Grade level/ Content Area to collaborate on the following items:

- Set Norms/Establish Roles for meetings each week
- Review IBD's and ITBS Data to find areas of strengths and weaknesses.
- Set Smart goals for **specific skills** in Communication Arts and Mathematics based on those areas. Start with one goal in each subject.
- Devise a plan to meet goals in those areas.
- Please submit the minutes from your grade level/area to me on the Team Meeting Record Sheet.

3:00 – 3:15 PBS Meeting Art Room

PD MEETING – 8/19/14

1:00 PM

- I. INTRODUCTION
- II. REMINDER OF TWO PD THEMES –
 - a. DATA ANALYSIS AND USE OF SPECIFIC DATA TO MAKE INSTRUCTIONAL DECISIONS
 - i. WE WILL FOCUS MORE ON THIS IN THE COMING DAYS, BUT THE FIRST TOPIC WE NEED TO BEGIN WITH IS THE *BASIS/FOUNDATION* OF THE PROFESSIONAL LEARNING COMMUNITIES (PLCs) –
 - b. PROFESSIONAL LEARNING COMMUNITIES – FOUNDATION
 - i. WHAT IS A PLC?
- III. PLC FOUNDATION/BASICS
 - a. HOW DO WE ACT AS A PLC?
 - i. WHAT ARE THE FOUR GUIDING QUESTIONS?
 1. WHAT DO WE WANT STUDENTS TO KNOW?
 2. HOW DO WE KNOW WHEN THEY KNOW IT?
 3. WHAT DO WE DO WHEN THEY DO NOT SHOW THEY KNOW IT?
 4. WHAT DO WE DO WHEN THEY SHOW THEY KNOW IT?
 - ii. COLLABORATION – MEETINGS WITH CONTENT AREA **AND** GRADE LEVEL TEAMS:
 1. AGENDAS WITH A CLEAR PURPOSE AND/OR OBJECTIVE FOR **EACH MEETING** – EACH TEAM **CLEARLY DEFINES** ROLES
 - a. FACILITATOR
 - b. RECORD-KEEPER
 - c. DATA ORGANIZER
 - d. 'ON-TRACK' REMINDER
 - e. MUST SET NORMS!
EVERYONE ON THE TEAM SHOULD BE AN ACTIVE PARTICIPANT
EACH PERSON ON TEAM SHOULD HAVE A ROLE
 2. AGENDA –
 - a. INSTRUCTIONAL STRATEGIES – EACH PERSON DISCUSS VARIOUS TOPICS AND INSTRUCTIONAL ACTIVITIES HAD DURING THIS TIME;
 - b. ASSESSMENT –
 - i. PRE- ASSESSMENT – WHERE ARE YOUR STUDENTS?
 - ii. POST- ASSESSMENT – WHAT WENT RIGHT/WRONG?
RE-TEACHING VS. MOVING ON...
 - iii. FORMATIVE – USEABLE RESULTS REGARDING INSTRUCTION
 - iv. SUMMATIVE – NON-USEABLE – SHOULD HAVE LITTLE TO NONE OF SUMMATIVE ASSESSMENTS!
 - c. SPECIFIC STUDENT PERFORMANCE

- i. ACADEMIC
 - ii. BEHAVIORALLY
 - iii. **NOT GOSSIP – DO NOT SPEAK OF STUDENTS WITHOUT PROPOSING A POSSIBLE SOLUTION**
 - d. RESULTS – WHAT ARE THE RESULTS OF YOUR ACTIVITIES?
 - i. TRENDS
 - ii. SPECIFIC TOPICS WITH:
 - 1. HIGH PERFORMANCE
 - 2. LOW PERFORMANCE
 - e. INTERVENTIONS –
 - i. ACADEMIC REFERRAL
 - ii. BEHAVIOR REFERRAL
 - f. CURRICULAR OBJECTIVES –
 - i. POWER STANDARDS/ESSENTIAL LEARNING OUTCOMES
 - ii. CURRICULAR MAP – ALIGN WITH LESSON PLANS
 - 1. START AT THE END OF THE UNIT OR PLANNING PERIOD AND POSSIBLY MOVE BACKWARDS
 - 2. LOOK AT THE END OF THE QUARTER/SEMESTER/YEAR AND SEE IF ACTIVITIES ARE ALIGNED WITH END DESIGN
- b. ACCOUNTABILITY
 - i. EACH PRINCIPAL WILL SUBMIT AGENDAS AT THE BEGINNING
 - ii. EACH TEAM WILL SUBMIT THEIR NOTES/RESPONSES/MINUTES OF MEETINGS IN SPECIFIED AREAS FOR ALL TO SEE WITHIN A CERTAIN TIME SPAN AFTER MEETING (5 DAYS TO 1 WEEK MAXIMUM)
 - iii. VERTICAL ALIGNMENT – ACCOUNTABILITY TO GRADES/SUBJECTS AHEAD AND BEHIND OUR CURRENT INSTRUCTIONAL AREA(S)
 - iv. EACH TEAM IS ONLY AS STRONG AS ITS MEMBERS – EACH PERSON **MUST BE AN ACTIVE PARTICIPANT AND EACH TEAM IS RESPONSIBLE TO ENSURE THAT EVERYONE IS INVOLVED – NO FLOATERS**

