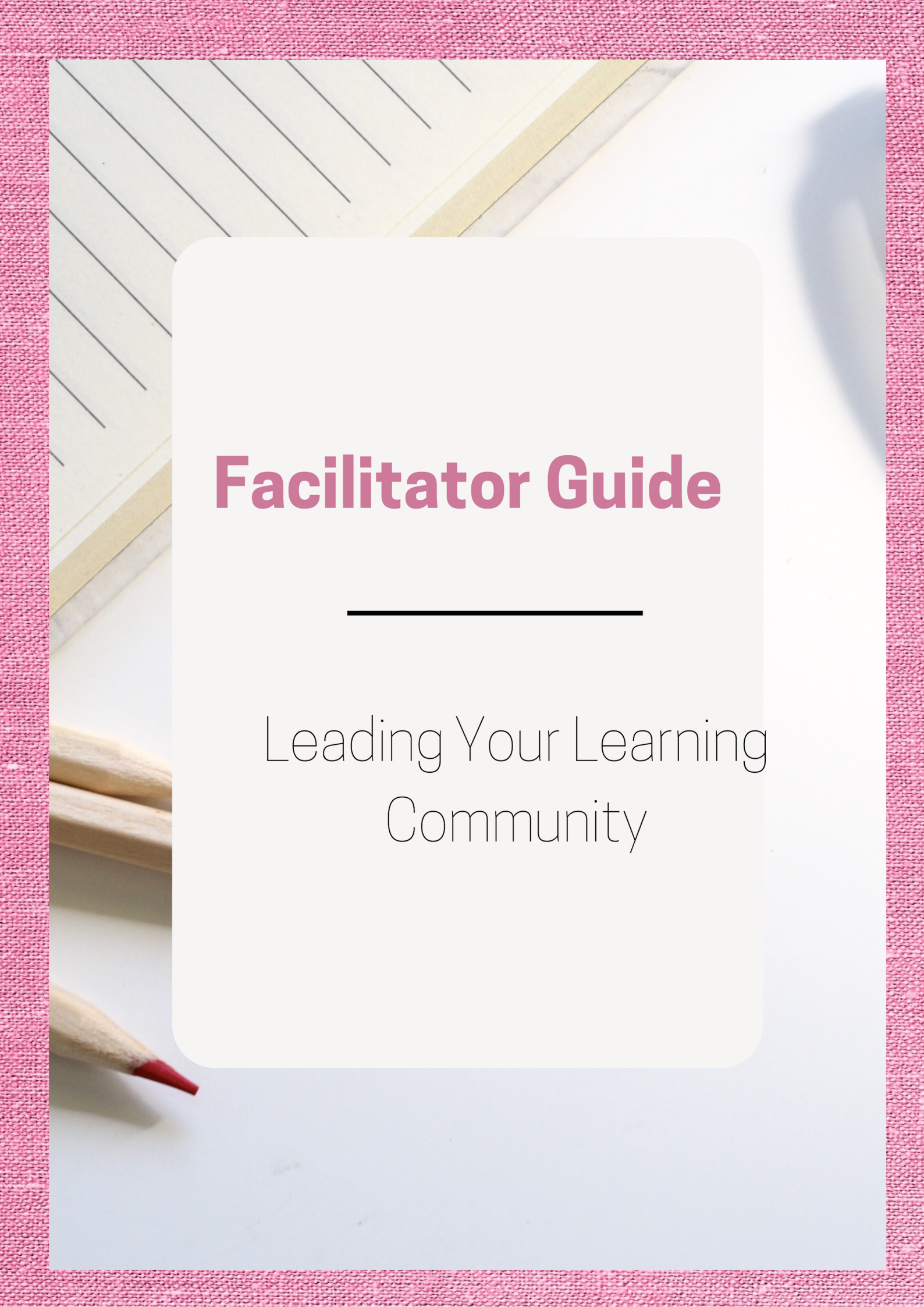


The background of the entire page is a photograph of a workspace. It features a notebook with cream-colored, lined pages. Several pencils are scattered around: one with a red eraser and a sharpened lead tip is in the bottom left, and others are lying horizontally in the middle left. The entire scene is framed by a thick, textured pink border.

Facilitator Guide

Leading Your Learning
Community

Hi there

WELCOME TO THE COURSE!

This guide will provide step-by-step instructions on presenting this course. Each page contains photos of the slides with presenter notes and guiding questions. Time guides have been provided as a pacing approximation.

