PLC #1: Laying the Foundation

Please look at note, agenda, and part one together. Once "facilitator" role is assigned at the end of part one, facilitator can lead team through the rest of the agenda. Thanks! -SL

Note from Shannon: *Hello everyone! I apologize for not being here today (I've got strep throat and am out for the rest of the week). I'm very excited about this part of our work this year. As I mentioned before it will be one of the biggest changes, if not THE biggest change, that drives our teaching and learning forward leaps and bounds this year. Why? Because it harnesses the power of the knowledge that you, the teachers, possess and shares it with your colleagues. We are much more powerful as a team of 32 leaders, rather than 5 leaders and 27 teachers. As long as there is a strong structure in place that seamlessly facilitates collaboration around instruction, we are the sum of our strengths, which are spread as they are shared. Without that structure, we are merely our isolated strengths and weaknesses, many of which cancel each other out. For this reason we are going ALL IN from the get go. Please adhere to the guidelines and instructions provided. The first session will be different than the others for reasons that will become apparent throughout the session. It will not take long for us to get used to the structure and get into a groove that you will wonder how you functioned as a teacher without once you get into it. I have seen it here, I have seen it elsewhere, and I have been a part of it. Please have your "recorder" submit any questions your group has and I will answer all questions in a timely manner, as I did after our data session at PD last week. Thanks, all! Looking forward to the work. -Shannon*

Agenda:

Part One: Roles (15 min.)

Part Two: Norms (15 min.)

Part Three: Assessment Calendar (5 min.)

Part Four: Aligning on Instruction (50 min.)

PART ONE: ROLES

There are three important roles that must be played for a team to be high-functioning. They are:

1. *__Facilitator:__ Keeps the team's focus on agenda items, prevents side conversations, and makes sure that all voices are heard, with room for each person's reactions, interpretations, conjectures, and analyses. The facilitator is not necessarily the team leader, but plays a vital role in keeping team meeting efficiency at a high level. While it may not be the job of the facilitator to provide all the materials, agendas, and other*

items necessary for the meeting, it is the facilitator who assumes responsibility for making sure those things get done.

2. ***Timekeeper/Norms Checker:*** *Assumes responsibility for maintaining the meeting's momentum by providing appropriate time-checks for the facilitator, keeps meeting on track, makes sure meetings begin and end on time. Also is responsible for getting the team to reflect on norms at the end of each meeting to make sure they are being adhered to, and for doing a mid-session "norms check" if they feel that any norm violations are impeding the meeting.*

3. ***Note-taker:*** *Uses the meeting agenda as a guide. The note-taker writes down team members' suggestions and comments, records decisions made by the team, and sends the notes to the team and principal + coach at the end of the meeting.* ******For this first meeting the note-taker can type right into this agenda, when applicable. No need to do a whole separate note-taking page.***

As a team, please decide who will take each role. In addition, please decide whether the roles will rotate or if you'd prefer to keep them for the whole year.

Process: Each person should have the opportunity to share if they have a preference for or against any of the roles. After everyone has shared, the group should come to a consensus about which role is best suited for each person based on the preferences expressed.

PART TWO: NORMS (facilitator should start to facilitate now)

Popcorn read or silent read (choose):

*The most powerful argument for teacher teaming is that educationally, for all involved, it's a very good idea. When teachers work together in **successful** teams, they get group assistance with problem solving; together they examine student work, address issues of class management, learn a new curriculum, provide support for new teachers, and give veteran teachers roles as mentors. And they have an opportunity to observe each other at work in order to improve their own practice. What teachers are unable to accomplish alone, or only with great difficulty, they can accomplish more successfully in a team.*

There's also enough very good data to indicate that teachers who work in teams get more enjoyment and self-fulfillment from teaching as they see their own practice improve, and along with increased job satisfaction comes the increased likelihood of a longer career in teaching. Perhaps the most compelling reason of all: when teachers collaborate, their students do better. That is, when teachers' expressed goal is to improve instruction. (from _The Power of Teacher Teams_, pp. 7-8)

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Reflect: What has been your experience thus far (prior to this year) working in teacher teams? Has it been positive or negative? Why or why not? (Give think time, then share out in rounds)

- Danya: Positive experience, has enjoyed the collaboration with other teachers at prior schools.
- Sheena: Positive experience, worked w/mentor teacher. When she was at a charter school the school was a success because of teacher collaboration.
- Felicia: Positive experience. Teachers were really helpful, especially when she was a long term sub. Was a time she learned about curriculum, behavior, etc.
- SP: Prior experience has been negative, wasted time, not a lot got done, turned into time when teachers vented about frustrations.
- Ellie: Negative experience. PLC was not receptive to my facilitator role because I was so young, veteran teachers were resistant.
- Melissa: Positive experience, especially when people followed the protocol because it was efficient. When that protocol isn't followed it has led to frustration in the past.

