PLC #2 Agenda   ⭐ 9/5/13   ⭐⭐⭐

1. **Whip around: What's one thing that's going great in your literacy class? What's one thing that you're struggling with in your literacy class? (5 – 10 min.)**
2. **Plan guided reading and conferencing using template (60 min.)**
3. **Best practice share (30 - 40 min.)**

***Each person will complete their own reflection.

***Remember to e-mail Shannon your notes at the end of the meeting. Thanks! -SL


Whip Around

1. One thing that's going great in my literacy class is
2. One thing that I'm struggling with in my literacy class is

***Once everyone shares, if anyone has a quick "You might wanna try…." suggestion, please feel free to share. If you have a longer suggestion, let the person know so that they can reach out to you if they want.

Plan Guided Reading and Conferencing

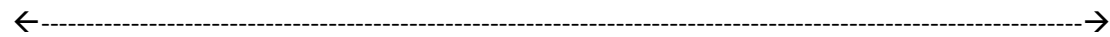1. Please place yourself with a star on each continuum:

With regards to small group guided reading, my comfort level with my practice is:

←---→
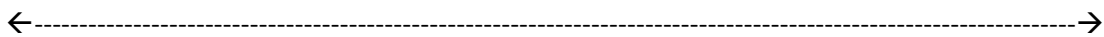
Guided what?   I'm a pro at this!!!

With regards to one-on-one conferencing, my comfort level with my practice is:

←---→

Ever seen the   Call me Rick Ross
movie "Clueless?"   'cause I'm the BOSS!

Discuss as a group, with the purpose of identifying who will be good resources for right now as you share strategies, and in the future for those that want to reach out to colleagues for help.

2. As a group, please come up with a shared understanding of the purpose of small group guided reading, and the purpose of one-on-one conferencing. Record below:

Guided reading:

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Conferencing:

3. As a group, discuss what are the best possible ways to structure guided reading groups and conferencing. The people who have the most comfort and experience should share first. Make sure to be very specific about when you do it, how often, for how long, what do you do during the groups/conferences, how do you choose what to work on, how do you choose who to work with, how do you keep track of progress, etc.

Now, after considering the ideas shared, please complete the following table:

	Small group guided reading	One-on-one conferencing
How often will you do each?		
How long will each session ideally be?		
How will you decide what to work on?		
How will you keep track of what you are working on with each group/individual, and how they are progressing?		
When will you start implementing?		
What specific support will you need to be successful?		

4. Now, look at reading level data on the Common Drive for your students, and group your students strategically according to reading level. Individuals who have done this before should share out how they've approached this in the past. Please use the space below to indicate your groupings.

Example:
(list each group, w/ reading levels, list each conference recipient, w/ reading levels…..unless you plan on conferencing with all students, in which case explain that)

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Period One
Group 1: Kobe (8.6), Pau (8.3), Phil (8.6)   Conferences: Derek (5.5), Vanessa (6.7)   etc.

5. After completing your guided reading and conferencing plan, please use the remaining time to discuss best practices around read-alouds. Last year, we identified read alouds as a very powerful way to increase students' motivation, love of reading, application of reading strategies, and success on ELA standards . Please share with each other your best strategies and record a practice commitment below:

I commit to (however you will be revising your practice) during my read alouds by (when you will be able to start implementing).