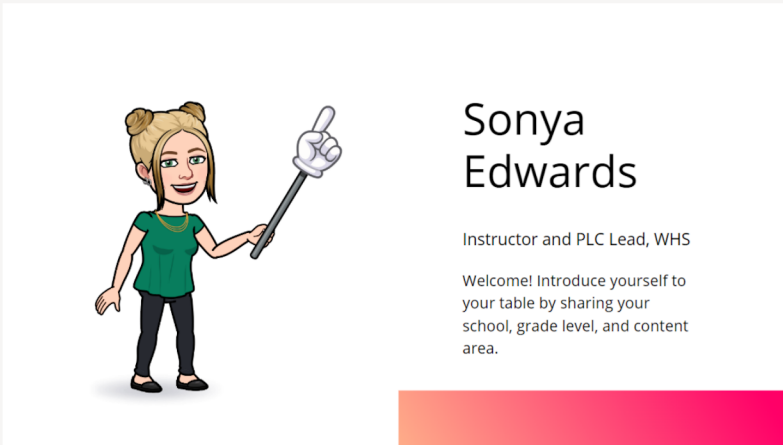
Time guides have been provided as a pacing approximation. This course is designed to fit within a 45 minute planning period. Additionally, there is room for you to make notes for personalization of the course as needed by your school or district.

Enjoy the training!



Facilitator Guide

Notes

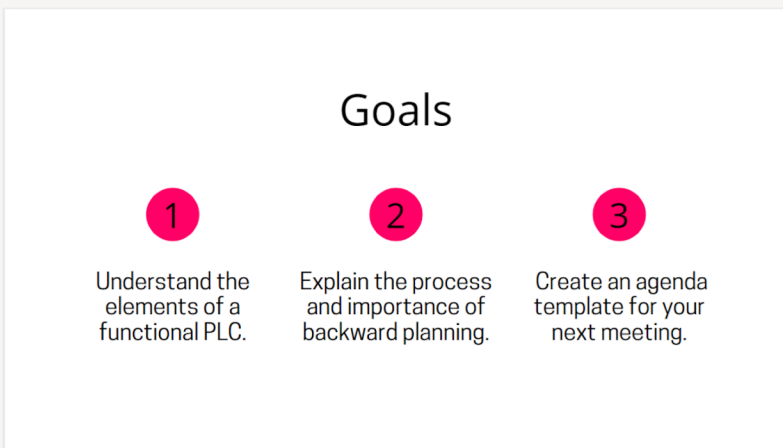


Slide 2

3 min

Take a moment to introduce yourself to the participants. Give information about your background and current position. Encourage participants to introduce themselves to those sitting at their table.

*This slide should be personalized.

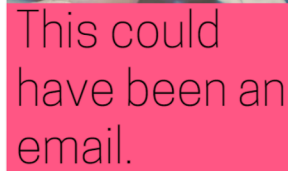


Slide 3

1 min

Review the expected outcomes of the training.

Say, "Today we are going to be looking at ways to make our PLCs more effective. We are going to look at how our PLC functions as a team, how we plan for units and the essentials for keeping our meetings on track. At the end of each section we have some time built in for general questions. Please write your questions in your participants guide, and we will address unanswered questions at that time. If your question is specific to your school, please feel free to send me an email."



1 min

Gain buy-in. Ask participants how often they have felt this way when attending any meeting. In particular a PLC meeting.

Create a functional PLC unit that respects the time and input of each member working towards a common goal.

- Time limited
- Team based
- Data driven
- Goal oriented

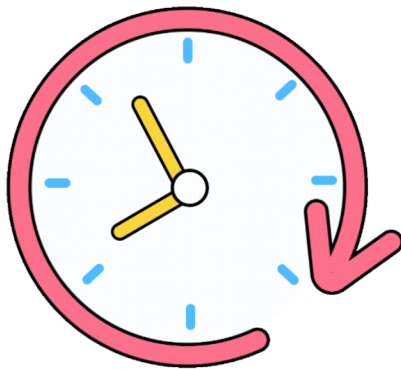
- Vent sessions
- Unstructured
- Dictatorships

1 min

Transition from slides 4 to 5 by recognizing that meetings that could have been an email make a person feel as if their time is not valued.

Say, "In PLCs that are not functional, teachers and support staff feel as if their time is being wasted and they are not gaining anything of worth. To combat this, we need to create functional PLCs that make productive use of time, value input, and use data to work towards a common goal."

Notes



Time Limited

Write down your answers to these questions:

- What are some constraints on your time as a teacher?
- What are some constraints on your time as a PLC?
- How can your team work within the constraints to meet effectively?

Slide 6

2 min

Say, "Your time as a teacher is valuable. It is so valuable that everyone wants a part of it. Take a moment and jot down some things that impact your classroom time, and your PLC meetings. Try to come up with a way to mitigate these factors. Work with your own thoughts for about a minute, then we will share.

What are some constraints on your time as a teacher or a PLC?

Join by Web



- 1 Go to PollEv.com
- 2 Enter **SONYAEDWARDS998**
- 3 Respond to activity

Join by Text



- 1 Text **SONYAEDWARDS998** to **37607**
- 2 Text in your message

Powered by Poll Everywhere

Total Results: 0

Share your thoughts

Slide 7- technology

3 min

Create a word cloud poll using Poll Everywhere's free feature. Ask participants to use their phones and type in their response. Display the data and discuss the trend (larger words) that emerge. With all of these external factors, it is extremely important to keep PLC meetings to a focused schedule.



Share your thoughts

Slide 7- no technology

3 min

Copy slide 12 in place of slide 7. Using chart paper and a marker record answers that participants share. Continue discussion.

Each member brings a unique perspective to the team.
Collaborating and sharing ideas make the team stronger.



1 min

PLC Jobs

- 3 min**

- keep PLC meeting on task (3)
- take and share accurate notes (2)
- act as a liaison to administration (1)
- verify lessons meet academic standards (4)
- give a warning that class will start soon (3)
- set an agenda (1)
- type agenda (1 or 2)
- ensure copies are requested for meeting (1 or 5)

Facilitator Guide: Leading Your Learning Community

PLC Norms

Norms are expectations set by group members to hold themselves accountable.

Norms clarify expectations while working towards a shared goal.



Slide 10

5 min

Say, "Norms are the expectations set by group members to hold themselves accountable. Ideally, this conversation happens during the very first meeting a PLC has, after the introductions, and before the discussion of content, lessons, and students. This will set the tone for the year and should not be taken lightly. There are both small and large considerations when discussing norms."

Small

1) Time and place- when and where will you meet? Will it remain constant or change on a rotating basis? How will the absence of the host teacher be handled? What about interruptions of state, district, or school activities?

2) Jobs- the Lead position is usually appointed by the administration. What other jobs need to be filled? Does everyone have something to do and contribute?

3) Sharing information- Will the team set up a shared Google Drive? Email everything? What about phone numbers? Is everyone comfortable with a group chat? Remember to respect requests keeping information private.

Large- these discussions will be heavily influenced by positive and negative past experiences.

1) Speaking / sharing- How will members share ideas? Is there a need for hand raising, or a token object?

2) Disagreements on instruction- When they arise, how will disagreements be addressed?

3) Personal disagreements- How will disagreements of a personal nature be handled?

4) Attendance/timeliness- How will frequent absences and tardiness be addressed?

5) Adherence to Norms- If there is a breakdown in the agreed upon norms, what procedure will the group follow?

This list is not exhaustive, but provides a starting point for crafting a functional set of group expectations.

Notes

Data Driven

In your participant guide, list all of the places that you gain and report data on your students.

Now consider what that data tells you about the standard, the students, and the grade level.



Reporting

Score, Achievement and Points Earned on **FAST Grade 10 ELA Reading** (PM1 2022-23) of All Rosters, by Student and Reporting Category, 2022-2023
Filtered By: Rosters: All Roster | Test Reasons: PM1 2022-23

Student	Student ID	Scale Score	Achievement Level	Percentile Rank
State		327		91%
District		328		91%
School		344		91%
My Students		324		91%
	PL	319	Level 1	91%
	PL	328	Level 2	91%
	PL	310	Level 1	91%
	PL	342	Level 2	91%

Slide 11

2 min

Say, "All of our decisions regarding instruction should be based on data. Where that data comes from will depend on your grade level and subject matter. Student data generally falls into two categories. Formative and Summative. Summative data reflects a culmination of activities and reflects on the learning gained.

Summative assessments can come from an International level (AICE/IB), national level (AP, ACT, SAT), state level (FAST, STAR), district level (CRM, EOC), school, grade or PLC levels. These are generally standardized assessments meant to gather data by comparing student performance against the same set of criteria.

Comparing summative assessment results shows trends and allows for teachers to share resources that appear to garner positive results.

Formative data allows teachers to make quick adjustments to the pedagogy within a classroom and determine if students need more or less time on an area. Teachers can use formative data to form groups and create lessons.



Share your thoughts

Slide 12

3 min

Say, "Take 3 minutes to discuss at your table the types of formative and summative assessments used in your PLC. What data do you gain from these assessments? Record your responses in your participant notebook."

If possible, circulate the room adding to conversations or sharing insights from other tables.

Notes



1. What is the instructional focus?
2. What are the instructional strategies?
3. How will we know when they have learned it?
4. How will we respond when they need remediation or enrichment?

Slide 13

2 min

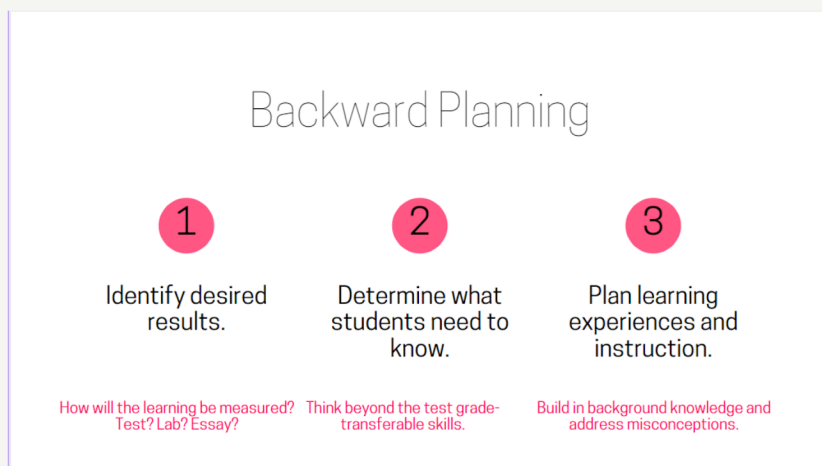
Three white speech bubbles with black outlines and black question marks are arranged diagonally on a solid pink background. The bubbles are positioned in the upper left corner of the image.

Slide 14

2 min

Notes

Slide 15 Title transition slide- display during question/ bathroom break **3 min**



Notes

Slide 16

3 min

Say, " Welcome back. We're going to shift into the next portion of our discussion today- planning. For many teachers, we begin to plan with the understanding of what we want or need to teach. 'I need to teach geometric shapes', 'I need to teach photosynthesis', or 'I need to teach rhetoric'. We start at the beginning and move forward. This method however, doesn't help us ensure that the students get out of the lessons what we want them to because we haven't identified what that end goal is. Remember our planning questions. DuFours planning questions coincide with Wiggins & McTighe's 'Understanding by Design'. Using this method, we start at the end. What is it that we want students to be able to demonstrate and how will they do that? What do they need to know in order to show that level of learning? With those considerations in mind, we can apply the rest of our planning questions and come up with tailored lessons and activities that will help us meet that end goal.

Sure, my early unit on Golding's *Lord of the Flies* was engaging, we read the story, discussed the characters, the plot, came up with some themes, did a few activities, and then took a test that was primarily based on recall. What did students really get out of it? Not a whole lot because my focus was more on the book than on the skills I wanted the students to gain and apply. Later in my career when teaching story elements with a backward design goal I knew my desired outcome was that I wanted students to be able to analyze how key elements of fiction enhance meaning. One of the things they need to be able to do for that is to describe how setting directly impacts plot, and identify characterization. *Lord of the Flies* is excellent for this. With a more focused view on the lessons, the students were able to get more purpose and enjoyment from the assigned reading, and I was able to gain data about standards."

*Adjust the personal anecdote to match your subject area and experience.

Take the test!

Each unit of study will have a culminating task. Before planning the unit, teachers should take the unit test themselves.

What are the benefits to the students when teachers take the test first?



*Note- test portion assumes the use of district-created tests. Please email for additional training on assessment creation.

Slide 17

1 min

Say, " For this section, we're going to assume the use of an assessment that has already been created. Teachers- take the test! This will allow you to not only plan appropriately but to identify issues and concerns with the test so that they can be addressed ahead of time. Perhaps there is a spelling or grammar mistake that impedes understanding. Perhaps the answer key has C as the answer, but everyone on the team selected B. As teachers, you can address that discrepancy and determine a course forward. (Are all of you wrong, why? or is it a misprint?)"