IV. BREAKOUTS

- a. UNTIL 3:30, EACH TEAM IS RELEASED TO WORK ON PLANNING FOR THE COMING DAYS –
 - i. INSTRUCTIONAL STRATEGIES
 - ii. ASSESSMENTS
 - iii. STUDENT NEEDS
 - iv. SUBMIT MINUTES TO SPECIFIED AREAS
 - 1. BINDERS
 - 2. BULLETIN BOARDS

V. REMINDERS

- a. COLLECTIVELY, WE HAVE MANY-MANY YEARS OF EXPERIENCE AND IT IS PARAMOUNT THAT WE TAP IN TO THAT EXPERIENCE TO MAXIMIZE OUR INSTRUCTIONAL ABILITIES!

- b. WE MUST LAY DOWN OUR PRE-DETERMINED BOUNDARIES **AND** RECOGNIZE THAT EACH OF US NEEDS TO IMPROVE AND NOT BE AFRAID OF FEEDBACK! FEEDBACK = GROWTH (IF DONE PROFESSIONALLY AND RECEIVED OPENLY) – NEVER, EVER PROVIDE FEEDBACK WITH HARD FEELINGS OR WITH THE INTENTION OF HURTING YOUR TEAMMATES
- c. ESTABLISHING THE CULTURE OF **FAMILY** AND **STUDENT PERFORMANCE OF EXCELLENCE** REQUIRES US TO **WORK TOGETHER IN EVERYTHING THAT WE DO!** IT IS NECESSARY FOR OUR STUDENTS TO MOVE FORWARD

Milan Elementary
Team Meeting Record Sheet



Group Members Present:

Norms:

Date:

Grade Level:

Unit/Content Area:

Data Analyzed:

- 1.
- 2.

Topics Discussed:

- 1.
- 2.
- 3.
- 4.
- 5.

For Future or continued discussion:

- 1.
- 2.
- 3.

Goal:

- 1.
- 2.

Next steps - Action:

Who responsible:

When:

- 1.
- 2.
- 3.

Next Meeting:

Bring to Next Meeting:

Notes:

3. S.M.A.R.T. Goal

| | | |
|---|---|----------------------|
| <p>The percent of <small>What group of students are you discussing? →</small> scoring proficient or higher in</p> <p>will increase from <small>What is your deadline? →</small> administered on <small>When will you re-assess? →</small></p> | <p><small>What content area? →</small> to as measured by <small>What assessment are you discussing? →</small></p> | <p>by the end of</p> |
|---|---|----------------------|

A new goal is set only if the original goals were not met.

Met Goal

Yes

No

| | |
|--|--|
| | |
|--|--|

If the goal was not met, record margin short goal =

District Professional Development Meeting #1

Milan C-2 Schools
August 19th, 2014

Introduction

- Reminder – TWO (2) THEMES
 - Data Analysis → using DA for instructional decisions
 - Foundations of Professional Learning Communities (PLCs)
- Please sit with YOUR Grade-Level and Content-Area TEAMS*

Foundations of PLCs

- **WHAT ARE PROFESSIONAL LEARNING COMMUNITIES?**

Foundations of PLCs cont.

Collaborative TEAMS – BEST Practices that develop the COLLECTIVE CAPACITY of educators to meet the needs of students

PLC Process requirements for ALL educators:

- Develop new knowledge
- Apply new skills
- Engage in new practices

Reciprocal Accountability

Many schools – proudly proclaim to be PLCs, but...

