



# PLC Weekly Team Plan

School: East

Date: 3/25/2009

Grade Level/Department: \_\_\_\_\_

Team Members Present: \_\_\_\_\_

**Purpose of collaboration:**

- Establish targets and benchmarks
- Clarify essential outcomes by grade or course
- Develop common assessments
- Analyze assessment results
- Plan for interventions and instructional strategies

**Local standard/benchmark being addressed:**

Benchmarks for grades 6 - 8

**Accomplishments of this meeting:**

Reviewed benchmarks written for grades 6 - 8. Started to discuss common expectations across grades - examples: writing lab reports, unit conversions. Discussed the need for a common language across k-12.

Next Steps	Resources Needed	Person Responsible
continue discussions - develop a district lab report that will use common language and be grade appropriate - develop a list of terms that will be used in all science classrooms	opportunities to meet across grade levels	J. Patrick



# PLC Weekly Team Plan

School: East

Date: 3-18-09

Grade Level/Department: \_\_\_\_\_

Team Members Present: \_\_\_\_\_

**Purpose of collaboration:**

- Establish targets and benchmarks
- Clarify essential outcomes by grade or course
- Develop common assessments
- Analyze assessment results
- Plan for interventions and instructional strategies

Local standard/benchmark being addressed:

**Accomplishments of this meeting:**

As a department, we looked over an example of the "learning targets" sheet presented to us at the last building day. We discussed it. Some really liked the idea and others thought that they already accomplished the task informally and would prefer to do things the way they have been because this works for them. We also discussed the different methods of teaching factoring and how each teacher preferred the students to do factoring and how they preferred to teach it.

Next Steps	Resources Needed	Person Responsible
-look at learning target form after more examples have been created and different teachers used it different ways. -Finish Math Standards	-examples of learning targets sheets completed by different teachers -completed standards	-any teacher willing to do the learning target sheet -the committee that has been working on standards



# PLC Weekly Team Plan

School: East

Date: 3/25/2009

Grade Level/Department: \_\_\_\_\_

Team Members Present: \_\_\_\_\_

**Purpose of collaboration:**

- Establish targets and benchmarks
- Clarify essential outcomes by grade or course
- Develop common assessments
- Analyze assessment results
- Plan for interventions and instructional strategies

Local standard/benchmark being addressed:

**Accomplishments of this meeting:**

Working on standards and benchmarks. Formed into sub groups to address the core courses - APP, US 9, & Global. Met with members of Tosa West in this regard.

Next Steps	Resources Needed	Person Responsible
Meet as a department to better address Global  Others continue work on APP US9  Take work back to department as whole for each course for feedback and adjustment.		Rob & Tim



# PLC Weekly Team Plan

School: East

Date: 4-1-09

Grade Level/Department. \_\_\_\_\_

Team Members Present: \_\_\_\_\_

### Purpose of collaboration:

- Establish targets and benchmarks
- Clarify essential outcomes by grade or course
- Develop common assessments
- Analyze assessment results
- Plan for interventions and instructional strategies

### Local standard/benchmark being addressed:

Teachers are connected with other teachers and the community.  
Teachers know the subjects they are teaching.

### Accomplishments of this meeting:

-- We spent some time cleaning up and discussing our Food day that we celebrated for World Language Week.

-- Sandy and Joe were our representatives for the meeting. They talked about the content of the meeting. We were confused by a few items in the meeting and discussed these items at length. First of all, there are only a couple of instances (middle school Joe/Mary Latin II and Fiona/Colleen Spanish I) where two teachers in our department teach the same level. For example, Angela is the only teacher at East to teach Spanish 3. We were wondering how we should set up common assessments for levels where only one teacher teaches the level. Also, Eva brought up the fact that maybe German 5, French 5 and Spanish 5 could give a common assessment. However, we could not read each others' assessment and we may not cover the same material in the same year. Finally, we discussed this common assessment versus level 2s and questioned why we got rid of level 2s if we were going to do this. We wonder if we can use the level 2s as our common assessments.

