

# Reflection/Collaboration/Action

Teacher Vega, Perez

Mentor Leeson

Grade / Subject Kinder

Date 10.13.14

Meeting focus ELA - Standards & Assessments

**Successes (Why? How do you know?)**

- Completed wk - 1 & 2 - standards
- Perez - regrouped for reading

**Current Focus (Why?) / Challenges (How do you know?)**

- Final lesson plans being written for wk 1 & 2.

**Action Steps**

- Remind PACE about Intervention and give list.
- Next week bring Progress monitoring and informal assessments notes to analyze.
- Next - p Weeks 3 & 4 standards

**Mentor Support**

- Completing EXCEL sheet for ELA Prioritizing

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- Domain 3: Instruction**
- 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
  - 3e Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

**Focus** \_\_\_\_\_

# Reflection/ Collaboration/ Action

Teacher \_\_\_\_\_

Mentor Leeson

Grade / Subject Kender

Date 9-29-14

Meeting focus Reteach/Enrich 2<sup>nd</sup> Qtr. / ELA Unit Planning

**Successes (Why? How do you know?)**

- Being able to put P.O.'s together for the 1st/2nd week
- Helps to get organized

**Current Focus (Why?) / Challenges (How do you know?)**

- Building ELA unit - 2nd Qtr.

**Action Steps**

- 2<sup>nd</sup> Qtr - re-teach & enrich - restructuring for PACE interventions - Good on activities. T, TH, F 2:00-2:30.
- Send Carol copy of lesson plans

**Mentor Support**

- Shapes - math ~~was~~ Perez
- Send Carol to go into Perez's room - Read aloud

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
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**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

START  
10-14-14  
2-2:30

PACE

Vega

MIKEY  
SAUL  
PEDRO  
DIEGO  
CAROLINA

Pérez

DORIAN KEESLER  
~~EVELYN MADRIGAL~~  
ORIANNA CORNEJO  
PAULCEL COHEN  
~~RYAN WARD~~  
TYLER FOSSE  
MAILE VEJAR

~~Classroom Visitation Tool~~

Reading Reteach & Enrich

Teacher: Vega      Mentor:	Date: Valencia      Time/Period:
Data Focus:	Learning Objective:
Andier Camila (P) Yaxley Diego (P) Pedro (P) Saul (P) Yamileth Miguel (PACE) <del>Robert</del> Jonathan Martin Genesis Montano Samayah <del>Brandon</del> Karana	(Strategic) Alexa Brandon Kariana Genesis Macias  (Core) Anthony Samarah Zabdiel Guillermo

Teacher:	Mentor:	Date:	Time/Period:
Data Focus:		Learning Objective:	
<p><u>Perez (17)</u>                      Gabriel Avila                      Celyne Baltierrez                      Tyler Fosse                      Zachary Friga                      Analeah Mendoza                      Deandie Romero                      Natalie Romero                      Nivea Jerrano                      Dominick Tso                      Jose Vejar                      Maile Vejar                      Myah McKinney                      Gabriella Inthuisone                      Charlie Pedregon</p>		<p><u>Mercedes (10)</u>                      (S) <u>Dorian Keester</u>                      (S) <u>Dominic Martin</u>                      Ardian Rich                      Jemica Andrews  <u>Evelyn Madrigal</u>                      Alyssa Lynch  <u>Drianna Cornejo</u>                      Alessandra Grano                      Paris Woods                      Measha Mathews  <u>Pauteel Cohen</u>  <u>Ryan Ward</u></p>	

Reflection/Collaboration/Action

Teacher Vega, Perez

Mentor Leslee

Grade / Subject Kindergarten

Date 8-15-14

Meeting focus Dibels - Reteach + Enrich

**Successes (Why? How do you know?)**  
 • More organized - daily routine - Perez/Vega following procedures  
 - Daily schedule  
 - Strong structure / independent practices  
 - Great lunch behavior; eating

**Current Focus (Why?) / Challenges (How do you know?)**  
 Building  
 • Good rapport w/ parents - they come with daily challenges.  
 • Literacy centers and getting materials ready. #

**Action Steps**  
 ✓ creating groups for interventions  
 - 2:00 - 2:30 reteach + enrichment. put on schedule for next week.  
 - Instructional Kit - Admin  
 - Talk to Valencia -

**Mentor Support**  
 Leslee Valencia - can help progress after school

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
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Next Collaboration \_\_\_\_\_ Time \_\_\_\_\_  
 Focus \_\_\_\_\_

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_  
 Focus \_\_\_\_\_

IV-44, p. 6

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Professional Learning Community Learning Log

Team: Kindergarten

Date: 8-25-14

PLC Members Present:

Vega	Reisen	
Perez		
Aguirre		
Chandler		

Norms Reviewed: Yes  No

Instructional Focus

Where we are in:  
 Reading Dibel Assessments  
 Math \_\_\_\_\_  
 Writing \_\_\_\_\_  
 Science \_\_\_\_\_

(CIM Step 2,3)

What do we want students to learn?

Instructional Area Addressed: (circle 1) R W M SC SS

Targeted Standard from Instructional Calendar: K-RF.1 d Rec

Dibels  
(LNF)

Highlight One: Revisit Follow up New

	Core	Strategic	Intensive	NI
Vega	4	4	14	2
Perez	8	2	17	
	12	6	31	

Notes: (Include Instructional Methods/Strategies/Best Practices Discussed)

Standard

How will we know if they have learned?

Assessment/Data Discussed: Dibels

Common Assessment?  Y  N

(Outcomes: assessment created or student data discussed)

- progress monitoring
- 2 week



# Reflection/ Collaboration/ Action

Teacher Robles + Cazares

Mentor \_\_\_\_\_

Grade / Subject First Grade

Date 9/18/14

Meeting focus Math

<p><b>Successes (Why? How do you know?)</b></p> <p>-transitioning back to Investigations has prompted a better flow to math lessons, and students feel more comfortable.</p>	<p><b>Current Focus (Why?) / Challenges (How do you know?)</b></p> <p>-Math Intervention Activities for parents to do at home.</p> <p>-created Unit I math assessment</p>
<p><b>Action Steps</b></p> <p>-administer Math unit assessment #1 by week end 9/26/14.</p> <p>- analyze assessment to discuss results + prepare reteach/ enrichment lessons to meet std needs.</p>	<p><b>Mentor Support</b></p> <p>- Math Resource folders to be sent home w/ parents during parent-teacher conference.</p>

<p><b>Domain 1: Planning and Preparation</b></p> <p><input type="checkbox"/> 1a Demonstrating Knowledge of Content and Pedagogy</p> <p><input type="checkbox"/> 1b Demonstrating Knowledge of Students</p> <p><input type="checkbox"/> 1c Setting Instructional Outcomes</p> <p><input checked="" type="checkbox"/> 1d Demonstrating Knowledge of Resources</p> <p><input type="checkbox"/> 1e Designing Coherent Instruction</p> <p><input checked="" type="checkbox"/> 1f Designing Student Assessments</p>	<p><b>Domain 2: Classroom Environment</b></p> <p><input type="checkbox"/> 2a Creating an Environment of Respect and Rapport</p> <p><input type="checkbox"/> 2b Establishing a Culture for Learning</p> <p><input type="checkbox"/> 2c Managing Classroom Procedures</p> <p><input type="checkbox"/> 2d Managing Student Behavior</p> <p><input type="checkbox"/> 2e Organizing Physical Space</p>	<p><b>Domain 3: Instruction</b></p> <p><input type="checkbox"/> 3a Communicating With Students</p> <p><input type="checkbox"/> 3b Using Questioning and Discussion Techniques</p> <p><input type="checkbox"/> 3c Engaging Students in Learning</p> <p><input checked="" type="checkbox"/> 3d Using Assessment in Instruction</p> <p><input checked="" type="checkbox"/> 3e Demonstrating Flexibility and Responsiveness</p>	<p><b>Domain 4: Professional Responsibilities</b></p> <p><input checked="" type="checkbox"/> 4a Reflecting on Teaching</p> <p><input checked="" type="checkbox"/> 4b Maintaining Accurate Records</p> <p><input checked="" type="checkbox"/> 4c Communicating with Families</p> <p><input checked="" type="checkbox"/> 4d Participating in a Professional Community</p> <p><input checked="" type="checkbox"/> 4e Growing and Developing Professionally</p> <p><input checked="" type="checkbox"/> 4f Showing Professionalism</p>
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<p><b>Next Collaboration</b> _____ <b>Time</b> _____</p>	<p><b>Next Classroom Visit</b> _____ <b>Time</b> _____</p>
<p><b>Focus</b> _____</p>	<p><b>Focus</b> _____</p>



