

PLC Blueprint  
Data Team Guided Practice  
2018 Summer Teaching, Learning and Assessment Institute  
COSA Eugene  
August 2018

- Examine each step of the process through guided practice
- Reflect on current practices in your building/s
- Determine strengths & areas of need in your current data team process

Agenda:

Opening/Welcome

PLC Purpose/Overview

Guided Practice

Step 1

Step 2

Step 3

Dear Facilitator

Guided Practice

Step 4

Step 5

Step 6

Step 7

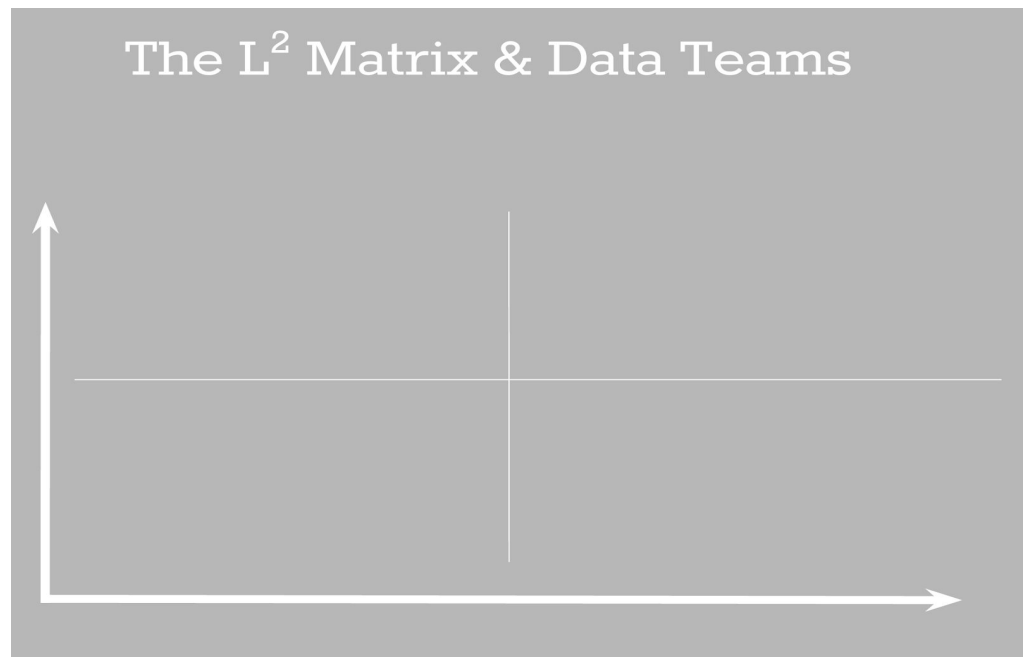
Factors in  
Collaboration

Diving into Data  
Teams

Dear Facilitator

Give One, Get One

Reflection/Closing

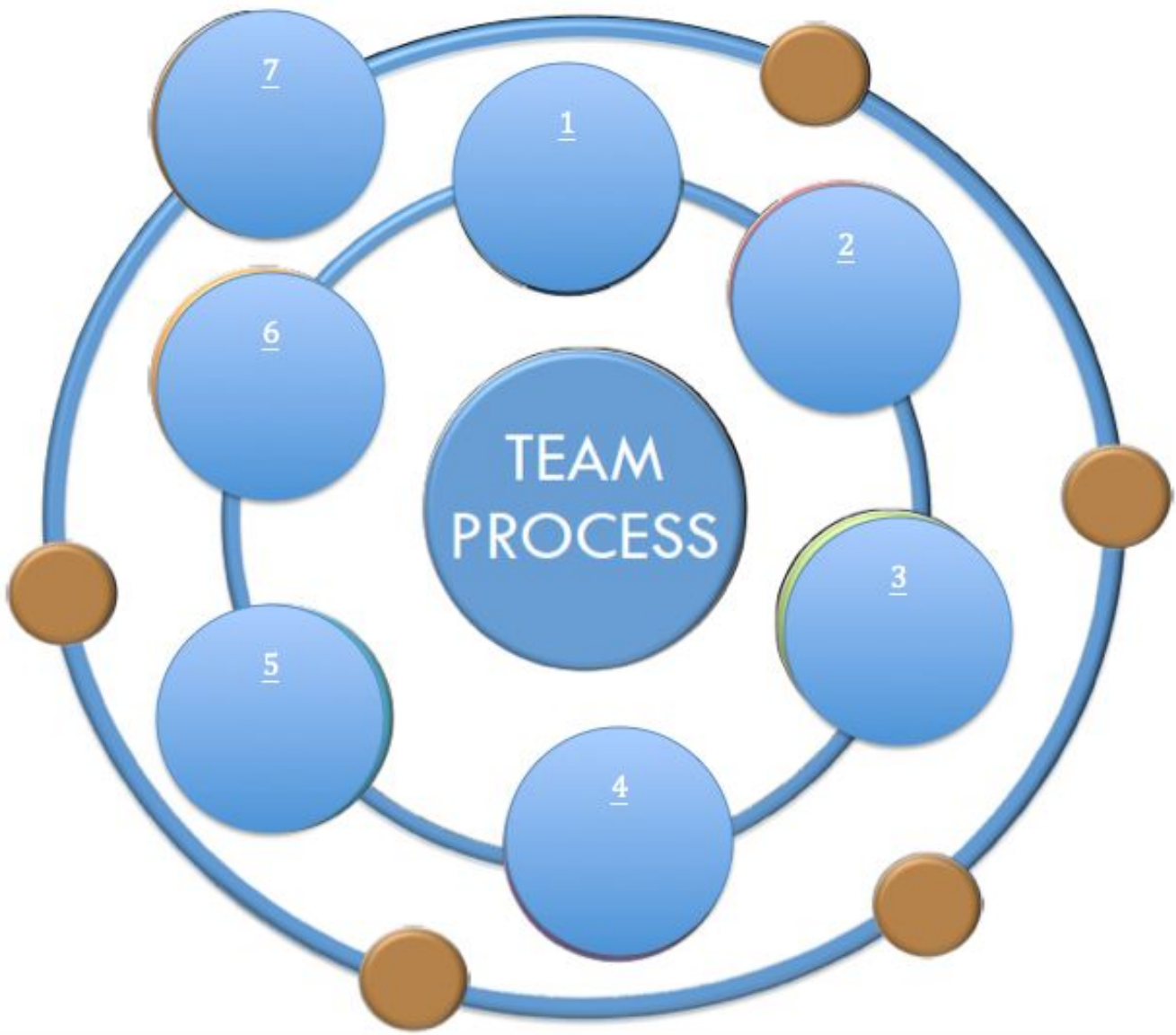


Team Process sheet access: <http://bit.ly/COSAEugene>

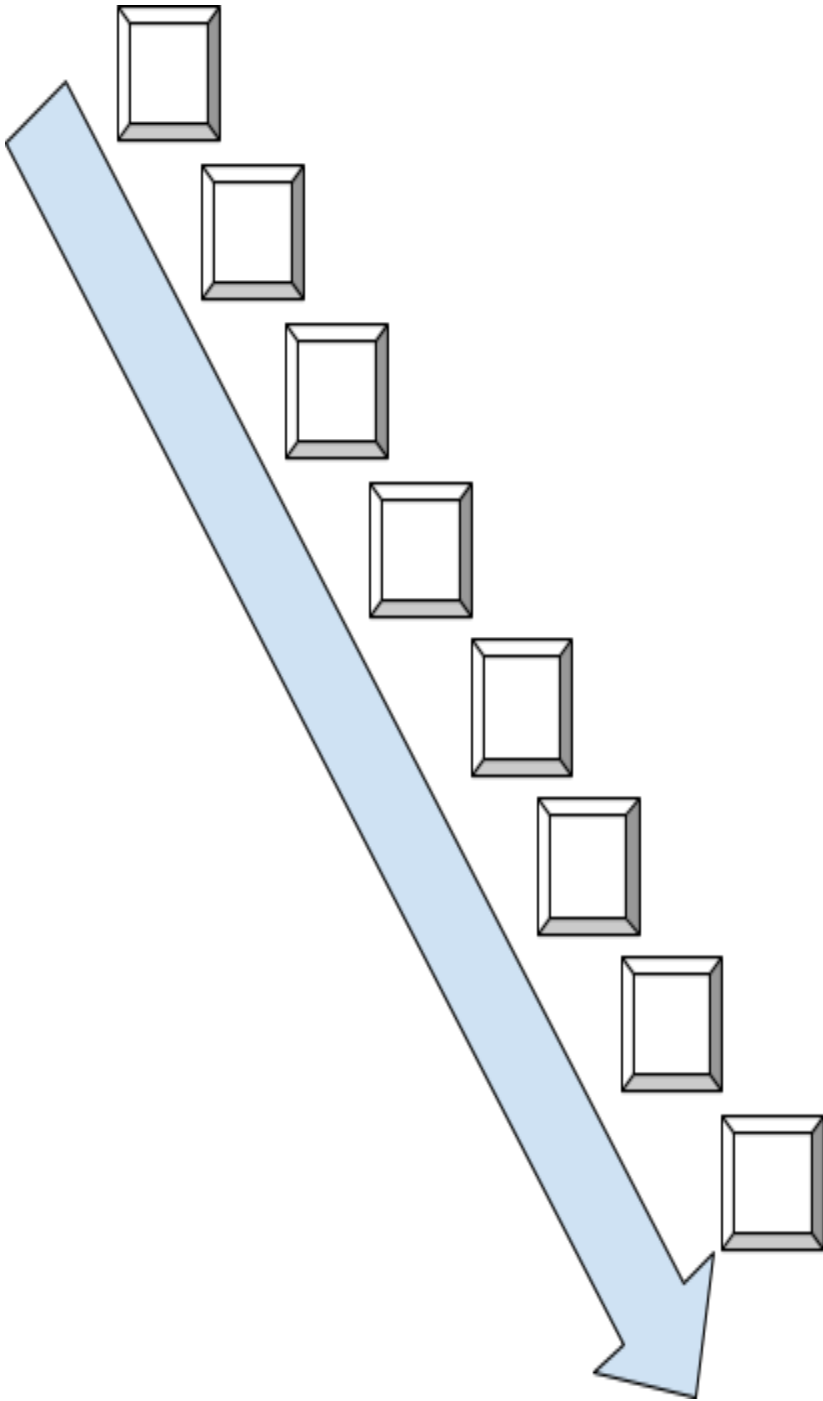
One person needs to make a copy and share it with your team

