PLC Blueprint
Data Team Guided Practice
Woodburn School District
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
       Step 4

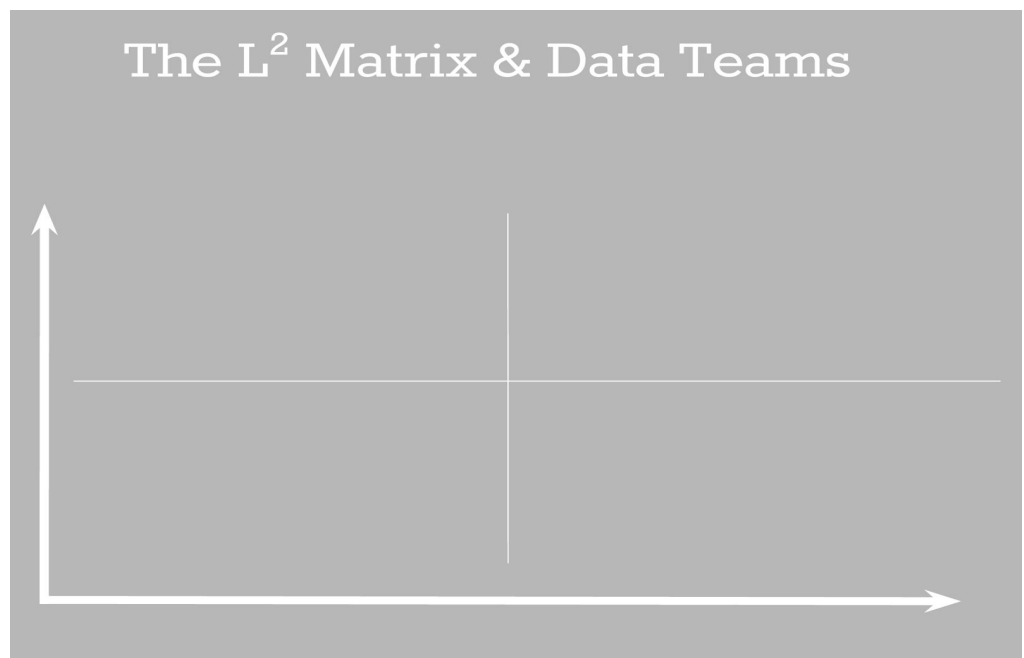Dear Facilitator

       Step 5
       Step 6
       Step 7

Factors in
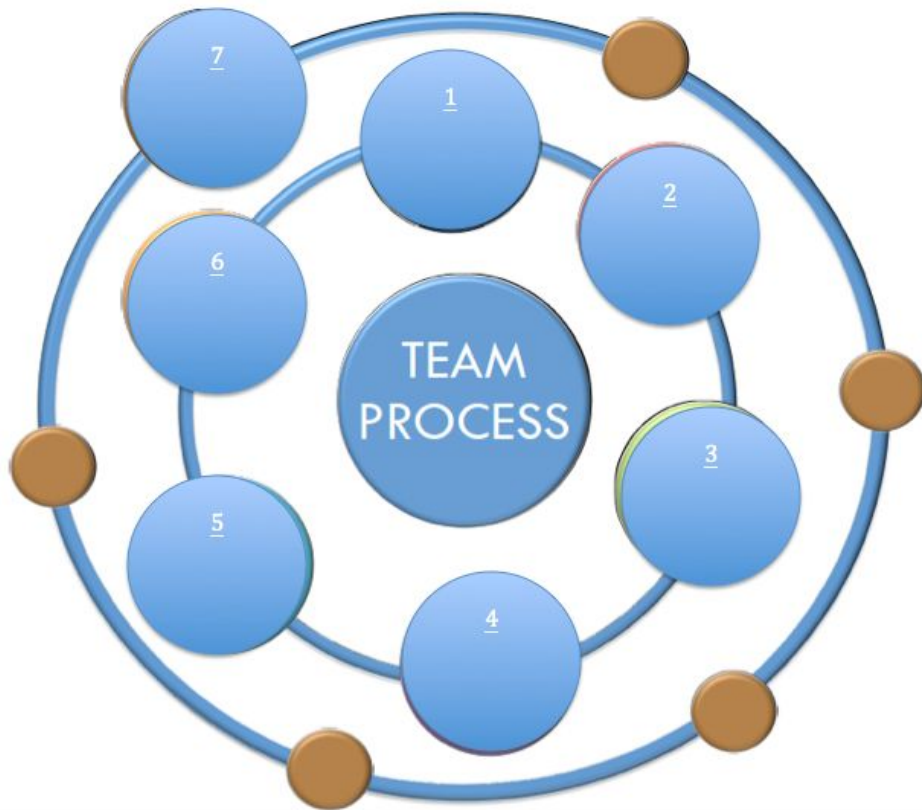Collaboration

Diving into Data
Teams
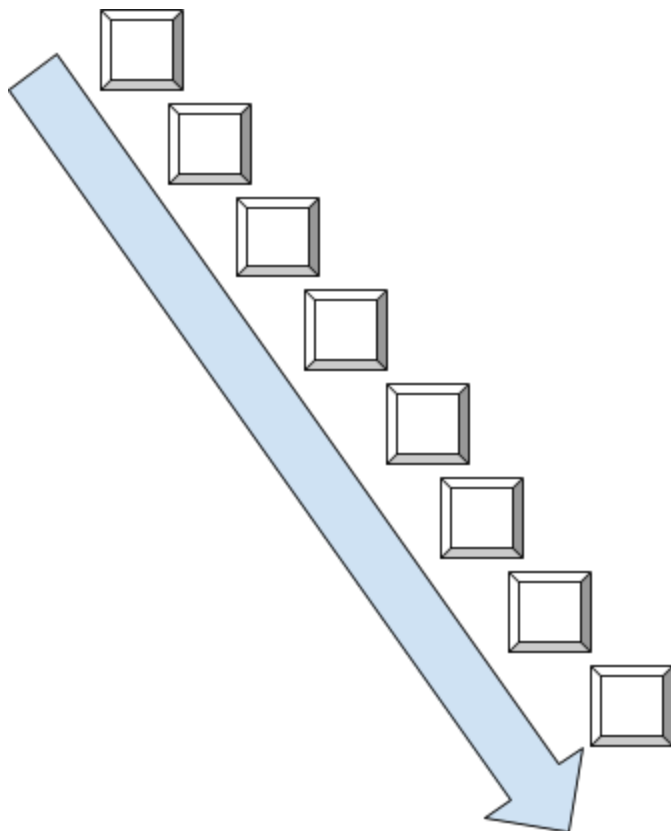
Dear Facilitator

Give One, Get One

Reflection/Closing

The L^2 Matrix & Data Teams

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

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Marzano's Instructional Strategies

The Nine Categories of Instructional Strategies	
Category	**Definition**
Setting Objectives and Providing Feedback	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.
Reinforcing Effort and Providing Recognition	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.
Cooperative Learning	Provide students with opportunities to interact with one another in ways that enhance their learning.
Cues, Questions, and Advance Organizers	Enhance students' ability to retrieve, use, and organize what they already know about a topic.
Nonlinguistic Representations	Enhance students' ability to represent and elaborate on knowledge using mental images.
Summarizing and Note Taking	Enhance students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details.
Assigning Homework and Providing Practice	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.
Identifying Similarities and Differences	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.
Generating and Testing Hypotheses	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.
	My Next Steps:

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.
	My Next Steps:

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.
	My Next Steps:

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.
	My Next Steps:

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.
	My Next Steps:		
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.
	My Next Steps:		
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.
	My Next Steps:		

Other Factors That Affect Collaboration

Time	
Norms	
Roles & Responsibilities ▪ Facilitator ▪ Time keeper ▪ Recorder/Scribe ▪ Data Manager ▪ Process Observer/Engaged Participant ▪ Support Members: Administrator/coaches etc.	
Location of Meetings	
Strong Leadership	
Agendas	
Guaranteed and Viable Curriculum: Curriculum Maps	

Give One:

Your thoughts here…

Get One:

Your partner's thoughts here…

Get One:

Your partner's thoughts here…

FEEDBACK FORM

- 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

REFLECTION

I want to remember_____

_____

My next tiny step will be _____

_____

My next BIG step will be _____

_____

Other Feedback _____

Email (should you want a response) _____