**Pre-K**

What specific Collaborative Team related successes happened this year?

Here’s feedback from teacher survey:

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| new concept we’re perfecting to best use of time, expectations and professional growth |
| actively participate in the learning and discussions as well as plan for next meeting |
| understand Collaborative Teams and how it works but I could be prepared going every week |
| bring ideas and activities for my coworkers; actively participate and collaborate |
| used knowledge learned in Collaborative Teams to plan and drive instruction |
| met with coach weekly and shared ideas for lessons |
| collaborate in designing and implementing road map for math |
| discussed data analysis for grouping student in order to create personalized learning |
| participated in Collaborative Team meetings and applied new learning and strategies in the classroom |

What products/artifacts have you and/or your school teams begun collecting to determine which teams need more time and support?

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| We use our Collaborative Team agenda/minute form to review during Leadership meetings and discuss where additional support is needed |
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What processes have you established related to Collaborative Teams that are now the “new way of doing business”?

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| Use of the Collaborative Team agenda/minute form |
| One Team Leader is the campus contact for teachers regarding everything Collaborative Teams |
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How are you going to build the capacity of your campus-based instructional specialists to lead the Collaborative Team process in the teams on campus?

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| We don’t have campus-based instructional specialists. The campus team leaders facilitate the Collaborative Team process with support and direction from Director during Leadership Team meetings. PK Coaches participate in Collaborative Team meetings and help guide discussions (i.e. when they drift from a data focus to an activity focus). PK Coaches receive support from the district Multi-Classroom Lead Teacher and Director of EC. |
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What district systems need to be in place next year related to Spring Branch’s PLC journey?

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| Need to have ECSE teachers on PK4 Collaborative Teams (they benefitted from being able to participate in Collaborative Teams once we went to remote learning and they weren’t restricted by their schedule). |
| Need to have consistent time for PK3 Teachers Collaborative Team meetings. |
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Considering curriculum planning for the first quarter of 2020-21, and since students have been out of school buildings since March, what instructional adjustments are you making to the scope and sequence since so many school days have been missed? How could this plan work for both contingencies of students being back at school or school remaining virtual?

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| Need to have clear and agreed upon priority standards for each nine weeks so that teachers thru Collaborative Team process can focus on a few standards/objectives each week (that’s what they focus on instructionally and assess during face to face, virtual, or hybrid instruction). This also narrows the focus for parents supporting their child’s learning at home. |
| Our PK3 students are rolling up to PK4 and will join new students for PK4 that will be having their first formal school experience. We have documented students needing additional support during this time of virtual learning and will follow up with those that return to us 2020-2021. |
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What support do you need to continue the PLC journey?

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| Ways to do more formative assessment embedded within an instructional activity – especially during virtual learning. |
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