Foundations of PLCs cont.

Your APPROACH

AN *on-going* process – recurring cycles of COLLECTIVE INQUIRY and ACTION RESEARCH → for BETTER RESULTS

DOES **NOT** demand harder work, but calls ALL OF US to redefine our roles/responsibilities and DO DIFFERENTLY

THREE (3) BIG IDEAS

Ensure that everything is done ~~as~~ as a purpose to meet goals set in CA and MA.
Hold each other accountable and discuss options.

Foundations of PLCs cont.

BIG IDEA #1

1. WHAT IS IT WE WANT OUR STUDENTS TO KNOW?

2. HOW WILL WE KNOW IF OUR STUDENTS OUR LEARNING?

3. HOW WILL WE RESPOND WHEN STUDENTS DO NOT LEARN?

4. HOW WILL WE ENRICH AND EXTEND THE LEARNING FOR STUDENTS WHO ARE PROFICIENT?

Foundations of PLCs cont.

BIG IDEA #2

IF we are to help ALL students learn...we MUST work collaboratively in a COLLECTIVE EFFORT to meet the NEEDS of EACH STUDENT...

1. Educators are organized into meaningful collaborative teams;
2. Regular time for collaboration is embedded into the routine practices;
3. Educators are CLEAR on purpose and priorities of their collaboration
4. School and district leaders - demonstrate RECIPROCAL Accountability

Foundations of PLCs cont.

BIG IDEA #3

WE must create a RESULTS-ORIENTATION in order to know if students are learning and to respond appropriately to their NEEDS:

1. SMART Goals
 1. Strategically aligned with school goals

- | |
|--|
| <ol style="list-style-type: none"> 2. Measurable 3. Attainable 4. Results-oriented 5. Timely |
|--|

3 to 4 weeks!

Foundations of PLCs cont.

BIG IDEA #3 cont.

Every member works collaboratively with others to gather and analyze evidence of student learning on a REGULAR BASIS

To inform and improve his/her professional practice and the team's practice

Exploring Questions:

- Who among us is getting excellent results teaching this skill?
- How can we learn from one another?
- In what area are our students having the most difficulty?
- What MUST we learn as a team in order to better address that area of difficulty?

Foundations of PLCs cont.

BIG IDEA #3 cont.

- Evidence of student learning is used on a regular basis to identify the needs of individual students
- Educators ASSESS the effectiveness of every POLICY, PROGRAM, PROCEDURE AND PRACTICE on the basis of its impact on student learning

Foundations of PLCs cont.

COLLABORATION MEETINGS -

- NORMS
- ROLES (FACILITATOR, RECORD-KEEPER, DATA ORGANIZER, ON-TRACK REMINDER)
- AGENDA...

Foundations of PLCs cont.

- **AGENDA cont....**
 - Instructional Strategies
 - Assessment
 - Pre & Post Assessments
 - Formative vs. Summative
 - Specific Student Performance
 - Academic
 - Behavior
 - GOSSIP FREE ZONE

Foundations of PLCs cont.

AGENDA cont....

- Results...
- Interventions – systematic
 - Academic *RTE*
 - Behavior *PBS*
- Curricular Objectives
 - Power Standards/ELOs
 - Curricular MAP

Foundations of PLCs cont.

ACCOUNTABILITY –

- **AGENDAS** – SUBMITTED BY PRINCIPALS
- **MINUTES/NOTES** TO SPECIFIED AREAS
- **VERTICAL ALIGNMENT**
- **TEAM EXPECTATIONS** – EACH TEAM IS ONLY AS STRONG AS ITS MEMBERS

BREAKOUTS...

- UNTIL 3:30 p.m.
 - EACH TEAM IS RELEASED TO WORK ON PLANNING/EVALUATING/ASSESSING FOR THE COMING YEAR –
 - INSTRUCTIONAL PRACTICES
 - ASSESSMENTS
 - STUDENT NEEDS
- SUBMIT NOTES TO SPECIFIED AREAS

Becky Smith

REMINDERS

COLLECTIVELY – WE HAVE MANY-
MANY YEARS OF EXPERIENCE...

LAY DOWN BOUNDARIES...

ESTABLISH A CULTURE OF FAMILY
AND STUDENT PERFORMANCE OF
EXCELLENCE...

CONCLUSION

WILL YOU JOIN THE POWER OF ***WE?***

QCC