Team: 1st grade

Date: 9/18/14

PLC Members Present:

Olivia Cazares		
Marnie Robles		

Norms Reviewed: Yes  No

**Instructional Focus**

Where we are in:

Reading \_\_\_\_\_  
 Math Math Intervention Resource kits / Activities / End of Unit Assessment  
 Writing \_\_\_\_\_  
 Science \_\_\_\_\_

(CIM Step 2,3)

**What do we want students to learn?**

Instructional Area Addressed: (circle 1) R W **(M)** SC SS

Targeted Standard from Instructional Calendar: \_\_\_\_\_

Highlight One: Revisit Follow up **(New)**

Notes: (Include Instructional Methods/Strategies/Best Practices Discussed)

1.0A.1

use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknown in all positions. eg. by using objects, drawings and equations with a symbol for the unknown number to represent the problems.

**How will we know if they have learned?**

Assessment/Data Discussed: It was created.

Common Assessment? **(Y)** N

(Outcomes: assessment created or student data discussed)

Fluency w/ number decomposition.

# Reflection/Collaboration/Action

Teacher Cazaros Robles

Mentor Leeson

Grade / Subject 1st Grade Math

Date 9-11-14

Meeting focus Math

<p><b>Successes (Why? How do you know?)</b></p> <p>Structures are in place to discuss their thinking. "Math Conversations"</p> <ul style="list-style-type: none"> <li>- Sharing student work on document.</li> <li>- Students sharing patterns with the number line</li> </ul>	<p><b>Current Focus (Why?) / Challenges (How do you know?)</b></p> <ul style="list-style-type: none"> <li>- Dealing with the Gaps</li> <li>- Pacing Engage - Lesson are taking to long.</li> </ul>
<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>• Will blend Engage NY fluency piece with Investigations.</li> <li>• Give Pretest Unit<sup>(3)</sup> Post Unit (1) Bring 10/2 PLC.</li> <li>• Bring student a/lis</li> </ul>	<p><b>Mentor Support</b></p>

<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1a Demonstrating Knowledge of Content and Pedagogy</li> <li><input type="checkbox"/> 1b Demonstrating Knowledge of Students</li> <li><input type="checkbox"/> 1c Setting Instructional Outcomes</li> <li><input type="checkbox"/> 1d Demonstrating Knowledge of Resources</li> <li><input type="checkbox"/> 1e Designing Coherent Instruction</li> <li><input type="checkbox"/> 1f Designing Student Assessments</li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2a Creating an Environment of Respect and Rapport</li> <li><input type="checkbox"/> 2b Establishing a Culture for Learning</li> <li><input type="checkbox"/> 2c Managing Classroom Procedures</li> <li><input type="checkbox"/> 2d Managing Student Behavior</li> <li><input type="checkbox"/> 2e Organizing Physical Space</li> </ul>	<p><b>Domain 3: Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3a Communicating With Students</li> <li><input type="checkbox"/> 3b Using Questioning and Discussion Techniques</li> <li><input type="checkbox"/> 3c Engaging Students in Learning</li> <li><input type="checkbox"/> 3d Using Assessment in Instruction</li> <li><input type="checkbox"/> 3e Demonstrating Flexibility and Responsiveness</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4a Reflecting on Teaching</li> <li><input type="checkbox"/> 4b Maintaining Accurate Records</li> <li><input type="checkbox"/> 4c Communicating with Families</li> <li><input type="checkbox"/> 4d Participating in a Professional Community</li> <li><input type="checkbox"/> 4e Growing and Developing Professionally</li> <li><input type="checkbox"/> 4f Showing Professionalism</li> </ul>
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<p><b>Focus</b> _____</p>	<p><b>Focus</b> _____</p>

# Reflection/ Collaboration/ Action

Teacher Skyler, Lauren, Sarah

Mentor Leesen

Grade / Subject 1st Grade

Date 9-11-14

Meeting focus Writing P.O. W

**Successes (Why? How do you know?)**

- Engaged in activity - all students were writing
- Remembered facts about "Lady Bugs"
- Most students making a connection to a prior lesson.
- Working well each other / shared off each others

**Current Focus (Why?) / Challenges (How do you know?)**

*Skyler*  
 Passing out supplies before time - however stated expectations -

*Lauren*  
 Students wanted to be at the tables not at the carpet. - \* unable to see the board.

*Sarah*  
 Spelling issues - having to go through to multiple students

**Action Steps** idea.

- Anticipation set - Questions to set the stage.
- Talked about the difference between Opinion vs Fact
- Ladybugs \_\_\_\_\_  
What did they remember?
- Building word wall.

**Mentor Support**

- Mini lesson on tools for prometheans
- Do students have a "My dictionary"

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Next Collaboration \_\_\_\_\_ Time \_\_\_\_\_

Focus \_\_\_\_\_

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_

Focus \_\_\_\_\_

# Informational Text

## 1ST GRADE WRITING NOTE TAKING SKILLS

STANDARD : 1.W.7 - Participate in shared research

Objective: Students will take notes and write in their own words about what was read to them.

Materials : INFORMATIONAL TEXT

- PAPER
- PENCIL
- Promethean Board
- white boards

Whole group instructional

- = All student on the floor
- 1 teacher reads a page.
- Share with a partner what you remember
- Pick 1 or 2 student to share out.

Teacher - Model out loud what you will write on the paper.

Students - Write in their own words what they remember.

\* BUILD WORD BANK AS you go through lesson

# Reflection/ Collaboration/ Action

Teacher Vega, Perez, Cazares, Robles  
 Grade / Subject ELA Unit 1st/ Kinder

Mentor Dow/ Leeson / Aquino  
 Date 9-8-14

Meeting focus \_\_\_\_\_

**Successes (Why? How do you know?)**

- Long term plan - draft
- Knowing students makes this meaningful
- Understanding the objectives that are needed to be taught by EOY ~~for~~ 1st Grade
- unwrapping the standards w/ others
- Planning units <sup>are</sup> not as easy as thought
- Planning for Tier 1 instruction is powerful.

**Current Focus (Why?) / Challenges (How do you know?)**

1st - ~~It's~~ whole word instead of isolation by end of the year of Kinder.

**Action Steps**

- Align the 2nd QTR OBJECTIVES to the themes we will teach that QTR.
- Plan our 2nd Qtr assessment
- Complete the 2nd Qtr alignment + prepare assessments to inform teaching = making modifications-
- To stop and think of how to match it - in order to create units

**Mentor Support**

- Get Monday subs for K/1
- Phonics street
- Daily 5 -

- Domain 1: Planning and Preparation**
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 Focus \_\_\_\_\_

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_  
 Focus \_\_\_\_\_

# Informational Text

(2) ICATS  
(1) Sarah Venable

## 1ST GRADE WRITING NOTE TAKING SKILLS

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Objective: Students will take notes and write in their own words about what was read to them.

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Whole group instructional

- = ALL student on the floor
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- Share with a partner what you remember
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Teacher - Model out loud what you will write on the paper.

Students - Write in their own words what they remember.