Next Steps	Resources Needed	Person Responsible
------------	------------------	--------------------

<p>-- Work on common assessments and pick common benchmark</p>	<p>-- curriculum, standards and benchmarks</p>	<p>-- content team can show standards/benchmarks again, all of us need to work on the common assessments</p>
--	--	--

PLC

Wednesday, April 1

(Faculty sit with departments)

“Reading is Thinking”

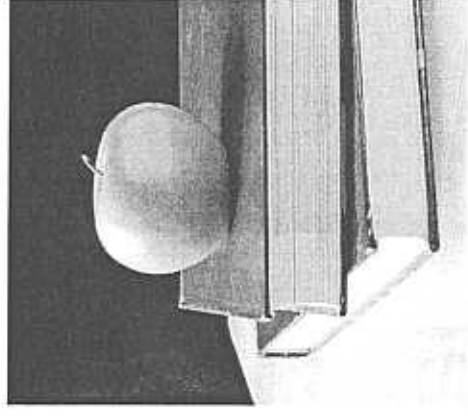
*Pat Gilbert/Peg Graf wallner*

- 1) Introduction (Pat) 5 minutes
  
- 2) Answer questions individually at their tables (Pat)
  - a. **What is the purpose of reading for your class?**
  - b. **How do you know when your students comprehend the assigned reading?**
  
- 3) Introduce Tovani video (Peg)  
As you're watching the video, please answer the following questions: 25 minutes
  - a. **What comprehension tools does she use?**
  - b. **How does she get students to use the comprehension tools?**
  
- 3) Share comprehension tools (Pat) 5 minutes  
Teachers talk at their tables and share the comprehension tools they saw in the video
  - a. **One tool offered from every table**
  - b. **How would you use that comprehension tool?**
  
- 4) At table, take one strategy and discuss (Peg) 15 minutes  
how you could use it, 1 person  
share with the group
  
- 5) Conclusion (briefly discuss May PLC) (Pat)
  - a. Bring reading strategies in their content area for our next meeting

# Reading in the Content Areas

Pat Gilbert

Peg Grafwallner



# Our District Goal

- **Reading Focus**
- The result of the work of the Board of Education through the Lighthouse Study determined reading as the district focus.



- **Lighthouse Study**
- *“focuses on district wide high and equitable student achievement”*

# Alliance for Excellent Education

- The stronger their literacy skills, the more likely adults are:
  - To hold a full-time job
  - Vote in national elections
  - Participate in community organizations
  - Volunteer in their neighborhoods
  - Spend time helping their children with their homework

» (Kutner et al., 2007)

# Alliance for Excellent Education

- “Today, the ability to read and write and think critically is becoming a minimum requirement even for entry-level jobs in sectors ranging from business to manufacturing to the professional trades.”

» (Barton, 2003).

# Alliance for Excellent Education

- “This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which . . . High levels of education – a very different kind of education than most of us have had – are going to be the only security there is”

» (NCEE, 2006 – National Center on Education and the Economy)

# What are your students thinking while they are reading?

- Reading is thinking:
  - Students who are not comprehending have “coping” strategies so that people don’t know they can’t read.
    - Quiet
    - Behavior Problems
    - Excuses
    - Skip Class
    - Missing Assignments

» (Joan Eggert, Kelly Thompson, McFarland School District)

# Alliance for Excellent Education

- Research has shown that content area teachers are the experts of their content; therefore, they are the ones who need to teach the strategies specific to their content area.

» (Carnegie Corporation, New York)

# Teaching reading within your content means:

- Giving students tools to use to understand your textbook
- Using multi-level text so that all of your students can read about the subject
- Teaching students strategies to help them comprehend
- Teaching vocabulary that is pertinent to your class
- Helping students understand when they are confused and helping them articulate that confusion

» (Joan Eggert, Kelly Thompson, McFarland School District)

Video: "Reading is Thinking"

## **As you're watching the video:**

- 1) What comprehension tools does she use?**
- 2) How does she get students to use the comprehension tools?**
- 3) In your content area, how could you use or modify the comprehension tools?**

Video series  
Chris Tovani

April 11  
Building  
meeting

**What is the purpose of reading for your class?**

**How do you know when your students comprehend the assigned reading?**