Intro

Each introduce ourselves / position / how many years teaching
Cynthia

Participants talk about image with table group.

Tables share out conversations.

We have noticed even though teams were using the same unit of study, understanding of curriculum and depth of instruction varied from classroom to classroom.

Teacher share out: (maybe Alissa- handed weeks of plans but not sure how far to go)
(Darby)
Decided to hear more about this because we were already collaborating, making common assessments, etc.
PLC at Work institute session on PLC 101: The 15 Day Challenge

How hard work is; advertised simple format

Google 15 day challenge PLC
Cynthia
Refer to yesterday’s session (working within own grade level)

Today - working on the process; FICTION
On the same page; team creation; WHOLE TEAM OR BACK TO IMAGE FROM THE BEGINNING
**INSTRUCTIONAL COACH**

- Before: prepare materials
- During:
  - Guide and participate in team conversations centered around a deeper understanding of grade level TEKS.
  - Share how TEKS align vertically
- After: offer support for day to day planning

**TEAM MEMBERS**

- fully participate by sharing thoughts, opinions, and questions as they relate to their understanding of the TEKS. Teams come to a common understanding and use it to design a road map that will inform their weekly planning.

Darby / Teacher (Jen???)
Cynthia

Refer to orange handout - follow along with us
We are starting with step 1

Teachers said:
1. SUMMARY

“You begin with the end in mind.”

Darby

Read unit summary to get an idea of whole unit learning
(3.10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

(A) identify language that creates a graphic visual experience and appeals to the senses.

"The verbs help us understand the depth to which we need to teach the TEKS."

Teacher (Angelica ???)

Highlight verbs (in lowest level of the TEKS) in the student expectation section
Cynthia

Point out small group vs. whole group expectations

Combine learning into groups that make sense
4. KNOWS & DOS

THE STUDENT WILL BE ABLE TO:

• make inferences and draw conclusions about how an author's sensory language creates imagery and provides evidence from the text.
• identify language that creates a mental picture and appeals to the senses.

“Using the knows and dos makes the big picture clearer. It alleviates wondering and gives a good indication of how/what to teach.”

Teacher (Jen???)

Use 2 different colors to help easily see

Attach knows and dos to actual TEKS
Darby

After looking at the chunks and attaching what students are to know and do determine about how many days you will need for each learning
Teacher (Angelica???)

Use butcher paper to divide the weeks into actual days.

Label day 1 and date using a school calendar.

Place TEKS and knows and dos into the daily learning
Teacher (Alissa???)

For the sake of time, not doing the writing process today.
7. RINSE & REPEAT

Teacher (Alissa???)

Do the same thing for writing.
All can answer.
"Our team uses our road map to...

- Intentionally plan for instruction.
- Guide our daily instruction.
- Stay on pace."

Cynthia
Plan day to day planning
Darby

Leave with this quote - Something to think about

The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives.

- Robert John Meehan