\* BUILD WORD BANK AS you go through lesson



### WRITING

#### Review the following information before writing.

#### Write details of examples

	Leading	
<p>Write a paragraph about the new cinema in your town. Describe a number of the different types of entertainment available in the cinema.</p>	<p>1. The new cinema</p>	<ul style="list-style-type: none"> <li>• Comfortable seats</li> <li>• Good sound system</li> <li>• Large screen</li> <li>• Air conditioning</li> <li>• Refreshments</li> <li>• Clean and well-maintained</li> </ul>
<p>Write a paragraph about the new cinema in your town. Describe a number of the different types of entertainment available in the cinema.</p>	<p>2. The new cinema</p>	<ul style="list-style-type: none"> <li>• Excellent service</li> <li>• Clean and well-maintained</li> <li>• Refreshments</li> <li>• Clean and well-maintained</li> </ul>

Handwritten notes in a circle: "DIA" and "P. 102"



# Reflection/Collaboration/Action

Teacher Robles, Cazares

Mentor Leeson

Grade / Subject 1<sup>st</sup> Reading

Date 9-4-14

Meeting focus Reading Interventions

<p><b>Successes (Why? How do you know?)</b></p> <ul style="list-style-type: none"> <li>Grouped by <del>do</del> interventions</li> <li>Submitted reading seed (12) each group             <ul style="list-style-type: none"> <li>- core / Intensive / Strategic</li> </ul> </li> <li>- In the process of setting structure             <ul style="list-style-type: none"> <li>- read to self</li> <li>- reading to someone</li> </ul> </li> <li>- Listening to reading next wk.</li> </ul>	<p><b>Current Focus (Why?) / Challenges (How do you know?)</b></p> <p>K-1 articulation</p> <p>MTSS: Angelina - Academic          Guadalupe Molina - <del>Emot</del> Behavior</p>
<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>Sending Carol reading groups</li> <li>2 weeks <del>we</del> bring back data             <ul style="list-style-type: none"> <li>1. RF. 2 d</li> <li>1. RF. 3 b</li> </ul> </li> <li>Next PLC. Student work Engage NY</li> </ul>	<p><b>Mentor Support</b></p> <ul style="list-style-type: none"> <li>Chandler to add Benchmark goal</li> <li>Gilbert Fimbres - articulation IEP?</li> <li>Molina excess tardies/absences.</li> </ul>

<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1a Demonstrating Knowledge of Content and Pedagogy</li> <li><input type="checkbox"/> 1b Demonstrating Knowledge of Students</li> <li><input type="checkbox"/> 1c Setting Instructional Outcomes</li> <li><input type="checkbox"/> 1d Demonstrating Knowledge of Resources</li> <li><input type="checkbox"/> 1e Designing Coherent Instruction</li> <li><input checked="" type="checkbox"/> 1f Designing Student Assessments</li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2a Creating an Environment of Respect and Rapport</li> <li><input type="checkbox"/> 2b Establishing a Culture for Learning</li> <li><input type="checkbox"/> 2c Managing Classroom Procedures</li> <li><input type="checkbox"/> 2d Managing Student Behavior</li> <li><input type="checkbox"/> 2e Organizing Physical Space</li> </ul>	<p><b>Domain 3: Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3a Communicating With Students</li> <li><input type="checkbox"/> 3b Using Questioning and Discussion Techniques</li> <li><input type="checkbox"/> 3c Engaging Students in Learning</li> <li><input type="checkbox"/> 3d Using Assessment in Instruction</li> <li><input type="checkbox"/> 3e Demonstrating Flexibility and Responsiveness</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 4a Reflecting on Teaching</li> <li><input checked="" type="checkbox"/> 4b Maintaining Accurate Records</li> <li><input type="checkbox"/> 4c Communicating with Families</li> <li><input checked="" type="checkbox"/> 4d Participating in a Professional Community</li> <li><input checked="" type="checkbox"/> 4e Growing and Developing Professionally</li> <li><input checked="" type="checkbox"/> 4f Showing Professionalism</li> </ul>
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<p>Next Collaboration _____ Time _____</p>	<p>Next Classroom Visit _____ Time _____</p>
<p>Focus _____</p>	<p>Focus _____</p>

laptops

Team: 1st grade

Date: 9/4/14

PLC Members Present:

Styler iCAT	Carol IC	
Lauren iCAT	Cathy LSC	
Olivia 1st grade		
Marnie 1st grade		

Norms Reviewed: Yes  No

Instructional Focus  
Where we are in:  
Reading Forming G.R groups  
Math \_\_\_\_\_  
Writing \_\_\_\_\_  
Science \_\_\_\_\_

(CIM Step 2,3)

What do we want students to learn?

Instructional Area Addressed: (circle 1) R W M SC SS  
Targeted Standard from Instructional Calendar: \_\_\_\_\_

Highlight One: Revisit Follow up New

Notes: (Include Instructional Methods/Strategies/Best Practices Discussed)

1.RF.2 d 1.RF.3 b  
Swbat continuously blend + decode single syllable words.

How will we know if they have learned?

Assessment/Data Discussed: Common Assessment? Y N

(Outcomes: assessment created or student data discussed)

Progress Monitoring of students  
Informal NWF assessment (1min timed)

# Reflection/ Collaboration/ Action

Teacher Robles, Cazares

Mentor Leeson

Grade / Subject 1st / Math

Date 8-28-14

Meeting focus Engage NY - Reading

**Successes (Why? How do you know?)** Robles/Cazares  
 Read to someone this reading  
 Focus on Daily 5 structure  
 Shared reading - using grade level home

**Current Focus (Why?) / Challenges (How do you know?)**  
 - Start on Engage NY - Monday  
 Lesson 1, 2, 3, 4 -

Next week listening to reading  
 \* Guided reading groups not formed

**Action Steps**  
 • Sprints in large 2  
 • Teachers are going to prepare lessons 1-4 in Modules, and highlight the standards from scope & sequence to Engage NY.

**Mentor Support**  
 - K/1 - needs to collaborate - phonics planning time Thursday - Vega to bring in workshop.  
 - Prepare Sprints for students folders

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- Domain 3: Instruction**
- 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
  - 3e Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

**Next Collaboration** Thurs. Time 9:00-10:00  
**Focus** X Dibels Data - grouping

**Next Classroom Visit** \_\_\_\_\_ Time \_\_\_\_\_  
**Focus** \_\_\_\_\_

# Reflection/Collaboration/Action

Teacher Ralls, Lopez, Shenk, Jensen

Mentor Leeson

Grade / Subject 2nd Math

Date 10-14-14

Meeting focus ATI Benchmark data/Intervention

**Successes (Why? How do you know?)**

- Math Skill Shenk taught in depth ~~was~~ Math were very successful

**Current Focus (Why?) / Challenges (How do you know?)**

- Word Problem intervention

**Action Steps**

- Teacher's will start extra support in word problems, using ATI PRACTICES problems - Shenk / Ralls: Word Problem Wednesday Lopez: Additional 20 mins a day
- Students will take a mini-formative on Monday for ~~2.OA.A1~~ 2.OA.A1
- Bring student scratchpaper to P.L.C.

**Mentor Support**

- Class mgmt. Nov 21<sup>st</sup> - Emailed Patti Hurley to set-up
- Order document camera
- Set up Daily 5 modeling - Van Duijn - emailed 10/14/14
- Test procedure / students stay/monitor/ELD readers
- Print up Practice problems ✓ 10-14-14
- Create mini-ATI formative for Monday. Students to come to the computer lab.

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- Domain 3: Instruction**
- 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
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- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
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  - 4c Communicating with Families
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  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

Team: 2nd Grade

Date: 10-14-14

PLC Members Present:

<u>Quleta Ralls</u>	<u>Carol Luser</u>
<u>Christina Lopez</u>	
<u>Shylu Sheeh</u>	
<u>Pam Jensen</u>	

Norms Reviewed: Yes \_\_\_\_\_ No

**Instructional Focus**

Where we are in:  
 Reading \_\_\_\_\_  
 Math — Word Problems  
 Writing \_\_\_\_\_  
 Science \_\_\_\_\_

(CIM Step 2.3)

**What do we want students to learn?**

Instructional Area Addressed: (circle 1) R W M SC SS

Targeted Standard from Instructional Calendar: 2.OA.A1

Highlight One: Revisit Follow up  New

Notes: (Include instructional Methods/Strategies/Best Practices Discussed)

Word problems -

	E	M	A	F
Lopez	1	3	8	7
Sheeh	0	1	2	12
Ralls	0	3	6	9
	1	7	16	28

**How will we know if they have learned?**

Assessment/Data Discussed: ATI Benchmark

Common Assessment?  Y N

(Outcomes: assessment created or student data discussed)

ATI - Assess  
 3 question mini test on ATI

# Reflection/ Collaboration/ Action

Teacher Ralls, Shenk, Lopez

Mentor Leeson

Grade / Subject 2<sup>nd</sup> ELA Units

Date 9-30-14

Meeting focus 2<sup>nd</sup> Qtr ELA

**Successes (Why? How do you know?)**

- First 2 weeks of 1<sup>st</sup> Unit is complete.
- ELA Unit From Seed to Plant is on a template

**Current Focus (Why?) / Challenges (How do you know?)**

- To finish week 3 & 4 of 1<sup>st</sup> Unit "From Seed to Plant."

**Action Steps**

- Teachers to complete lesson plan based on materials selected.
- Bring in lessons & plans for 1<sup>st</sup> wk so we can discuss materials & assessments.
- Leeson - email template Unit Plan to teachers
- Lopez - ~~Share~~ Share w/ Ralls - DRA Kit

**Mentor Support**

- Plan another day to work on ELA Units.
- Shenk - STATS Password
- Listening center plug / tapes
- Myrick for Diagnostic training

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- Domain 3: Instruction**
- 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
  - 3e Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_



# Reflection/Collaboration/Action

Teacher Rails, Robles, Jensen

Mentor Leeson

Grade / Subject ~~1st~~ 2nd Grade

Date 9-16-14

Meeting focus Dibels - Daily 5

**Successes (Why? How do you know?)**

**Current Focus (Why?) / Challenges (How do you know?)**  
 - Centers for frequency

**Action Steps**

- DRA - Help
- Jensen can give what sounds they are working on to support + work for reading
- Next R.C. Bring work from Reading Target ~~2.R.F.3a~~
- Leeson - pretest 16<sup>r</sup> 2 columns. ✓ 10-22-14

**Mentor Support**

- 7/8
- DRA KIT for Lopez - Sharew/Rails
- Guided Reading Support

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- Domain 3: Instruction**
- 3a Communicating With Students
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  - 3c Engaging Students in Learning
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  - 3e Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

Next Collaboration \_\_\_\_\_ Time \_\_\_\_\_  
 Focus \_\_\_\_\_

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_  
 Focus \_\_\_\_\_



# Reflection/ Collaboration/ Action

Teacher Rails, Lopez, Shew

Grade / Subject 3rd Grade ELA

Meeting focus ELA Units

Mentor Leeson, Dow

Date 9-9-14

What this means for me #

**Successes (Why? How do you know?)**

- Today I discovered a way to plan ~~for~~ effectively using AZCCRS.
- Understanding the standards and how it relates to 2nd Grade Priorities.
- We took apart the standards and grouped them together by Priority standards

**Current Focus (Why?) / Challenges (How do you know?)**

- Less work for us teachers, but beneficial for our students.
- more collaboration, resources
- This means that we can take our grouped standards and put them together with materials for the unit.

**Action Steps**

- Look at materials for the units
- Where do the standards fit.

Research project: science

**Mentor Support**

ATI-ELD - (only BASIC ELL students for reading do not take Reading assessment.)

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- Domain 3: Instruction**
- 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
  - 3e Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

# Reflection/ Collaboration/ Action

Teacher Ralls, Shenk, Lopez, Jensen

Mentor Leeson

Grade / Subject 2nd

Date 9-2-14

Meeting focus Dibels Data

**Successes (Why? How do you know?)**

Groups are formed -  
focus for next week Foundational skills needed for students

**Current Focus (Why?) / Challenges (How do you know?)**

Review of Dibels test - New teachers unaware

**Action Steps**

- Chandler to show how to progress monitor.
- Lessons for Florida / reteach / enrich.

**Mentor Support**

- Skyler leveled readers - Avenues - 1st Grade
- Dibel Training
- Cite evidence through read Naturally

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- Domain 3: Instruction**
- 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
  - 3e Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** • Bottom 25% L25

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

Team: 2nd Grade

Date: 9-2-14

PLC Members Present:

Mr. Shenk		
Mrs. Ralls		
Mrs. Lopez		
Mrs. Jensen		

Norms Reviewed: Yes  No

Instructional Focus

Where we are in: Reading DIBELS  
 Math \_\_\_\_\_  
 Writing \_\_\_\_\_  
 Science \_\_\_\_\_

(CIM Step 2,3)

**What do we want students to learn?**

Instructional Area Addressed: (circle 1) R W M SC SS

Targeted Standard from Instructional Calendar: 2. RF.3a

Highlight One: Revisit Follow up New

Notes: (Include Instructional Methods/Strategies/Best Practices Discussed)

**How will we know if they have learned?**

Assessment/Data Discussed:

(Outcomes: assessment created or student data discussed)

Common Assessment?  Y N

DIBELS - Progress Monitoring

**Arizona's College & Career Ready Standards  
English Language Arts**

<b>KEY</b>	
<b>I</b> = Introduced	<b>R</b> = Reinforced
<b>P</b> = Proficient	
<b>*</b> = Continued Practice Required for Next Grade Level	
<b>I/P</b> = <i>Portion</i> of the standard is taught and assessed	

<b>Reading Foundational Skills</b>		
<b>Phonological and Word Recognition</b>		<b>Sub Skills/Examples</b>
<b>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>	<b>Coding</b>	
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	I	o cap/cape, hop/hope, snack/snake, pet/Pete, hid/hide
b. Know spelling-sound correspondences for additional common vowel teams.	I	o ou, ow, oi, oy, au, aw, oo, eu, ew, igh
c. Decode regularly spelled two-syllable words with long vowels.	I	o spider, propel, tiger
d. Decode words with common prefixes and suffixes.		o re-, pre-, un- o -ly, -er, -est
e. Identify words with inconsistent but common spelling-sound correspondence.		
f. Recognize and read grade-appropriate irregularly spelled words.	I	o people, fragile, friend, pretty
<b>Fluency</b>		<b>Sub Skills/Examples</b>
<b>2.RF.4 Read with sufficient accuracy and fluency to support comprehension</b>	<b>Coding</b>	
a. Read on-level texts with purpose and understanding.	I	
b. Read on-level texts orally with accuracy, appropriate rate, and expression on successive reading.	I	<ul style="list-style-type: none"> <li>• End of quarter instructional on-level expectation is Fountas and Pinnell level J/K.</li> <li>• Fluency is not just reading rate, students must attend to:                             <ul style="list-style-type: none"> <li>• Punctuation</li> </ul> </li> </ul>

Note: This scope and sequence serves as a guide for instructional planning. Use your professional judgment to scaffold and differentiate instruction. 1

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I	<ul style="list-style-type: none"><li>• Intonation</li><li>• Accuracy</li><li>• Voice</li><li>• Use comprehension strategies (rereading, self-correct, prediction, confirmation of predictions...)</li></ul>
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Note: This scope and sequence serves as a guide for instructional planning. Use your professional judgment to scaffold and differentiate instruction. 2

# Reflection/ Collaboration/ Action

Teacher Shenk, Lopez, Ralls

Mentor Heeson

Grade / Subject 2nd - Reading / Math

Date 8-26-14

Meeting focus Guided Reading

Daily

**Successes (Why? How do you know?)** Daily Five  
 - started forming reading group  
 - DRA Daily Five - Ralls;  
 3 Read to self  
 Work on writing

**Current Focus (Why?) / Challenges (How do you know?)**  
 - Guided reading - Skyler - Avenues  
 Grouping - High/Low Pam - Jensen @ groups.  
 Lopez - Guided reading -  
 writing /  
 Ralls - whole group - 20 mins → a.m. need leveled books  
 - need leveled books  
 - decodable

Lopez - read to self - 20 min.  
 Work on Writing  
 read to self / with someone

whole group - 20 mins → a.m. need leveled books

**Action Steps**  
 - make a list of groups (reading)  
 - Bring student assessments from Engage NY to analyze.

**Mentor Support**  
 - word work  
 - Listening post - Skyler - set up  
 - Document - Lopez  
 - Reading Dibels  
 - Successmaker /

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space
- Setting structure for Daily 5 and Engage NY

- Domain 3: Instruction**
- 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
  - 3e Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_  
**Focus** Reading - Guided