Take Note

- 1 Frequency of standards
- 2 Phrasing of questions & answer choices
- 3 Formatting of questions
- 4 Background knowledge necessary
- 5 PLC concerns

Slide 18

1 min

Say, " When taking the test, here are a few things to keep on consideration. Which standards are most heavily tested? Are these new standards for the unit? What are the supporting standards? Pay attention to the phrasing and wording of the questions and answer choices. Use this style of phrasing in your teaching so that students become familiar with it. Are the questions formatted in a way the students are used to-multiple choice, drag & drop, etc. What background knowledge do the students need? Is there anything else that stands out to the PLC?"

Notes

Standards based-clear idea of how standards are measured

Explicit instruction -all lessons are goal oriented and purposeful

Learner focused-Identify misconceptions and necessary background knowledge.

Common language - terms, definitions, questioning are aligned

Slide 19

2 min

Say, " After teachers have taken the assessment, here are the key benefits. Instruction will be standards-based. The PLC is now acutely aware of which standards are focused on and can design instruction to meet those standards in the manner they will be assessed. Instruction will also be explicit and intentional. We can still have fun, but we need to know how it will benefit our learning goal. We are focused on the learners; meeting them where they are, filling in gaps, and tweaking as necessary to ensure comprehension. As a PLC we are also going to be using common language and definitions. Every student will receive the PLC agreed-upon definition and understanding for a topic. This helps teachers, students, parents, and even administration. Taking the test before planning a unit focuses the PLC and makes the best use of your time together."



Unit Considerations

- Number of days available
- District schedule
- School-based activities
- Accommodations

Slide 20

1 min

Say, "Earlier in this training we identified some time constraints that teachers and PLCs face. Those aspects need to be addressed not only when determining how and when your PLC will function, but also when planning a unit. As a PLC, here are a few of those considerations. Remember to plan accommodations for your language learners, IEP/504 students, and your students who need enrichment. How can we scaffold the unit to meet these needs within our classroom? What resources do we have available and how long do we allot?"

Notes

Create a focus calendar

- Shared format
- Important dates
- Standards covered
- Texts / material
- Resource links

September 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1- 1st August	2- 2nd August	3
4	5 No School	6 RI.1.1, 1.2, 1.3, 3.SCI.1.4, 1.2.N.1.1, 1.2, 1.3 "The Story of an Hour" Fahrenheit 451 (Ray) A Lesson (John) or "Baptism"	7 RI.1.1, 1.2, 1.3, 3.SCI.1.4, 1.2.N.1.1, 1.2, 1.3 "The Story of an Hour" Fahrenheit 451 (Ray) A Lesson (John) or "Baptism"	8 Letter from Birmingham Jail	9 Letter from Birmingham Jail	10
11	12 CRIM Unit 2.1 start	13	14	15 SSUA 1 Daily CR 2372495 Dawson's Cat Huckleberry Finn	16 SSUA city 2 as needed Fix Your Grade Friday	17
18 FOCUS Assessment Test Structure	19 Letter from Birmingham Jail "A Lesson (John) or "Baptism" Fahrenheit 451 (Ray) Fahrenheit 451 (Ray)	20 Letter from Birmingham Jail "A Lesson (John) or "Baptism" Fahrenheit 451 (Ray) Fahrenheit 451 (Ray)	21 Letter from Birmingham Jail "A Lesson (John) or "Baptism" Fahrenheit 451 (Ray) Fahrenheit 451 (Ray)	22 Letter from Birmingham Jail "A Lesson (John) or "Baptism" Fahrenheit 451 (Ray) Fahrenheit 451 (Ray)	23 Letter from Birmingham Jail "A Lesson (John) or "Baptism" Fahrenheit 451 (Ray) Fahrenheit 451 (Ray)	24

AUGUST 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 No planning	3	4	5	No Power of Commencement 8/12/22, 8/13/22 8/14-15/22 (Sat) Parents: New York, Alpha Citizenship and 800 786	
8	9	10 end day of school closure	11 Constitutional Rights Day	12 Fire drill	13 Bible study Huckleberry Finn	14 Bible study Huckleberry Finn
15	16 AA GHI	17 AA GHI	18 AA GHI	19 AA GHI	20 AA GHI	21 AA GHI
22 AA GHI	23 AA GHI	24 AA GHI	25 AA GHI	26 AA GHI	27 AA GHI	28 AA GHI
29 AA GHI	30 AA GHI	31 AA GHI				

Slide 21

3 min

Say, "One of the best ways to figure all of this out is with a shared focus calendar. Here you see a Google Docs version, and a Google Slides version. Discover what works best for your team, but remember, it must be easy to alter. Our schedules change with the weather, outside events, and most importantly, with the needs of the students. Your team may determine that it is necessary to move a unit test based. That's okay, make the change, fill in the new blanks with meaningful instruction.

