

PLC Blueprint  
Data Team Guided Practice  
Summer Teaching, Learning and Assessment Institute & Summer Academy  
COSA Eugene  
August 2017

- 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

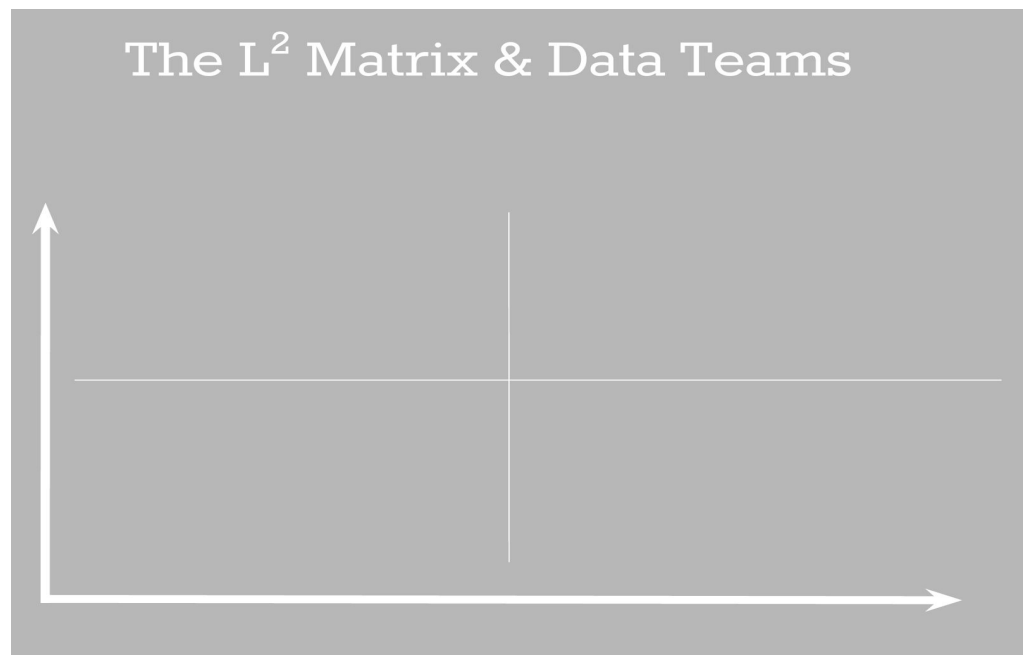
Factors in  
Collaboration

Diving into Data  
Teams

Dear Facilitator

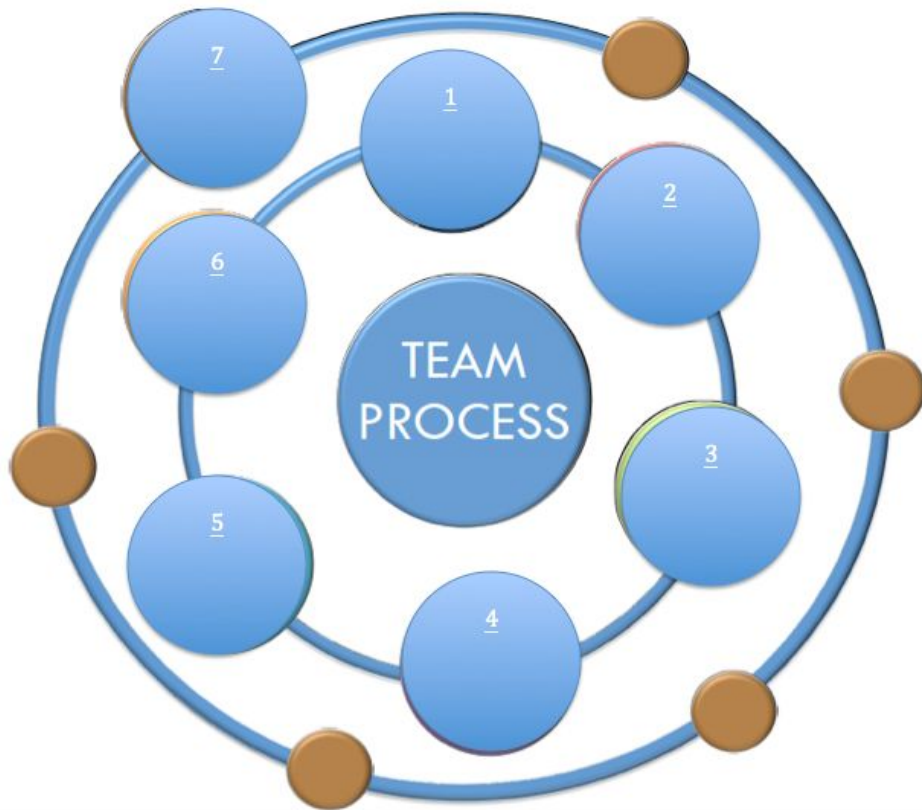
Give One, Get One

Reflection/Closing

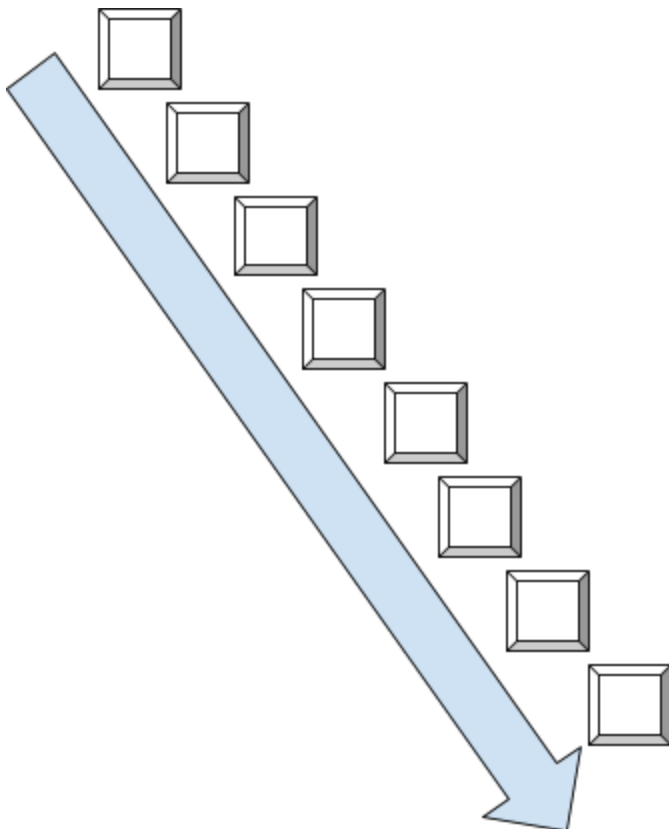


**Team Process sheet access:** <http://bit.ly/2s29Lmy>

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



**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
- Coop 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.<br>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.<br>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:<br>Plan and<br>Prepare<br>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:<br>Collect and<br>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:<br>Analyze and<br>Prioritize<br>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:<br>Select<br>Instructional<br>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:<br>Results<br>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:<br>Theory of<br>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:<br>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:<br/>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...*



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REFLECTION

- Examine each step of the process through guided practice
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I want to remember \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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