**Next Classroom Visit** Ralls 8-26-14 **Time** 1:30 *split*  
**Focus** Dibels - Guided Reading

# Reflection/Collaboration/Action

Teacher Friga Hensley, Gonzalez

Mentor Leeson

Grade / Subject 3rd

Date 10-2-14

Meeting focus 3rd Math - 2nd Qtr Engage NY - Envisions Games

<p><b>Successes (Why? How do you know?)</b></p> <ul style="list-style-type: none"> <li>• Planning/unpacking standards. Concentrating on specific</li> <li>• Being more focused on work</li> </ul>	<p><b>Current Focus (Why?) / Challenges (How do you know?)</b></p> <ul style="list-style-type: none"> <li>• Plan for 2nd Qtr Math - week 2</li> <li>• Assessments through them for the "Test taking Skills"</li> </ul> <p>Target Standards: 3.OA.CT; 8 Complementary - 3.OA.A3 3.OA.B5</p>
<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>• Continue Reteach: Enrich for 2nd qtr.</li> <li>• Give end of the module bring student test for P.L.C. 23rd.</li> <li>• Next P.L.C. will discuss a pre assessment for New Module Target: 3.NBT.A 1 &amp; 2</li> </ul>	<p><b>Mentor Support</b></p> <ul style="list-style-type: none"> <li>• Envision Centers - look - Hensley/Friga</li> <li>• ATI Practice - Target standards</li> </ul>

<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1a Demonstrating Knowledge of Content and Pedagogy</li> <li><input type="checkbox"/> 1b Demonstrating Knowledge of Students</li> <li><input type="checkbox"/> 1c Setting Instructional Outcomes</li> <li><input type="checkbox"/> 1d Demonstrating Knowledge of Resources</li> <li><input checked="" type="checkbox"/> 1e Designing Coherent Instruction</li> <li><input type="checkbox"/> 1f Designing Student Assessments</li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2a Creating an Environment of Respect and Rapport</li> <li><input type="checkbox"/> 2b Establishing a Culture for Learning</li> <li><input type="checkbox"/> 2c Managing Classroom Procedures</li> <li><input type="checkbox"/> 2d Managing Student Behavior</li> <li><input type="checkbox"/> 2e Organizing Physical Space</li> </ul>	<p><b>Domain 3: Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3a Communicating With Students</li> <li><input type="checkbox"/> 3b Using Questioning and Discussion Techniques</li> <li><input type="checkbox"/> 3c Engaging Students in Learning</li> <li><input type="checkbox"/> 3d Using Assessment in Instruction</li> <li><input type="checkbox"/> 3e Demonstrating Flexibility and Responsiveness</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4a Reflecting on Teaching</li> <li><input type="checkbox"/> 4b Maintaining Accurate Records</li> <li><input type="checkbox"/> 4c Communicating with Families</li> <li><input checked="" type="checkbox"/> 4d Participating in a Professional Community</li> <li><input checked="" type="checkbox"/> 4e Growing and Developing Professionally</li> <li><input checked="" type="checkbox"/> 4f Showing Professionalism</li> </ul>
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<p>Next Collaboration _____ Time _____</p>	<p>Next Classroom Visit _____ Time _____</p>
<p>Focus _____</p>	<p>Focus _____</p>



# October 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 Exit 15 Ticket Review ATI	4
5	6	7	8	9	10	11
12	13 Topic E L 16	14 Topic E L 17	15 Review	16 Topic F L 18-19	17 Topic L 19	18
19	20 Topic F L 20	21 Topic F L 21	22 End of Module Assessment	23 Pull in two step problems Envisions Topic 6-7	24 Review Mod 1 Games	25
26	27 Module Topic	28	29	30	31	

Look at  
Pre Ass  
for next Topic

Reflection/Collaboration/Action

Teacher Teso, Morales, Hensley, Friga, Joree, Gonzalez

Mentor Hertkens, Leeson, Odum, Dow

Grade / Subject 3rd Grade ELA

Date 9-18-14

Meeting focus ELA UNITS

what does it mean for me?

**Successes (Why? How do you know?)** I discovered...

- I really have a better understanding of the standards and the details of each one. I have a feel of how to prioritize them.
- 3rd grade has a lot of standards and many are supporting.
- I discovered how much work it takes, as a unit, to dissect common core standards either as a priority or supporting for kids to learn.
- Priority? Supporting: Readiness, Endurance, Leverage.
- I discovered how great it is to collaborate with other people.
- Also, I realized how much work I have done, but how much more I need to do.
- Not all standards are priority.

**Current Focus (Why?) / Challenges (How do you know?)**

- I can be more focused on standards that will better prepare students for not only next grade level, but beyond.
- It means I have become more open and appreciate what I have learned over the years. I need to be more deliberate in my teaching.
- Many of my standards overlap or build on each other for 3, 4, 5.
- Connecting standards to encompass priority criteria.
- For me in my mentor teachers room, what I need to focus my teaching on to benefit the learning of my students to get to the next level.

**Action Steps**

- To incorporate what I learned today, into lesson plans, in my college class, to bring to Cavett.
- Listening even more to others and value what they have to say, as my teacher. I need to plan much better! have long term plans.
- Mapping out 2nd Qtr. ELA
- I need to be purposeful in the way I introduce the standards and the ultimate goal, make sure I am scaffolding & connecting.
- I need to prioritize my supports to help teachers & my students.
- Look @ standards that endure!

**Mentor Support**

Mission View:  
Unpacking Math Standards

Cavett: Lexile books for students to chose @ their level. List of Book Choices.

**Domain 1: Planning and Preparation**

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

**Domain 2: Classroom Environment**

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

**Domain 3: Instruction**

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Next Collaboration TBD Time \_\_\_\_\_

Focus ELA Unit 2nd Qtr - Assessments/Resources

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_

Focus \_\_\_\_\_

Reflection/Collaboration/Action

Teacher CSO, Morales, Hensley, Friga, Joree, Gonzalez

Mentor Hertkens, Leeson, Odum, Dow

Grade / Subject 3rd Grade ELA

Date 9-18-14

Meeting focus ELA UNITS

what does it mean for me?

**Successes (Why? How do you know?)** I discovered...

- I really have a better understanding of the standards and the details of each one. I have a feel of how to prioritize them.
- 3rd grade has a lot of standards and many are supporting.
- I discovered how much work it takes, as a unit, to dissect common core standards either as a priority or supporting for kids to learn.
- Priority & Supporting: Readiness, Endurance & Leverage
- I discovered how great it is to collaborate with other people also, I realized how much work I have done, but how much more I need to do.
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- I can be more focused on standards that will better prepare students for not only next grade level, but beyond.
- It means I have become more open and appreciate what I have learned over the years. I need to be more deliberate in my teaching.
- Many of my standards overlap or build on each other for 3rd grade.
- Connecting standards to encompass priority criteria.
- For me in my mentor teachers room, what ~~is~~ how I need to focus my teaching on to benefit the learning of my students to get to the next level.

**Action Steps**

- To incorporate what I learned today, into lesson plans, in my college class, to bring to Cavett.
- Listening ~~even~~ more to others and value what they have to say, as my teacher. I need to plan much better & have long term plans.
- Mapping out 2nd Qtr. ELA
- I need to be purposeful in the way I introduce the standards, and the ultimate goal, make sure I am scaffolding & connecting.
- I need to prioritize my supports to help teachers & my students.
- Look @ standards that endure!

**Mentor Support**

Mission View:  
Unpacking Math Standards

Cavett: Lexile books for students to choose @ their level. List of Book Choices.

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- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

**Domain 2: Classroom Environment**

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

**Domain 3: Instruction**

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Next Collaboration TBD Time \_\_\_\_\_

Focus ELA Unit 2nd Qtr - Assessments/Resources

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_

Focus \_\_\_\_\_

# Reflection/Collaboration/Action

Teacher Toree Hensley, Friga, Gonzalez

Mentor Leesen

Grade / Subject 3rd

Date 9-16-17

Meeting focus Read Reteach = Enrich

**Successes (Why? How do you know?)**

- Started on Monday
- Memory Cards -

**Current Focus (Why?) / Challenges (How do you know?)**

- Large groups even with 3 teachers

**Action Steps**

- Read Naturally with Sylvi's Group
- Sylvi - phrases "site words"
- Sylvi - master list for Read Naturally
- Sylvi -

**Mentor Support**

- Find old P.M. 3rd Grade
- \* Talk to Kathy C. about passage
- ATI - Practice sets

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
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**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_

Team: 3rd Grade

Date: 9/11/14

PLC Members Present:

Joree	Carol	
Marla		
Sylvi		
Charmaine		

Norms Reviewed: Yes X No \_\_\_\_\_

Instructional Focus

Where we are in:  
 Reading Fluency  
 Math \_\_\_\_\_  
 Writing \_\_\_\_\_  
 Science \_\_\_\_\_

(CIM Step 2,3)

What do we want students to learn?