## Purpose Statement:

*...is an \_\_\_\_\_ in which  
educators (teachers and administrators)  
work \_\_\_\_\_ in recurring cycles of  
\_\_\_\_\_ and action research to  
support the learning of each and every student.*



## The Flow of Step One: Plan and Prepare



## **List of Effective Strategies (Sample ELL & GLAD Strategies)**

- Learning Targets
- Language Objectives
- Daily Plan/Schedule

### *Graphic organizers are visible*

- ABC chart
- CCD (Cognitive Content Dictionary)
- Exploration chart
- Inquiry chart
- Mind map
- SPC-sentence patterning chart
- Story map
- T-Chart
- Process Grid
- Teacher made direction chart
- Venn
- Student made charts

### *Input Charts with essential concepts*

- Pictorial
- Comparative
- Timeline
- World Map
- Narrative

### *Evidence of teacher and student input on the chart*

### *Other GLAD/ELL strategies visible*

- Chants, songs memory devices
- Color coding
- Cooperative strip paragraph
- Guess My Category
- Illustrated word bank
- Multicultural connection
- Observation charts
- Picture file
- Pocket chart activities
- Realia
- Research center
- Scouts
- Sentence frames
- Word card review

## Marzano's Instructional Strategies

<b><u>The Nine Categories of Instructional Strategies</u></b>	
<b>Category</b>	<b>Definition</b>
<b>Setting Objectives and Providing Feedback</b>	Provide students with a direction for learning and with information about how well they are performing relative to a particular learning objective so they can improve their performance.
<b>Reinforcing Effort and Providing Recognition</b>	Enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Provide students with abstract tokens of recognition or praise for their accomplishments related to the attainment of a goal.
<b>Cooperative Learning</b>	Provide students with opportunities to interact with one another in ways that enhance their learning.
<b>Cues, Questions, and Advance Organizers</b>	Enhance students' ability to retrieve, use, and organize what they already know about a topic.
<b>Nonlinguistic Representations</b>	Enhance students' ability to represent and elaborate on knowledge using mental images.
<b>Summarizing and Note Taking</b>	Enhance students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details.
<b>Assigning Homework and Providing Practice</b>	Extend the learning opportunities for students to practice, review, and apply knowledge. Enhance students' ability to reach the expected level of proficiency for a skill or process.
<b>Identifying Similarities and Differences</b>	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways in which items are alike and different.
<b>Generating and Testing Hypotheses</b>	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses.

Step 1: Plan and Prepare Instruction			
	I've never heard of this before.	Sometimes I do part of this step.	I do all parts of this step consistently.
	<b>My Next Steps:</b>		
Step 2: Collect and Chart Data			
	I've never heard of this before.	Sometimes I do parts of this step.	I do all parts of this step consistently.
	<b>My Next Steps:</b>		
Step 3: Analyze and Prioritize Needs			
	I've never heard of this before.	Sometimes I do parts of this step.	I do all parts of this step consistently.
	<b>My Next Steps:</b>		
Step 4: Select Instructional Strategies			
	I've never heard of this before.	Sometimes I do parts of this step.	I do all parts of this step consistently.
	<b>My Next Steps:</b>		

Step 5: Results Indicators			
	I've never heard of this before.	Sometimes I do parts of this step.	I do all parts of this step consistently.
	<b>My Next Steps:</b>		
Step 6: Theory of Action			
	I've never heard of this before.	Sometimes I do parts of this step.	I do all parts of this step consistently.
	<b>My Next Steps:</b>		
Step 7: Reflection			
	I've never heard of this before.	Sometimes I do parts of this step.	I do all parts of this step consistently.
	<b>My Next Steps:</b>		

## Other Factors That Affect Collaboration

Time	
Norms	
Roles & Responsibilities <ul style="list-style-type: none"> <li>▪ Facilitator</li> <li>▪ Time keeper</li> <li>▪ Recorder/Scribe</li> <li>▪ Data Manager</li> <li>▪ Process Observer/Engaged Participant</li> <li>▪ Support Members: Administrator/coaches etc.</li> </ul>	
Agendas	
Location of Meetings	

## Diving into Data Teams

Guaranteed and Viable Curriculum	Strong Leadership



## Give One:

*Your thoughts here...*

## Get One:

*Your partner's thoughts here...*

## Get One:

*Your partner's thoughts here...*

# REFLECTION PAGE

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REFLECTION

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Reflection:

I want to remember \_\_\_\_\_  
\_\_\_\_\_

My next tiny step will be \_\_\_\_\_  
\_\_\_\_\_

My next **BIG** step will be \_\_\_\_\_  
\_\_\_\_\_

Other Feedback \_\_\_\_\_

Your email if you would like a response: