

# Modeling Successful Communication & Collaboration within *Professional Learning Communities*

PLC



# PLC

## SIP Goal #1:

- PLCs will increase the use of formative assessments in the classrooms on an ongoing basis: teachers will gather evidence of student learning through one or more team-developed common formative assessment for each unit of instruction, analyze and improve the individual and collective instructional practices, and identify students who have reached identified learning targets and remediate or extend their learning.



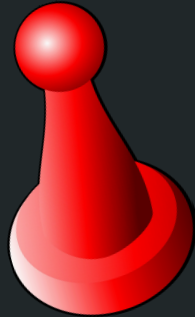
WHY?



# PLC

## Thoughts Before:

### Norms & Expectations



- *Can we make a team goal: "all students in our classrooms will be made to feel supported..." ? \* "We will strive to find joy each day in the classroom."  
Maybe use mission statement? Core values?*

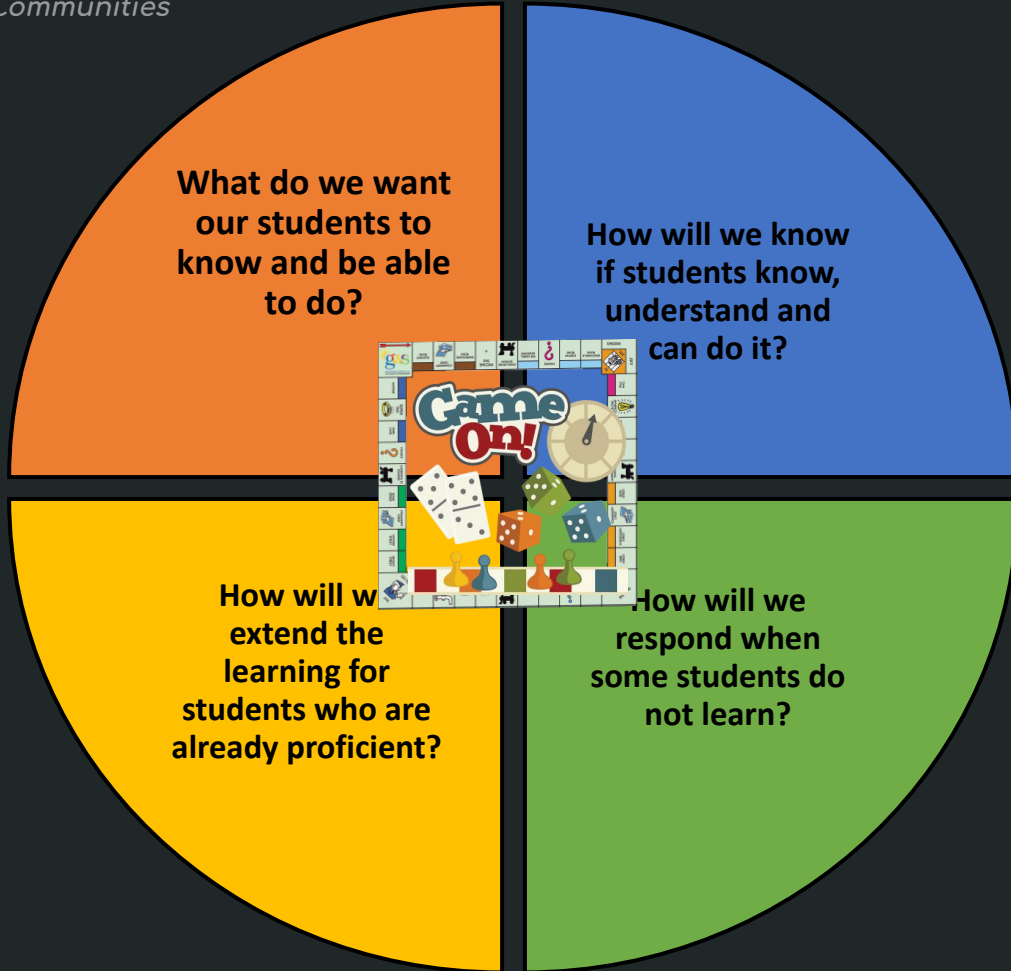
Choose 4-6 state standards to focus on this school year:

- *When my students turn 24, which of those standards will matter the most?  
Which of those standards will they need when they turn 24 years old? (CTNA)*

# PLC

1. What do we want our students to know, understand, and be able to do?
2. How will we know if students know, understand, and can do it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

# PLC



# PLC

New Cycle



**START  
HERE!**

What do we want  
our students to  
know and be able  
to do?

## 1st Week:

- Come prepared with:
  - Class rosters (RTI)
  - Access to state standards and curriculum maps for content/subject area
- Teacher Discussion: *what are we doing in the class? Where should our time be spent? Which standard should we unpack at this time?*
- Unpack standards; compare with units

# PLC

What do we want our students to know and be able to do?

New Cycle

**START HERE!**



## CTNA & Essential Standards:

**STAR:** Instructional Planning - Class Report

**MAP:** Growth

**Class Report**

Math: Geometry

Norms Reference Data: User No 1 (Fall 2022)

Weeks of Instruction: 1 (Fall 2022)

Small Group Display: No

Growth: Geometry VA 2016 / VA Standards of Learning Mathematics: 2016

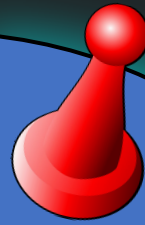
Name (Student ID)	Grade	Test Date	RIT Score (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	Goal Performance		
						A	B	C
Fralin, Ethan T. (1017143807)	10	08/19/21	213-217-221	8-13-19	21 m	Low	LoAv	LoAv
Maldonado Ventura, Kathia L. (1017582541)	11	08/19/21	216-220-224	11-17-25	36 m	Av	LoAv	Av
Gomez Nunez, Cristofer N. (1018229169)	10	08/19/21	218-222-226	15-21-28	43 m	Low	Av	LoAv
Martinez Lazo, Leslie D. (1017343159)	10	08/19/21	218-222-226	15-21-28	53 m	Low	LoAv	LoAv
Moore, Jordan M. (1017813121)	10	08/20/21	218-222-226	14-21-28	45 m	LoAv	LoAv	LoAv
Harsch, Avery D. (101721264)	10	08/19/21	220-223-227	16-23-30	39 m	LoAv	Av	LoAv
Male, Victor C. (1018656628)	10	08/19/21	220-224-228	18-24-32	33 m	LoAv	Low	LoAv
Gariba, Janaria M. (1018425417)	10	08/19/21	222-226-230	21-29-37	35 m	Low	LoAv	LoAv
Price, Kayla M. (1017517035)	10	08/19/21	222-226-230	21-29-37	33 m	LoAv	LoAv	LoAv
Rivas, Jake G. (1017218213)	10	08/19/21	225-229-233	27-36-45	31 m	Av	Av	HiAv
D'Lima, Erin M. (1017281668)	10	08/19/21	227-230-233	30-38-47	49 m	Av	Av	Av
Rodriguez, Genesis (1018029307)	10	08/19/21	227-230-234	30-38-47	39 m	LoAv	Av	Av
Gonzalez Aviles, Vanesa C. (1017145051)	10	08/19/21	228-231-234	32-41-49	58 m	LoAv	Av	Av
Delano, Samantha R. (1017285059)	10	08/19/21	229-232-235	35-43-51	36 m	Av	Av	Av
Contreras, Javier N. (1017284903)	10	08/19/21	230-233-236	37-46-54	25 m	LoAv	Low	LoAv
Quinteros, Vicky Y. (1017354199)	10	08/19/21	230-233-236	37-46-54	45 m	Av	Av	Av
Di Ntula, Ketsia T. (1017462234)	9	08/19/21	231-234-237	40-48-57	45 m	HiAv	LoAv	LoAv
Dunn, Jadon M. (1018276207)	10	08/19/21	231-234-237	40-48-57	34 m	LoAv	HiAv	HiAv
Scheiman, Noah B. (1017302168)	10	08/19/21	231-234-237	40-48-57	68 m	LoAv	Av	Av
Blanco Ayala, Jimmy A. (1018269870)	10	08/19/21	232-235-238	42-51-59	35 m	HiAv	Av	Av
Hensley, Caroline N. (1014781782)	10	08/19/21	232-235-238	42-51-59	40 m	LoAv	Av	Av

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New Cycle

What do we want  
our students to  
know and be able  
to do?

How will we know  
if students know,  
understand and  
can do it?



2nd-3rd Week:

- Solidify chosen standard to unpack
- Ask your PLC: *when this unit is complete, what do my students need to produce to show mastery of the standard?*
  - **Build your CFA (common formative assessment)**
- **Teacher Discussion:** *what applicable units do we already have created OR do we need to create new unit? What instructional strategies can we use to track student progress: ie: exit tickets, Google Form check-ins, traffic lights, etc.*
- **RTI:** begin to group your students based on your knowledge of student interests and academic levels from previous lessons/units. You know your students: try to **foresee** academic struggles and discuss possible antecedents.



### Unpacking the Standards

What do we want our students to know and be able to do?