Instructional Area Addressed: (circle 1) (R) W M SC SS  
 Targeted Standard from Instructional Calendar: 3.RF.3D

Highlight One: Revisit Follow up New

Notes: (include Instructional Methods/Strategies/Best Practices Discussed)

activities - Sight word phrase cards  
 memory game  
 reader's theatre  
 poetry  
 Read Naturally → planning to build in

How will we know if they have learned?

Assessment/Data Discussed: DIBELS Common Assessment? (Y) N

(Outcomes: assessment created or student data discussed)

We really need progress monitoring books to arrive. Carol will try to find some 3rd grade books so we can <sup>44</sup> start progress monitoring.



Team: 3rd Grade

Date: 9-4-14

PLC Members Present:

Silvi Gonzalez	Kathy Chandler	
Charmaine Friga		
Marla Hensley		
Carol Leeson		

Norms Reviewed: Yes  No

Instructional Focus

Where we are in:

Reading

Math

Writing

Science

(CIM Step 2.3)

What do we want students to learn?

Instructional Area Addressed: (circle 1) R W M SC SS

Targeted Standard from Instructional Calendar: \_\_\_\_\_

Highlight One: Revisit Follow up New

Notes: (include Instructional Methods/Strategies/Best Practices Discussed)

We are targeting our bottom 25%  
 Third grade will break into reteach/enrichment  
 from 2:00-2:30 M,T, ~~Th~~, F. Make sure there is coverage  
 for a teacher who is absent.  
 Pick one target focus: 3.RF.3d.

How will we know if they have learned?

Assessment/Data Discussed:

Common Assessment? Y N

(Outcomes: assessment created or student data discussed)

We will assess using sight words in isolation  
 and through DIBELS Progress monitoring to determine  
 their recognition in context.

Reflection/ Collaboration/ Action

Teacher Friga/Hensley

Mentor Leeson

Grade / Subject 3rd Reading

Date 9-4-14

Meeting focus Reading

**Successes (Why? How do you know?)**

- Hensley will do target interventions in math for Bottom 5 students

**Current Focus (Why?) / Challenges (How do you know?)**

Bottom 25 students

**Action Steps** "2 weeks" reassess.

- Start reteach & enrich M, T, TH, F 9/8
- Print Dolch words High Frequency
- Create groups from Dibels

**Mentor Support**

- ATI test
- I need to send an email to Friga and Hensley
- Identified 5 each class L<sup>25</sup>
- Enrich/Reteach groups.
- Exit tickets from Math lessons

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**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** Math

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_



Dolch Word List – by Frequency, by Grade

<u>Pre-primer</u>	<u>Primer</u>	<u>First</u>	<u>Second</u>	<u>Third</u>
the	he	of	would	if
to	was	his	very	long
and	that	had	your	about
a	she	him	its	got
I	on	her	around	six
you	they	some	don't	never
it	but	as	right	seven
in	at	then	green	eight
said	with	could	their	today
for	all	when	call	myself
up	there	were	sleep	much
look	out	them	five	keep
is	be	ask	wash	try
go	have	an	or	start
we	am	over	before	ten
little	do	just	been	bring
down	did	from	off	drink
can	what	any	old	only
see	so	how	tell	better
not	get	know	work	hold
one	like	put	first	warm
my	this	take	does	full
me	will	every	goes	done
big	yes	old	write	light
come	went	by	always	pick
blue	are	after	made	hurt
red	now	think	gave	cut
where	no	let	us	kind
jump	came	going	buy	fall
away	ride	walk	those	carry
here	into	again	use	small
help	good	may	fast	own
make	want	stop	pull	show
yellow	too	fly	both	hot
two	pretty	round	sit	far
play	four	give	which	draw
run	saw	once	read	clean
find	well	open	why	grow
three	ran	has	found	together
funny	brown	live	because	shall
	eat	thank	best	laugh
	who		upon	
	new		these	
	must		sing	
	black		wish	
	white		many	
	soon			
	our			
	ate			
	say			
	under			
	please			

### Third Grade Suggested Irregularly Spelled Word List

about	doesn't	into	really	usually
again	don't	it's	recycle	vacation
almost	enough	its	right	very
also	especially	journal	said	want
always	everybody	knew	schools	was
another	everything	know	something	wear
anyone	except	laughed	sometimes	weather
are	exciting	let's	terrible	went
beautiful	favorite	loveable	that's	we're
because	first	myself	their	were
before	friendly	new	then	what
buy	general	no	there	when
by	getting	off	they	where
can't	governor	one	they're	whether
city	have	our	thought	who
could	hidden	people	threw	whole
community	hole	prettier	through	won't
confusion	hopeless	prettiest	too	wouldn't
countries	I'm	pretty	trouble	wright
didn't	impossible	probably	unhappiness	your
discover	independent	question	until	you're



## Ms. Friga's Reading Groups 2014-2015

### Team Wild Animals

Adam Lopez

Luis Castro

Rolando Salas

### Team Gymnastics

Lejae Sanchez

Erica Castillo

Kaylyn Sell

Yaritza Hoyos

### Team Wildcats

Josue De La Cruz

Alyssa Fimbres

Jasmin De La Cruz

Fernando Moreno

### Team Soaring Eagles

Yancey Fuentes

Jahyr Valenzuela

Zandrea Saiz

Adam Trujillo

Mario Madrigal

### Team Blue Roses

Yuridia Amador

Roman Perez

Isabel Lynch

Malexy Miranda



## PLC All Grade Levels Agenda

Date: August 25-30 2014

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- . Norms
- . Data—Reading Groups
- . Math—2nd-5th
- . Complete PLC Log

Reading Objective: To select reading groups, based on Dibels—to create guided reading groups or reteach & enrichment groups.

Math Objective : To follow up on Engage NY structure. What's working/challenges and materials.

# Reflection/ Collaboration/ Action

Teacher Hensley, Friga, & Gonzalez

~~Mentor~~ Leese

Grade / Subject 3rd

Date 8-28-14

Meeting focus Reading groups / Math focus

<p><b>Successes (Why? How do you know?)</b>                  Hensley:                  Reading group next week - working on vocabulary structure.                  completed phonics screener. very direct on <sup>daily</sup> writing prompt.                  3 rotations: Voc; read w/ some / writing</p>	<p><b>Current Focus (Why?) / Challenges (How do you know?)</b>                  • center for Sylvi <sup>Mon-Thurs</sup> - <del>Mon-Wed</del> - P 10:00-10:30.                  needs to contact teacher if not able to go into class.                  • Hensley <del>re</del> submitted for Reading seed.</p>
<p>Groups - rotation guided reading last week @atime                  listening center; word work; writing; read to self.</p>	
<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>• Bring names of groups to compare to Dibels.</li> <li>• Bring Exit tickets</li> <li>• <del>VA</del></li> </ul>	<p><b>Mentor Support</b></p> <ul style="list-style-type: none"> <li>• Dibels <del>training</del> data - Katay for group</li> <li>• ATI online - centers</li> </ul>

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- Domain 4: Professional Responsibilities**
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Next Collaboration \_\_\_\_\_ Time \_\_\_\_\_  
 Focus Dibels

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_  
 Focus \_\_\_\_\_





## PLC All Grade Levels Agenda

Date: August 18-22 2014

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- Math Shifts
- Teach to the Objective
- EngageNY Math Curriculum and Why
- Video
- Matching Target Standards —
- NY lesson plans

Objective: To select math lesson plans from EngageNY, that match our target standards from the Scope & Sequence.

# Reflection/ Collaboration/ Action

Teacher Friga, Hensley, Gonzalez, Leeson

Mentor Heiser

Grade / Subject Math 3rd

Date 8-21-14

Meeting focus Math EngageNY

**Successes (Why? How do you know?)**  
 Teacher will review lessons and start implementing on Monday.  
 - Teach to the objective

**Current Focus (Why?) / Challenges (How do you know?)**  
 - EngageNY has lesson completed for Math, this will relieve math planning: not prepwork for comprehensive lessons meeting the Math Shifts.

