

PTL for Your PLC: Jennings Junior High School

Date: 11/6/2009

Std/GLE/GLO: Developing Common Language Around Teaching and Learning

Target: The goal for today is to design a strategic plan to develop common language related to teaching and learning through working in our PLCs

Essential Questions: What is the benefit of developing common language related to teaching and learning? How can PLCs serve to support our development of Powerful Teaching and Learning?

Time Line	Content Activity	Material Notes	Key Question	Purpose
8:00 - 8:30	We will start off the day by reflecting on what we know about Powerful Teaching and Learning. Everyone should sit at tables with their team (PLC)	KWL Most of the staff has done this exercise before, but it is important to connect to our prior learning and to keep track of our questions as they develop. 5 minutes quiet personal reflection 15 minutes sharing within PLCs 15 minutes sharing whole group	What do you know about PTL? What do you want to know? How would you describe the purpose of the STAR Protocol and how would you describe the process related to the STAR Protocol	Personal connection
	<ul style="list-style-type: none"> • Raise questions (K6) • Reflect quietly to gain personal meaning (T9) • Relates lesson content to prior learning (A10) • Receive social support for learning through periodic grouping with peers (response partners, triads, small groups, etc.) (R14) 			
8:30 - 9:00	The goal of this segment is to identify all the possible ways (formal/informal; long periods of time/short periods of time; whole group/small group/1 on 1)	Have the Professional Development Calendar available We need to identify all the POSSIBLE ways staff members COULD get together to develop common language around PTL. The list of times and dates should include: staff meetings, team meetings, personal prep times, lunch, PD days, etc. Not that these times will be used, but we need to get ALL time out on the table to decide our strategy for making PTL part of the school system.	What are some available structures (meeting times) we can use to learn more about PTL and develop common language?	Personal connection
	<ul style="list-style-type: none"> • Organize/sequence/categorize information (S2) • Consider alternatives (S2) • Develop a visual (or other artistic) representation of information sources (S3) • Generate their own ideas, questions, or hypotheses (K5) • Participate in a discussion around an issue (T8) • Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups (R14) 			
9:00 - 9:10	Quick Stand-up Break			Higher-order learning
9:10 - 10:30	Establish the language related to the Protocol and Process PTL for your PLC Activity 1 - Reflecting on Learning	10 minutes: Understanding the STAR Protocol Understanding the STAR Process 10 minutes: STAR Lesson Planning Template - outline a lesson you taught in the last two days. 10 minutes: in groups of 2 or 3, describe your lesson to your colleagues 15 minutes: STAR Lesson Planning Guide - read through the STAR Framework and	What were the basic elements and design on a lesson you taught this week? What elements of the STAR Protocol	Personal connection

		underline/circle/highlight all indicators and strategies that you believe were observable during the lesson. For each Essential Component, mark the continuum 20 minutes: return to same teams of 2-3 people to share what elements were observable and how you rated the Essential Component on the Continuum. If to the right, why? if in the middle, what else do you think could have shown up, if to the left, how could the component been manifested? 15 minutes: Commit to Change	were evident during that lesson/ Where would you rate your lesson on the continuum?	
		<ul style="list-style-type: none"> • Organize/sequence/categorize information (S2) • Participate in a discussion/debate/oral presentation (S3) • Use and/or develop a graphic organizer (S3) • Use evidence/data to support an opinion (K5) • Demonstrate the use of vocabulary and fundamental concepts of a subject area (K6) • Probes student responses beyond a correct answer (T7) • Participate in a discussion around an issue (T8) • Develop real-world connections (T8) • Make a text-to-text and/or text-to-self connection (T9) • Reflect quietly to gain personal meaning (T9) • Make meaningful personal connections (A11) • Share a personal story (A11) • Participate in a relevant simulation (A11) • Receive social support for learning through periodic grouping with peers (response partners, triads, small groups, etc.) (R14) • Make comments and respond to peers in a positive and constructive manner (R14) • Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups (R14) • Experience multiple ways to practice a concept and/or new learning (R15) 		
10:30 - 10:45	Break			Higher-order learning
10:45 - 11:30	Activity 2 - Reflecting on our own practice	10 minutes: Teacher Personal Reflection Form - fill out form 20 minutes: share with team one Essential Component at a time. may need to break into smaller groups of 3-4. 15 minute: Powerful Teaching and Learning Alignment Grid - each person place themselves on the grid and discuss in pairs, why?	What your you already doing well? What are some things you could work on?	Personal connection
		<ul style="list-style-type: none"> • Poetry/essays/journals/research papers (S1) • Synthesize information (K5) • Form generalizations (K6) • Participate in a discussion around an issue (T8) • Make a text-to-text and/or text-to-self connection (T9) • Make meaningful personal connections (A11) • Share a personal story (A11) • Encourages students to share their ideas, thoughts, and/or feelings (R13) • Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups (R14) 		
11:30 - 12:30	Lunch			Higher-order learning

12:30 - 1:00	Demonstrate Online Lesson Planner	www.powerfulteachingandlearning.com	How can the planner help you develop common language	Higher-order learning
<ul style="list-style-type: none"> • Conduct a simulation (K6) • Develop real-world connections (T8) • Relates lesson content to prior learning (A10) • Relates information to a real world problem (A10) • Makes meaningful personal and/or cultural connections (A10) • Shares a personal story related to lesson content (A10) • Demonstrates connection to a personal experience (A10) 				
1:00 - 2:00	In teams of 2 or 3 (within your team) develop a complete lesson plan to be used next week	use laptops or lab to work in pairs or triads. each pair or triad will develop one lesson designed to be delivered by at least one of the people in the group.	How can it help to plan lessons together?	Higher-order learning
<ul style="list-style-type: none"> • Make their own choices about ways to approach learning tasks (R15) • Conduct a simulation (K6) • Develop real-world connections (T8) • Participate in a relevant simulation (A11) • Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups (R14) 				
2:00 - 3:00	Print and Share lesson plans with other teams in jigsaw activity	30 minutes sharing 30 minutes committing to calendar dates and activities	What is your plan through January?	Higher-order learning
<ul style="list-style-type: none"> • Dialogue/debate/skits/presentations (S1) • Produce a piece of creative or expository writing (S3) • Participate in a discussion around an issue (T8) • Develop real-world connections (T8) • Present work and/or finished projects to an audience (A11) 				

Next Steps: Implement Plans within PLC and monitor November 18, 19, 20