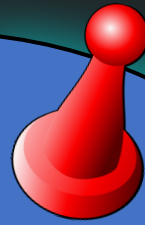
VERTICAL CONNECTION		
What prior knowledge and skills should students have? Where is it leading in subsequent instruction?		
Prior Standard	Grade-Level Standard	Future Standard

SKILL LEVEL	KEY KNOWLEDGE
What do students need to be able to do? What cognitive level is required? Consider verbs from Bloom's Taxonomy.	What do students need to know and understand? Include academic language and vocabulary.
Verb(s): Underlying Skills: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	Noun(s): Underlying Knowledge: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

### LEARNING TARGETS

What specific skills and knowledge do students need to demonstrate to meet the standard?  
Use student friendly language.

Students will know...	Students will do...



How will we know if students know, understand and can do it?

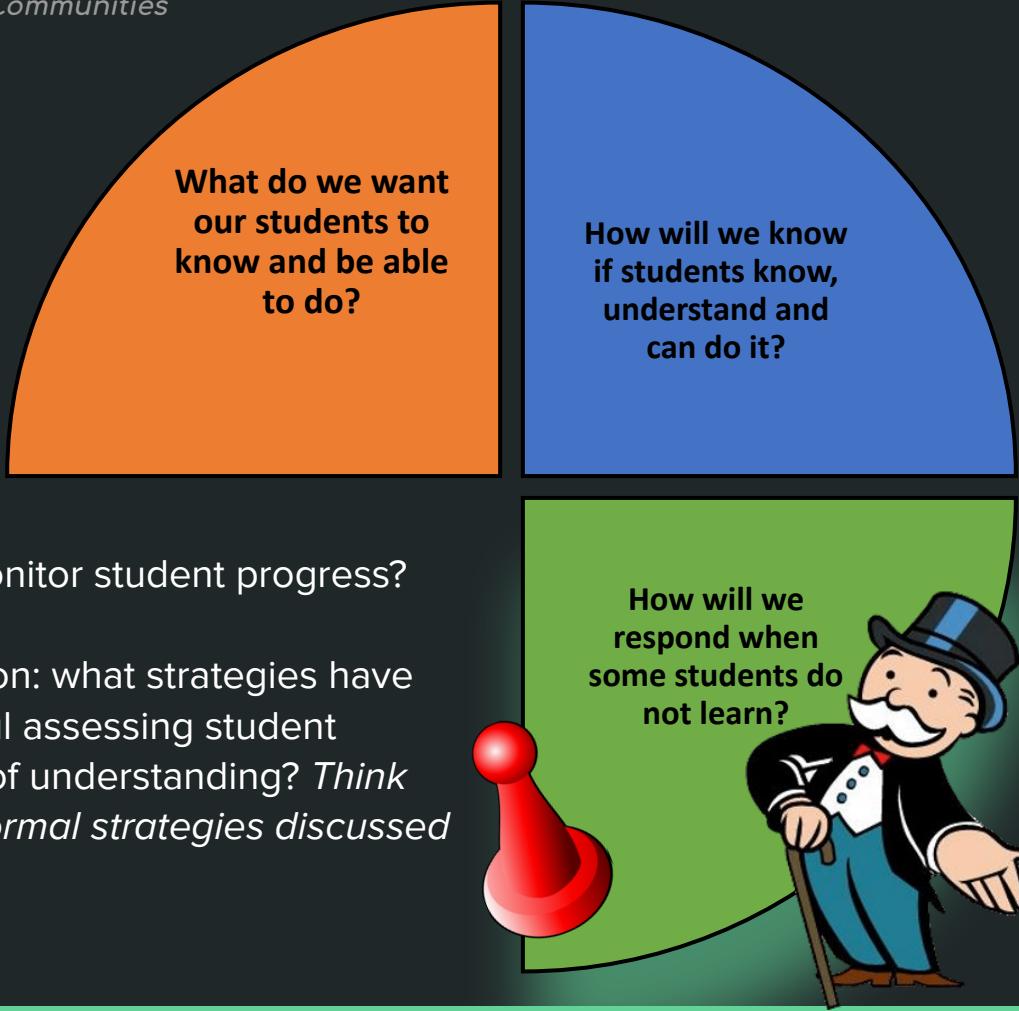


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## 3rd-4th Week

- How will we monitor student progress?
- **RTI:**
- Teach Discussion: what strategies have been successful assessing student present levels of understanding? *Think back to the informal strategies discussed last week.*

# PLC



What do we want our students to know and be able to do?

How will we know if students know, understand and can do it?

How will we extend the learning for students who are already proficient?

How will we respond when some students do not learn?

## Last Week(s) spent on this "cycle's" focus:

- Share CFA data
- Data: *so what-now what?*
  - How can your PLC use this data going forward?
- Extension & Enrichment:
- Reteaching: