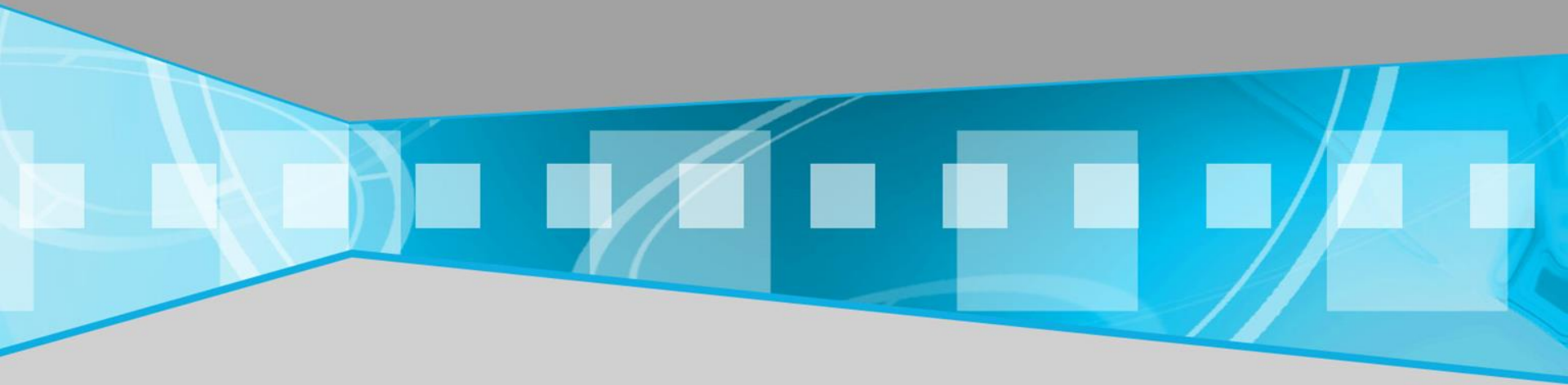


Early Release Facilitator Workshop

August 20, 2013



Welcome

- *Find a clock partner:*
 - *Find a 3 O'clock Partner*
 - *Find one person to sign your 3 o'clock spot; sign their 3 o'clock spot*
 - *Find a 6 O'clock Partner*
 - *Find one person to sign your 6 o'clock spot; sign their 6 o'clock spot*
 - *Continue w/ your 9 and 12 o'clock Spots*



Goal

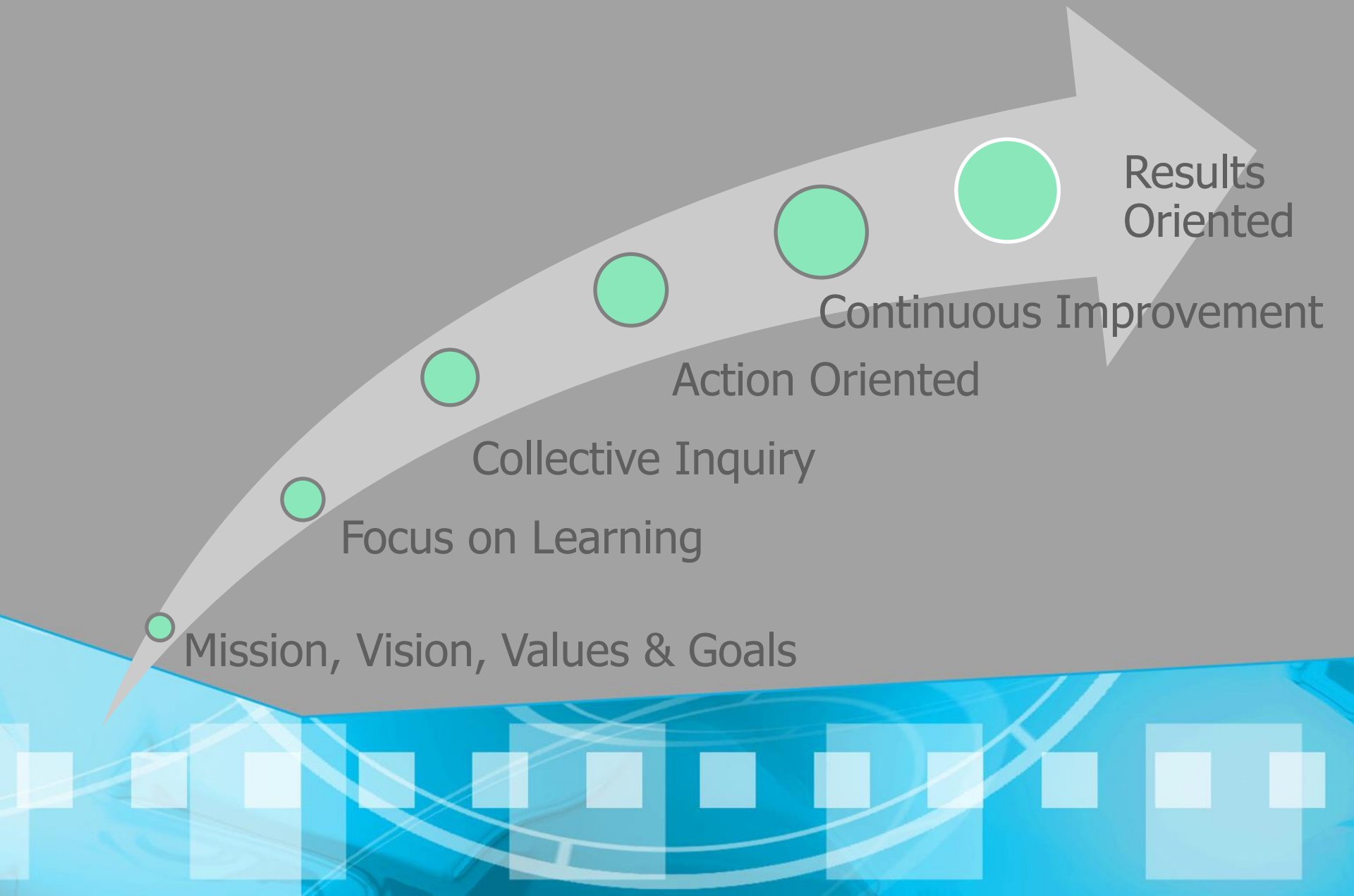
- *Ensure that you are successful as an ER Facilitator*



What is a Professional Learning Community?



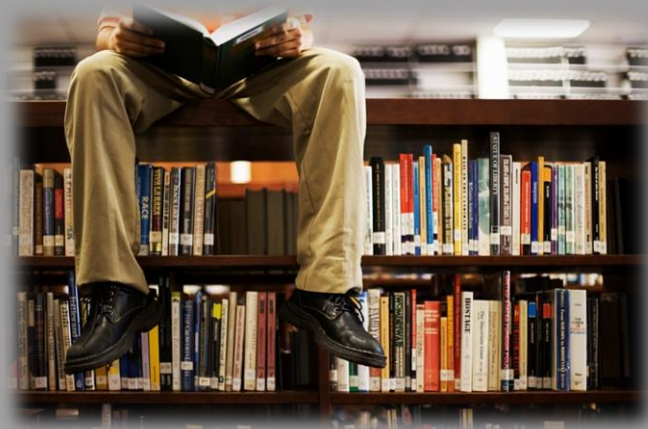
PLC's are...



School District of Holmen's Journey

- *PLC Shared Vision:*

Maximizing student achievement through teacher collaboration.



School District of Holmen's Journey

- *Year 1: 2007-08*
 - *Culture of Collaboration and RtI*
- *Year 2: 2008-09*
 - *Focus on Questions #1 and #2*
- *Year 3: 2009-10*
 - *Focus on Questions #3 and #4*
 - *Introduction of PBIS*
- *Year 4: 2010-11*
 - *Continued focus on Questions #3 and #4*
 - *Implementation of PBIS district-wide*
 - *Intervention and Enrichment Support*
 - *Implementation of Reading Progress Monitoring*
 - *Creation of the RtI Steering Committee*

School District of Holmen's Journey

- *Year 5: 2011-12*

- *Question #1 : What do we want all student to know and be able to do?*
 - *Deconstructed ELA Standards & Focus on the Mathematical Practice Standards*

- *Year 6: 2012-13*

- *Question # 1: Focus on Question #1 : What do we want all student to know and be able to do?*
 - *Creation of ELA Units, & Disciplinary Literacy*
&
- *Question #2: How will we know if they are learning?*
 - *Creation of Common Assessments*

- *Read: How to Make the Most of Your PLC*
- *Find your 6 o'clock partner and discuss your key the key understandings and what it means for your PLC/students?*
- *Find your 9 o'clock partner discuss*



Break Time





What pearl to you find?

LARGE GROUP DISCUSSION



Reviewing/Creating Norms

- *Why are you asked to create PLC team norms each year?*
 1. *Ensure that all individuals have a chance to contribute to the meeting*
 2. *Increased productivity and effectiveness*
 3. *To facilitate the achievement of goals*
- *All groups establish norms, “ground rules or habits that govern the group” (Goleman, 2002, p 173)*

SMART GOALS

District

- **Student Learning Strategies & SMART Goals**
- Math (Implementation of Math Expressions & MS & HS UbD & Assessments)
- Writing (Implementation of Lucy Calkins & MS & HS Writing Across the Curriculum)

Building

- **Student Learning Strategies & SMART Goals**

PLC

- **Student Learning Strategies & SMART Goal**

SLO

- **Student Learning Strategies & SMART Goal**

District PDSA

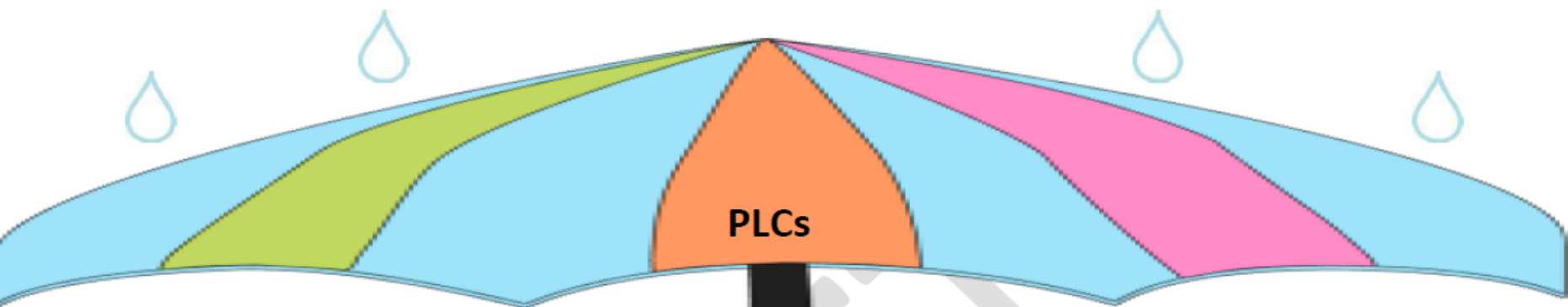
- ***Elementary***
 - *PLCs Focused on the Implementation of Lucy Calkins for Writing*
 - *PLCs Focused on the Implementation of Math Expressions K-5*
- ***MS/HS***
 - *Improving High School Reading through Writing Across the Disciplines or Writing Across the Curriculum*
 - *Creating CCSSM Aligned Units and Assessments Using the UbD Framework*
- ***All***
 - *RtI Focused on the Implementation of a System to Close Learning Gaps*

Monthly Team Meetings

- *Review norms*
- *Conversations focused on...*
 - *Celebrations,*
 - *Universal Curriculum (Math & Writing Across the Content)*
 - *Instruction (Math & Writing Across the Content)*
 - *Assessment for and of Learning (Common Formative & Summative)*
 - *Intervention and Enrichment (RtI-Tier 1 & 2)*

Closing





Level Of Implementation	Standards Awareness	Standards Based →	Standards & Data Driven →
Common Core Standards <i>How do students learn the CCSS in your classroom?</i>	I know what the CCSS are, but unsure how to use in my planning.	I know the CCSS & have determined how to use them in my classroom.	I inform my students of which CCSS we will focus on before instruction & let them know where they are along the progression of the standards My students can explain what they are expected to know & be able to do.
Curriculum & Unit Planning <i>How is student learning organized in your classroom?</i>	I wonder if I am teaching the CCSS. The textbook has always been my curriculum.	I used backward planning to map each unit aligned to the CCSS. I have a scope and sequence for the school year. I know what students need to learn, what proficiency looks like & how they will learn	My students understand our progress through the curriculum because I provide them with a road map of their learning. My students take charge of their progress. They know which learning targets/CCSS they have attained and what they need to learn next.
Assessment <i>How is student learning assessed in your classroom?</i>	I am not sure how to assess the CCSS.	I align assessments w/ CCSS. I share assessment expectations w/ students upfront, share models & scoring guides.	I consistently use diagnostic, formative & summative assessments so I can know specific learning strengths & needs. My students are able to communicate their level of learning & identify their next steps
Student Engagement in Learning <i>How is student learning analyzed and used in your classroom</i>	I know if my students are passing/failing, but not in relation to CCSS.	I know where students are in relation to CCSS and set learning targets & provide them w/ frequent descriptive and constructive feedback about learning.	On a daily basis, I use ongoing assessments to refine, reteach & extend learning. My students self-assess & set own learning goals regarding their knowledge & skills
Instruction <i>How do you decide which instructional strategies to use to ensure learning?</i>	I use instructional strategies I feel most comfortable with.	I use research-based instructional strategies and use gradual release of responsibility to move from guided practice to independence. Students are actively engaged & involved in learning.	I use ongoing assessments to differentiate (readiness, interests, learning profile). My students have a toolkit of their own learning strategies to use when they do not understand the learning required by the CCSS

ER/PLC Progress Monitoring

- *Assign someone take meeting notes*
- *Send Artifacts from meeting*
- *Due to Wendy and Julie by 3rd Wednesday of the month*



ER Evaluation form

Early Release PLC Evaluation

PLC Group: _____

Month: _____

PLC Outcomes	Strongly Agree	Agree	Disagree	Strongly Disagree
This early release PLC has furthered my professional growth.				
We focused on student learning and development.				
We used data to inform our next steps.				
We shared best practices and/or research.				
We celebrated students and/or staff success.				

Reflection Questions:

What did I learn from this meeting?

How will I use this new knowledge in my classroom?



Expectation for the Evaluation Form

- *Filled out by all teachers on your team*
- *Send to Wendy, Julie & Char by the 3rd Wednesday.*

Don't  Forget!

SEPTEMBER & OCTOBER ER



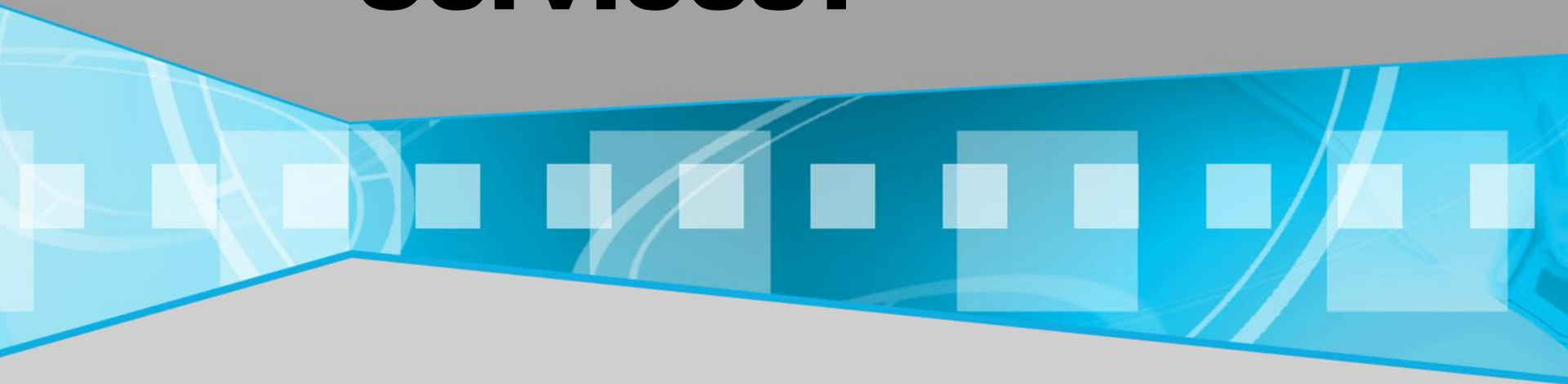
September Planning

- *ER/PLC Team Time:*
- *Create Norms*
- *Celebrate the Beginning of the school year*
- *Using Grade Level or Content Area Data Determine group SMART Goal (Due 3rd Wednesday)*
- *Discuss materials to bring to the next meeting:*
- *Evaluation Form (Due 3rd Wednesday)*

October Planning

- *ER/PLC Team Time:*
- *Review/Create Norms*
- *Assign Roles/Tasks*
- *Celebrate*
- *Determine*
 - *What do we want all students to learn?*
 - *How will we know if they have learned?*
 - *How will we respond if they don't learn?*
 - *How will we respond if they already know it?*
- *Discuss materials needed for the next meeting*
- *Evaluation*

What do you need from Instructional/Pupil Services?





Have an Amazing Year

THANK YOU!