Reflect: What "norms" do you need to have in place in order to have a team culture that supports your participation, engagement, and growth? (Give think time, then share out in rounds)

Please choose, as a group, 4 – 8 group norms that you will use for the year. Recorder will list these norms here:

1. **Make sure to focus on literacy and not anecdotes about behavior.**
2. **Challenge the idea not the person.**
3. **Stay on track, no side bar conversations.**
4. **Have an opening and closing, keep it consistent with council procedures. Also including checking in with everyone.**
5. **Be consistent with dates, if changes need to be made it needs to be discussed with the whole group.**

PART THREE: Look at biweekly calendar. Please have recorder record any questions your group has around the assessment calendar.

Quarter One Biweekly Assessment Calendar

***Assessments should be completed on Friday and results should be uploaded no later than Tuesday @ 5:00PM. The template for uploading will be provided to you prior to August 30th. We are still exploring whether to use Data Director or Excel for this process!

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August 30th	Math only
September 13th	Math + ELA + 8th grade science
September 27th	Math + ELA + 8th grade science + MS history
October 11th	Math + ELA + 8th grade science
October 17th: Q1 benchmarks due (October 9 – 17th = window, October 14 – 17 = most likely testing days)	

Questions related to calendar:

1. **What are the different structures for doing biweeklies? (discussed all 3 approaches)**
2. **When do you meet to prep biweekly test? (MS Fridays 7th Period)**

PART FOUR: Instructional alignment questions.

Please read each question, discuss, and answer as a group. When action steps emerge related to the questions, please have the recorder record them on the template at the bottom of the page.

What are each team member's areas of strength and areas of need related to reader's and writer's workshop instruction at the present time?

	Strengths	Areas for improvement
Sheena	• Implementing structures of what she know about reading and writing	• More training on TCRWP • More info about test talk
Danya	• Reader's workshop • 8th grade standards	• Co-planning this year with reading & writing
Felicia	• Organizing how workshop should flow • Using students notebooks as tools	• How to test for writing • How to set up grade book
Ellie	• Organizing student work	• Guided reading groups

What is each team member's most pressing need related to literacy instruction at the present moment?

1. We need PowerSchool training and Data Director training.
2. MS needs updated workshop resources for reading & writing.
3. Will we be given time in PD to look at reading data to form guided reading groups and conferencing?

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Who can support each person with their present need, how will they support them, and when will they support them? (if the appropriate time/space is right now and the whole group will benefit from the discussion, please engage)

Leadership: PowerSchool Training & Data Director Training and time to establish guided reading groups during

Danya: Provide guidance & ideas with reading workshop

Ellie, Felicia, Sheena: Writing ideas

All PLC: Observe each other's classes to see best practices

All PLC: Separate meeting date (at least at the beginning of the year) to discuss strategies & biweeklies

How has each grade level decided to integrate explicit standards-based instruction into their weekly lessons? What resources will be used?

Test Talk

Buckle Down

When will teachers start small-group guided reading and one-on-one conferences?

(See need above)

What structures will be put in place to make this a regular part of your teaching, and by when?

(See need above)

How will you decide how much small group guided reading to do, and how much conferencing to do? (This is a crucial area in which to align on best practices!!!)

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(See need above)

How will you ensure that you and your students get the most out of our fabulous new independent reading books? What will your system be for getting the right books into the hands of the right kids (and then back on the shelves ☺)?

**(TBA)

Will you be tracking students' independent reading this year? If so, what will this look like? Pages, or books? Charts, or Excel spreadsheet? Book reports or no book reports?

How will we support Felicia and Sheena to make sure that they enjoy an accelerated learning curve related to workshop and literacy at SCLA?

(See support listed above. We need PD time to discuss)

Team Action Plan		
Action Item	**By whom**	**By when**

Questions: Will we always be given an agenda prior to our meetings or do we create our own?