**Action Steps**  
 - Start teaching Module 1 on Monday  
 - Bring student work (Assessment/or Exit ticket) to analyze

**Mentor Support**  
 - make SPRINTS  
 - whiteboards to Friga  
 - math folder

- Domain 1: Planning and Preparation**
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**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_  
**Focus** \_\_\_\_\_

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_  
**Focus** \_\_\_\_\_



## PLC All Grade Levels Agenda

Date: August 13-15 2014

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- Norms
- Reflective Log—What's working/  
Challenges
- Getting to know your students  
through DATA—Chandler Spread-  
sheet



## PLC All Grade Levels Agenda

Date: August 18-22 2014

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- Math Shifts
- Teach to the Objective
- EngageNY Math Curriculum and Why
- Video
- Matching Target Standards —
- NY lesson plans

**Objective:** To select math lesson plans from EngageNY, that match our target standards from the Scope & Sequence.

# Reflection/ Collaboration/ Action

Teacher Holguin, Langford, Mills, Gonzalez, Aguirre ~~Mentor~~ Leeson

Grade / Subject 4/5 Math Date 10-1-14

Meeting focus Math 2nd Qtr

**Successes (Why? How do you know?)**

- Have topics selected for 1<sup>st</sup> 2 weeks of 2nd Qtr

**Current Focus (Why?) / Challenges (How do you know?)**

- Pacing 2nd Qtr Math
- Using Envisions to start

**Action Steps**

- Basic Facts - Rocket Math - Multiplication/Div
- After Fall Break will have a pretest for 4/5 online.
- Will select appropriate lessons from Envisions, Engage NY, or Investigations for Pacing Calendar.

**Mentor Support**

- Pretest ATI - on computer
- Pretest - Rocket Math - Sylvi - Master
- Set up guided math for Holguin

- Domain 1: Planning and Preparation**
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Next Collaboration \_\_\_\_\_ Time \_\_\_\_\_  
Focus \_\_\_\_\_

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_  
Focus \_\_\_\_\_



# Reflection/Collaboration/Action

Teacher Mills, Longford, Polguin, Ewy, Veder, Quam, Carraza, Martinez Mentor Leeson, Herkens, Dom, Dow

Grade / Subject 4th/5th Lawrence, Cavett - Mission View Date 9-19-14

Meeting focus ELA Units / standards what does this mean for you?

<p><b>Successes (Why? How do you know?)</b></p> <ul style="list-style-type: none"> <li>• I discovered new priorities &amp; supportive standards</li> <li>• More about standards</li> <li>• I discovered that supporting standards are just as important as priority standards</li> <li>• How standards are prioritized.</li> </ul>	<p><b>Current Focus (Why?) / Challenges (How do you know?)</b></p> <ul style="list-style-type: none"> <li>• It has really helped in understanding the standards</li> <li>• Deeper knowledge of standards</li> <li>• It's a good pacing structure</li> <li>• I'm more organized</li> <li>• I have to focus more on supporting standards.</li> </ul>
<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>• To learn more of what fits with the standards... that is priority and will be teachable (able to get to)</li> <li>• Create themes for the year</li> <li>• Planning week to week</li> <li>• I will focus more on matching supporting w/ priority standards</li> <li>• Continue <del>to</del> working on units</li> </ul>	<p><b>Mentor Support</b></p>

<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1a Demonstrating Knowledge of Content and Pedagogy</li> <li><input checked="" type="checkbox"/> 1b Demonstrating Knowledge of Students</li> <li><input type="checkbox"/> 1c Setting Instructional Outcomes</li> <li><input checked="" type="checkbox"/> 1d Demonstrating Knowledge of Resources</li> <li><input checked="" type="checkbox"/> 1e Designing Coherent Instruction</li> <li><input type="checkbox"/> 1f Designing Student Assessments</li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2a Creating an Environment of Respect and Rapport</li> <li><input type="checkbox"/> 2b Establishing a Culture for Learning</li> <li><input type="checkbox"/> 2c Managing Classroom Procedures</li> <li><input type="checkbox"/> 2d Managing Student Behavior</li> <li><input type="checkbox"/> 2e Organizing Physical Space</li> </ul>	<p><b>Domain 3: Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3a Communicating With Students</li> <li><input type="checkbox"/> 3b Using Questioning and Discussion Techniques</li> <li><input type="checkbox"/> 3c Engaging Students in Learning</li> <li><input type="checkbox"/> 3d Using Assessment in Instruction</li> <li><input type="checkbox"/> 3e Demonstrating Flexibility and Responsiveness</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 4a Reflecting on Teaching</li> <li><input type="checkbox"/> 4b Maintaining Accurate Records</li> <li><input type="checkbox"/> 4c Communicating with Families</li> <li><input checked="" type="checkbox"/> 4d Participating in a Professional Community</li> <li><input checked="" type="checkbox"/> 4e Growing and Developing Professionally</li> <li><input checked="" type="checkbox"/> 4f Showing Professionalism</li> </ul>
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<p>Next Collaboration _____ Time _____</p> <p>Focus _____</p>	<p>Next Classroom Visit _____ Time _____</p> <p>Focus _____</p>
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# Reflection/Collaboration/Action

Teacher Langford, Mills, Holguin

Mentor Leeson

Grade / Subject 4/5

Date 9-17-14

Meeting focus Math

## Successes (Why? How do you know?)

- Students can't believe the day is over.
- Self-esteem in the classroom is rising. more able and more effort.
- Respect of the peers.
- As a whole they like each other.

## Current Focus (Why?) / Challenges (How do you know?)

- Testing Protocol - Benchmark -
- L25 MTSS -
- ELA-UVA - units -
- 5th grade boys - leaders -

## Action Steps

- Kathy - Template for MTSS
- Tech support - Computers
- Teachers to sign-up students - MTSS
- Math programs in P.L.C room

## Mentor Support

- Computer 

### Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
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Next Collaboration \_\_\_\_\_ Time \_\_\_\_\_

Focus 2nd Qtr Math

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_

Focus \_\_\_\_\_

# Reflection/Collaboration/Action

Teacher Holguin, Langford, Mills, Gonzales

Mentor Leeson

Grade / Subject 4/5 Math

Date 9-10-14

Meeting focus Math - Target Standards

**Successes (Why? How do you know?)**

- Print ATI - Practice problems for all Targeted Standards Qtr 1

**Current Focus (Why?) / Challenges (How do you know?)**

- Pacing the math with Targeted standards for Benchmark

**Action Steps**  
Friday:

- Get together on Friday morning to pace out lessons until benchmark.
- 2nd Qtr Target standards/ATI -

**Mentor Support**

- prepare/print packets ✓ delivered
- Blank Calendar Sept/Oct ✓ delivered
- Setup Martin/ for 5<sup>th</sup> grade coverage on Friday 8:45-9:30

## Select lessons

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
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Next Collaboration 9-12-14 Time 8:45-~~9:00~~<sup>9:30</sup>  
Focus Math Pacing/lesson 1<sup>st</sup> Qtr.

Next Classroom Visit \_\_\_\_\_ Time \_\_\_\_\_  
Focus \_\_\_\_\_

# Reflection/ Collaboration/ Action

Teacher Holquin Mills Langford

Mentor Leeson

Grade / Subject 4/5 Reading

Date 9-3-14

Meeting focus L25 Bottom 25%

**Successes (Why? How do you know?)**

**Current Focus (Why?) / Challenges (How do you know?)**  
 Select 5 L<sup>25</sup> students for targeted interventions from each  
 Math Engage NY - Challenge

**Action Steps**

- Work order for Holquin - Laptop
- MTSS - for all
- Math
- Start tutoring Mon 8<sup>th</sup>
- Leeson - ATI Formative - Pre/Post

**Mentor Support**

- Kathy - Dimitri - missing a lot of days
- Computer Schedule
- Set PLC Friday (Math)
- Leeson

- Domain 1: Planning and Preparation**
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  - 1b Demonstrating Knowledge of Students
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**Next Collaboration** 9-5-14 Time 8:45-9:45  
**Focus** Math Engage NY

**Next Classroom Visit** Langford/Model Time \_\_\_\_\_  
**Focus** Lesson 2 Module 1 5<sup>th</sup>

Professional Learning Community Learning Log

Team: 4/5<sup>th</sup>

Date: 9/3/14

PLC Members Present:

Ana Maria Holguin	Elsa Aguirre	
Patricia Langford	Silvi Gonzales	
Carol Leeson		
Migdelina Mills		

Norms Reviewed: Yes  No

Instructional Focus

Where we are in:

- Reading
- Math
- Writing
- Science

(CIM Step 2,3)

What do we want students to learn?

Instructional Area Addressed: (circle 1)  R  W  M  SC  SS

Targeted Standard from Instructional Calendar: A.M. Tutoring  
Mills/Langford

Highlight One: Revisit  Follow up   New

Notes: (Include Instructional Methods/Strategies/Best Practices Discussed)

Targeting our 25 bottom  
we are focusing on Math & Reading  
Reading (Fluency & Comprehension),  
Math (Fluency & number sense)

How will we know if they have learned?

Assessment/Data Discussed:

Common Assessment?  Y  N

(Outcomes: assessment created or student data discussed)

ATI test - pre-post

(Place value Multiplication)

40A a 1, 2, 3

40A b4

4mda 244

4mBT a 1, 2, 3

50A a 1, 2 5NBT b5

5NBT a 1, 2, 4

5MBD b 2



Langford

Reading

Robert

T Anna

Angelina

Dymetrie

Math

Angelina

T Anna

Evelyn

Luz

Dymetrie

Marina

Evelyn

Luz

Marina

T Anna

Nataly

# MTSS

Krystal Amador  
Samuel Garcia  
Phillip De La Cruz

} Mills 4<sup>th</sup>

Paola Rodriguez  
Diego Iriqui  
Brian Esquer  
Alexa Romero  
Cesar Peneyda  
Carlos Moroyosqui  
Jesus Rodriguez  
Francisca Fernandez

} Hoguin



## PLC All Grade Levels Agenda

Date: August 25-30 2014

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- Norms
- Data—Reading Groups
- Math—2nd-5th
- Complete PLC Log

Reading Objective: To select reading groups, based on Dibels—to create guided reading groups or reteach & enrichment groups.

Math Objective : To follow up on Engage NY structure. What's working/challenges and materials.

# Reflection/Collaboration/Action

Teacher Mills, Holguin, Langford, Gonzalez

Mentor Leesen

Grade / Subject 4/5 Reading Math

Date 8-27-14

Meeting focus Reading

<p><b>Successes (Why? How do you know?)</b></p> <p>Mills</p> <ul style="list-style-type: none"> <li>- No Daily</li> <li>- last week focus on structure.</li> <li>- Aims - Build groups</li> <li>- Centers</li> <li>- Writing: 50/50</li> <li>- Literature:</li> <li>- word work:</li> <li>- read to self: - quizzes</li> </ul>	<p>Langford</p> <ul style="list-style-type: none"> <li>- No Daily 5</li> <li>- DRA - Grouping</li> <li>- AIMS</li> <li>- Cards from teacher</li> <li>- group</li> <li>- 3rd whole group</li> <li>- 1st wk center / push in</li> <li>- 50/50 weekly</li> <li>- Basal</li> </ul>	<p><b>Current Focus (Why?) / Challenges (How do you know?)</b></p> <p>Holguin</p> <ul style="list-style-type: none"> <li>- No Daily 5</li> <li>- whole group</li> <li>- group</li> </ul> <p>- Working on structures for math and reading</p>
<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>• Holguin - data Reading groups.</li> <li>• EXIT TICKETS - ASSESSMENTS - MATH</li> <li>• Student work reading Target standard 4.RL.3 / 5.RL.3</li> </ul>		<p><b>Mentor Support</b></p> <ul style="list-style-type: none"> <li>• Holguin Daily 5. - MO</li> <li>• model lesson #2 - Holguin</li> </ul>

<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1a Demonstrating Knowledge of Content and Pedagogy</li> <li><input type="checkbox"/> 1b Demonstrating Knowledge of Students</li> <li><input type="checkbox"/> 1c Setting Instructional Outcomes</li> <li><input checked="" type="checkbox"/> 1d Demonstrating Knowledge of Resources</li> <li><input type="checkbox"/> 1e Designing Coherent Instruction</li> <li><input type="checkbox"/> 1f Designing Student Assessments</li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2a Creating an Environment of Respect and Rapport</li> <li><input type="checkbox"/> 2b Establishing a Culture for Learning</li> <li><input checked="" type="checkbox"/> 2c Managing Classroom Procedures</li> <li><input type="checkbox"/> 2d Managing Student Behavior</li> <li><input type="checkbox"/> 2e Organizing Physical Space</li> </ul>	<p><b>Domain 3: Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3a Communicating With Students</li> <li><input type="checkbox"/> 3b Using Questioning and Discussion Techniques</li> <li><input type="checkbox"/> 3c Engaging Students in Learning</li> <li><input type="checkbox"/> 3d Using Assessment in Instruction</li> <li><input checked="" type="checkbox"/> 3e Demonstrating Flexibility and Responsiveness</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 4a Reflecting on Teaching</li> <li><input type="checkbox"/> 4b Maintaining Accurate Records</li> <li><input type="checkbox"/> 4c Communicating with Families</li> <li><input checked="" type="checkbox"/> 4d Participating in a Professional Community</li> <li><input checked="" type="checkbox"/> 4e Growing and Developing Professionally</li> <li><input checked="" type="checkbox"/> 4f Showing Professionalism</li> </ul>
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<p><b>Next Collaboration</b> _____ <b>Time</b> _____</p> <p><b>Focus</b> <u>4.RL.3 5.RL.3 Reading</u></p>	<p><b>Next Classroom Visit</b> _____ <b>Time</b> _____</p> <p><b>Focus</b> <u>Exit ticket math</u></p>
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Reflection/ Collaboration/ Action

Teacher Holquin / Mills / Langford

Mentor Leeson

Grade / Subject 4 & 5

Date 8-20-14

Meeting focus Math Engage NY

**Successes (Why? How do you know?) Focus**

Teacher will review lessons and start implementing on Monday

- ~~Teach~~ Teach to the objective.
- will practice fluency component with students this week

**Current Focus (Why?) / Challenges (How do you know?)**

- Engage NY has lessons completed for Math. will relieve math planning not prepwork for comprehensive lessons meeting the math shifts.

**Action Steps**

- practice fluency components w/ students
- Bring student work (Assessment/or Exit Ticket work) to analyze.

**Mentor Support**

- copy: make sprints in clear protectors work reusable practice.
- folders (Math tools)

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- Domain 3: Instruction**
- 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
  - 3e Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** Math - Student Work Analysis

**Next Classroom Visit** \_\_\_\_\_ **Time** \_\_\_\_\_

**Focus** \_\_\_\_\_



# Reflection/Collaboration/Action

Teacher Shenk, Ralls, Lopez

Mentor Leeson

Grade / Subject 2nd / Math

Date 8-19-14

Meeting focus To select math lessons from Engage NY that match our target standards for 1st & 2nd

**← Objectives (What do you want to achieve?) Focus**

- Teacher will review lessons and start implementing on Monday.
- Teach to the objective

**Current Focus (Why?) / Challenges (How do you know?)**

- Engage NY has lessons completed for Math - Will relieve main planning of lesson - not prep work, because we will be designing ELA units for 2nd quarter.

**Action Steps**

- cubes for Break 10 in 2 parts
- practice fluency components with students this week.
- group students w/ partner according to ability. (Intentional)

**Mentor Support**

- This week model/practice fluency components for Engage NY
- copies - cubes

- Domain 1: Planning and Preparation**
- 1a Demonstrating Knowledge of Content and Pedagogy
  - 1b Demonstrating Knowledge of Students
  - 1c Setting Instructional Outcomes
  - 1d Demonstrating Knowledge of Resources
  - 1e Designing Coherent Instruction
  - 1f Designing Student Assessments

- Domain 2: Classroom Environment**
- 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- Domain 3: Instruction**
- 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
  - 3e Demonstrating Flexibility and Responsiveness

- Domain 4: Professional Responsibilities**
- 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

**Next Collaboration** \_\_\_\_\_ **Time** \_\_\_\_\_  
**Focus** Math / Assessments Engage NY

**Next Classroom Visit** Wed, 8-20-14 **Time** \_\_\_\_\_  
**Focus** Fluency Practice