To begin your focus calendar determine how many days you believe instruction will take in order for students to demonstrate proficiency on the unit assessment. Pencil in the assessment date- try to avoid Monday, no one wants to test on a Monday. If your team determines that a unit will take 2 weeks, plan the assessment for a Thursday or Friday 14 instructional days out. Next look at anything on your district or school calendar that will impact instruction- picture day, emergency drills, pep rallies, etc. With that information on the calendar, work to map out lessons and formative assessments. The instruction does not have to look the same in everyone's classroom, but students should be receiving the same content on approximately the same timetable. Perhaps the teacher from 5214 will be out on the second Wednesday of the unit, the teacher from 4203 has primarily language learners in 4th period, and the teacher in 5113 has the 2nd period gifted class. These teachers will need to adjust the activities, pacing, and presentation of material for the needs of their own classes, however, their students will be receiving the same content information as the rest of the grade and department.

Notes

Agenda

What: documentation of meeting topics and resolutions

When: completed prior to the meeting

Who: PLC lead

Why: maintain functional meeting

Where: share drive or email

How: electronic or printed

PLC	
Date:	
Present:	•
Notes from Admin:	
Unit focus	
Agenda	
Old business	
New business	
Tabled business	

PLC Essential Questions:

1. What is the instructional focus?
2. What are the instructional strategies?
3. How will we know when they have learned it?
4. How will we respond when they need remediation or enrichment?

PLC Norms

Slide 22

3 min

Say, "How do we fit all of this into a PLC meeting?" Through planning and pacing. The goal is to have a functional PLC. One where our time as teachers is valued, our input as a member of the team is valued, our meetings are productive, and we are working towards a common goal. Each meeting should have an agenda that is followed. In your participant guide, you have a sample agenda layout that includes a QR code for a digital copy. This is not the only style of agenda, it is one that I have found helpful. The top portion is clerical in nature answering the W questions. When was the meeting, who was there, what is our focus (why are we here). There is a section for notes from the administration that may or may not have to do with our unit planning. Picture day has been moved, observations begin next week, etc. Any unfinished old business is listed next, followed by new business. I want to draw your attention to that last box: tabled business. This is a very important time management tool. If there is a discussion that cannot be finished due to time constraints, lack of information, or other reasons, place it here. This then becomes the 'old business for the next meeting (or remains tabled while waiting for information).

The agenda for each meeting should be shared prior to the meeting. Ideally at least one day before. Every member of the team should have input as needed. Here we are going to refer back to the jobs in the PLC. A teacher was tasked with the position of secretary of the PLC. This teacher will be taking notes on the agenda items. Our PLC takes notes directly on the agenda, other PLCs have a separate minutes document that is shared. The time keeper teacher becomes especially important during the functional part of the meeting. If the team has been spending a long time on point 3 and there are still 2 more agenda items, they will speak up and suggest tabling items. Likewise they will remind the group to wrap up in time to return to class for students. Sticking to the agenda is one of the most effective ways to remain a functional PLC"

Notes

Practice

Reflect on your PLC. What needs to be done at the next meeting to obtain (or maintain) functionality? Create an agenda that addresses these needs and the 4 Essential Questions for planning.

Practice

Reflect on your PLC. What needs to be done at the next meeting to obtain (or maintain) functionality? Create an agenda that addresses these needs and the 4 Essential Questions for planning.

3 min

Say, "Use the blank sample agenda to sketch out your next PLC meeting. Think about how your PLC currently functions and what changes, if any, need to be made. Consider where you are in your current unit and how your team should begin planning for the next unit. Hint- with the test! What does your team need to create to become a functioning unit?"

If possible, circulate during this work time for assistance.



3 min

Say, "We are at the end of our session today. What unanswered questions do you have? Please remember that if you have questions about a specific situation you have encountered in your school, I am happy to discuss it with you privately."

Thank you!

Display your contact information and thank your participants for coming. If your district requires forms for PD points, direct participants on how and where to complete those forms.

Notes