



McCaffrey Middle School Science Team Academic Conference November 6, 2024 Workshop Participant's Handbook

Goal:

Raise teacher efficacy with application of PLC methodology
Improve student outcomes by sustaining uniformly high quality instruction and support

Objectives:

1. Affirm effective practice of current CIC
2. Affirm PLC Function and Practice
3. Identify departmental expectations for
 - Classroom Physical Learning Environments
 - Classroom Management Practices
4. High-Quality Classroom Teaching and Learning
5. Peer Feedback and Support Protocol

| Time | Activity | Facilitator / Product | Comment(s) |
|-------|--|-----------------------|---|
| 8:30 | Introductions; Objectives; Motivation | AP Trull | |
| 8:45 | <i>What works?</i> Unpack our current CIC | AP Trull | Review of current CIC highlighting process steps and identified effective practices |
| 9:45 | PLC Infrastructure: <ul style="list-style-type: none">• Questions and Assets• Mind the Gap... | Science Faculty | PLC Asset Mapping and Resource Gap Analysis / Recommendations |
| 10:30 | Break | All | |

| Time | Activity | Facilitator / Product | Comment(s) |
|-------|--|-----------------------|---|
| 10:45 | Effective Classroom Teaching and Learning in Science | AP Trull; Dr. Rogers | Review efficacy of consistent practice; Classroom Walkthrough/feedback protocol |
| 11:45 | Professional learning plan and PLC system | Science Faculty | Review of existing planning and collaboration structures for ongoing learning and development |
| 12:00 | Reflective Quadrants | Principal Castillo | Identifying what worked well and what the next steps should be |

My notes, questions, and observations...

ARLP's PLC Developmental Level and Asset Mapping

1. *What are students to know and be able to do?*
2. *What's the best way for them to learn?*
3. *How will we know they've learned?*
4. *What will be done when they don't learn as we'd hoped?*
5. *How can we extend learning for students who've mastered the content?*

Identify artifacts and systems for each question

Develop a master calendar for the process (weekly/monthly, quarterly leading to an annual rhythm).

| PLC Question | Tool(s) Available | Context and Cadence | Comments |
|--|-------------------|---------------------|----------|
| What are students to know and be able to do? | | | |
| What's the best way for them to learn? | | | |
| How will we know they've learned? | | | |
| What will be done when they don't learn as we'd hoped? | | | |
| How can we extend learning for students who've mastered the content? | | | |

ARLP Classroom Walkthrough and Productive Feedback Protocol

ARLP

Classroom Walkthrough Feedback

| | | | |
|-----------|-------|-----------|--|
| Teacher: | Date: | Location: | |
| Observer: | Time: | Subject: | |

| Physical Environment - Posted Items | Check if observed | Classroom Management Routines | Check if observed | Effective Teaching | Check if observed |
|---|--------------------------|---|--------------------------|--|--------------------------|
| Board Configuration: | <input type="checkbox"/> | Door-greeting from teacher to students as students enter | <input type="checkbox"/> | Students say a second sentence (spontaneously or prompted by the teacher or another student) to explain their thinking and connect it to their first sentence. | <input type="checkbox"/> |
| Lesson Objective | <input type="checkbox"/> | Students follow procedures for classroom business upon entering | <input type="checkbox"/> | Teacher communicates a lesson learning objective that is measurable, attainable, aligned to standard(s) and clarifies student production expectations for the day | <input type="checkbox"/> |
| Content Standard(s) | <input type="checkbox"/> | Students begin to work immediately (bell-to-bell teaching) | <input type="checkbox"/> | Students talk about each other's thinking (not just their own). | <input type="checkbox"/> |
| Agenda (listing activities sequence) | <input type="checkbox"/> | Students behave appropriately to meet the lesson objectives | <input type="checkbox"/> | Students produce language that communicates ideas and reasoning, even when that language is imperfect. They take advantage of available language supports and resources: peer support, sentence frames, multiple choice oral responses, visual representation, graphic organizers, home language, cognates, etc. | <input type="checkbox"/> |
| Homework | <input type="checkbox"/> | Students follow procedures to end the lesson and depart the classroom | <input type="checkbox"/> | Students revise their thinking, and their written work includes revised explanations and justifications. | <input type="checkbox"/> |
| Behavior Standards / Classroom Rules | <input type="checkbox"/> | Student and teacher communication is supportive and professional | <input type="checkbox"/> | Students engage and persevere at points of difficulty, challenge, or error. | <input type="checkbox"/> |
| Current Student Work exemplars displayed | <input type="checkbox"/> | COMMENTS | | | |
| Weekly Pacing Poster (Qtr.) | <input type="checkbox"/> | | | | |
| Grading Policy / Rubric | <input type="checkbox"/> | | | | |
| The classroom is safe, clean, and orderly | <input type="checkbox"/> | | | | |

My notes, questions, and observations...

ARLP

Classroom Walkthrough Feedback Worksheet

| | | | | | |
|-----------|--|-------|--|-----------|--|
| Teacher: | | Date: | | Location: | |
| Observer: | | Time: | | Subject: | |

| Physical Environment - Posted Items | Classroom Management Routines | Effective Teaching |
|--|--|---------------------------|
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| COMMENTS | | |
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ARLP's Reflective Quadrants:

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|---|---|
| <p>I. What's here that you expected or anticipated? Didn't expect or anticipate?</p> | <p>II. Given these (quadrant I findings), what feelings did you experience? What questions do you have?</p> |
| | |
| <p>III. Do the results you've identified in Quadrant I represent a pattern or trend? How would you feel if the pattern continued?</p> | <p>IV. Given your learning, what will you and your colleagues start, stop, and/or keep doing?</p> |
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ARLP's 4-Step PDSA Protocol for Change Idea Testing

Instructions: ***Fill-in the unshaded areas of the table***

| | | |
|--|------------------------------|--|
| Change Idea Title: | | |
| What is the Change Idea being Tested? <i>(If we do, say, make, or create X, the anticipated change(s) are Y...)</i> | | |
| What is the Aim of the Change Idea? | | |
| What is/are the Driver(s)? | Driver 1: | |
| | Driver 2: | |
| | Driver 3: | |
| What is/are the Actions to be taken for each Driver? | <i>Actions for Driver 1:</i> | |
| | <i>Actions for Driver 2:</i> | |
| | <i>Actions for Driver 3:</i> | |
| Change Idea Tester(s) | 1. <i>Name</i> | |
| | 2. <i>Name</i> | |
| | 3. <i>Name</i> | |
| | 4. <i>Name</i> | |
| Change Idea Test (CIT) Dates <i>(i.e., from when to when...?)</i> | CIT Test Beginning Date: | |
| | CIT Test Ending Date: | |

PLAN

Instructions: *Fill-in the unshaded areas of the table*

Questions:

What questions do you have about what will happen with each action of your change idea? What do you want to learn?

Predictions:

What do you predict will happen for each question?

Data:

What data will you collect to test your predictions?

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Data Collection:

Describe how you will collect your data

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DO

After the test period, briefly describe what happened during the test, any surprises, how you felt as you gathered data relevant to your questions and predictions.

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STUDY

What were the results?

Were your predictions accurate? What do the data indicate about your predictions?

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Based on this experience, what have you learned?

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ACT

Given your experience and findings, what practices will you start? Stop? Keep doing?

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