District Facilitator PLN

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WASA Inclusive Practices PLN
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Quick Poll

MOOD METER

Enraged | Furious | Frustrated | Shocked | Surprised | Upbeat | Motivated | Ecstatic
Livid | Frightened | Nervous | Restless | Hyper | Cheerful | Inspired | Elated
Fuming | Apprehensive | Worried | Annoyed | Energized | Lively | Optimistic | Thrilled
Repulsed | Troubled | Uneasy | Peeved | Pleasant | Joyful | Proud | Blissful

Disgusted | Disappointed | Glim | Ashamed | Blessed | At Ease | Content | Fulfilled
Mortified | Alienated | Mopey | Apathetic | Humble | Secure | Chill | Grateful
Embarrassed | Excluded | Timid | Drained | Calm | Satisfied | Relaxed | Carefree
Alone | Down | Bored | Tired | Relieved | Restful | Tranquil | Serene
Your colleagues are struggling. Please share a quote that uplifts you when you need self-care or best advice for recharging!
Reflective Poll on Beliefs, Skills, and System
Firm Goals, Flexible Means
Characteristics of Effective PLCs

- Collaborative Culture
- Shared Vision & Goals
- Commitment to Improvement
- Action Oriented
Teaching & Learning Cycle

1. Plan
2. Teach
3. Assess
4. Analyze
5. Improve
6. Reflect
DuFour’s Driving Questions of PLCs

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?
## Differentiated Instruction Example from Reading Rockets

<table>
<thead>
<tr>
<th>Focus of Differentiation</th>
<th>Definition</th>
<th>Example</th>
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<tbody>
<tr>
<td>Readiness</td>
<td>Tiered assignments are designed to instruct students on essential skills that are provided at different levels of complexity, abstractness, and open-endedness. The curricular content and objective(s) are the same, but the process and/or product are varied according to the student's level of readiness.</td>
<td>Students with moderate writing skills are asked to write a four-paragraph persuasive essay in which they provide a thesis statement and use their own ideas to support it. Students with more advanced skills are asked to research the topic in more depth and use substantive arguments from their research to support their thesis.</td>
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Firm Goals, Flexible Means
Where are we headed?

All students need to learn at high levels.

We must Unlearn that we can’t improve because there is a pandemic.
Next Steps

- Reflect on the firm goals - all students have access to grade-level instruction.
  - Do you have scope and sequence with clear standards?
  - What is the plan to assess student progress? (PLC structure)

- Student feedback survey - what do students need? What can we learn from student wisdom?

- Complete Theory of Action
Reflection/Processing Time

- Discuss with colleagues in a Breakout Room (change your name to “no” if you are unable to join.

Alternatives

- Draft an email to colleagues or start a draft of newsletter.
- Text or call a colleague to share what you have learned