### Reflection/Collaboration/Action

**Teacher:** Vega, Perez  
**Grade / Subject:** Kindergarten  
**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 Prioritization

---

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- 1a Demonstrating Knowledge of Content and Pedagogy
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- 1e Designing Coherent Instruction
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- 4a Reflecting on Teaching
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- 4f Showing Professionalism

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</table>
**Reflection/Collaboration/Action**

**Teacher**

**Grade / Subject** Kinder

**Meeting focus** Reach/Enrich 2nd Qtr / ELA Unit Planning

**Date** 9-29-14

### 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

1. **2nd Qtr - reteach/Enrich - restructuring for PACE interventions - Good on activities.**
   - T, TH, F 2:00-2:30
2. **Send Carol copy of lesson plans**

### Domain 1: Planning and Preparation
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### Mentor Support
- **Shadows - Math - Mrs. Perez**
- Meet Carol to go into Perez's room - Read aloud

### Next Collaboration

**Time**

**Focus**

### Next Classroom Visit

**Time**

**Focus**

---

*TUSD Induction/Mentoring Program, Adapted from New Teacher Center*
PACE

Vega

Mikey

Perez

Dorian Keesler

Evelyn Madrigal

Orionna Concepcion

Paulel Cohen

Ryan Ward

Tyler Fosse

Maile Vejar
<table>
<thead>
<tr>
<th>Teacher: Vega</th>
<th>Mentor:</th>
</tr>
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<tbody>
<tr>
<td>Data Focus:</td>
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<table>
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<th>(Strategic)</th>
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<tr>
<td>Alexa</td>
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<td>Brandon</td>
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<td>Kariana</td>
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<td>Genesis Macias</td>
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<tr>
<td>Anthony</td>
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<td>Samarah</td>
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<td>Zabdiel</td>
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<td>Guillermo</td>
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Rev. 05-17-12

TUSD Induction/Mentoring Program, Adapted from New Teacher Center

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<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Mentor:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perez (17)</strong></td>
<td><strong>Mercedes (10)</strong></td>
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<td>Gabriel Avila</td>
<td>(s) Dorian Keasler</td>
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<td>Celyne Battierrez</td>
<td>(s) Dominica Martin</td>
</tr>
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<td>Tyler Fosse</td>
<td>Adrian Rich</td>
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<td>Zachary Friga</td>
<td>Yenna Andrews</td>
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<td>Evelyn Madrigal</td>
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<td>Alyssa Lynch</td>
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<td>Nivea Serrano</td>
<td>Alessandra Grino</td>
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<td>Dominick Tso</td>
<td>Paris Woods</td>
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<tr>
<td>Jose Vejar</td>
<td>Measha Mathews</td>
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<td>Maile Vejar</td>
<td>Pauleel Cohen</td>
</tr>
<tr>
<td>Myah McKinney</td>
<td>Ryan Ward</td>
</tr>
<tr>
<td>Gabriella Hirschone</td>
<td>Charlie Pedregon</td>
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</tbody>
</table>

**Data Focus:**

**Date:**

**Time/Period:**

**Learning Objective:**

*Revision: 05-17-12*

TUSD Induction/Mentoring Program, Adapted from New Teacher Center
**Reflection/Collaboration/Action**

Teacher: **Vega, Perez**

Grade / Subject: **Kinder**

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
- Leslie Valencia - can help progress afterwards

---

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Next Collaboration: 
Time: 
Focus: 

Next Classroom Visit: 
Time: 
Focus: 

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Rev 05-15-13

TUSD Induction/Mentoring Program, Adapted from New Teacher Center
### Professional Learning Community Learning Log

**Team:** Kinder  
**Date:** 8-25-14

**PLC Members Present:**

<table>
<thead>
<tr>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Vega</td>
</tr>
<tr>
<td>Perez</td>
</tr>
<tr>
<td>Aguierre</td>
</tr>
<tr>
<td>Chandler</td>
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</tbody>
</table>

**Norms Reviewed:** Yes, No

**Instructional Focus**

**Where we are in:**

- Reading: Dibels Assessments
- Math
- Writing
- Science

### 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

**Highlight One:** Revisit Follow up New

**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
- progress monitoring
- 2 week
# Reflection/Collaboration/Action

**Teacher:** Robles + Cárdenas  
**Grade / Subject:** First Grade  
**Meeting focus:** Math  
**Date:** 9/18/14

## Successes (Why? How do you know?)
- transitioning back to Investigations has prompted a better flow in math lessons, and students feel more comfortable.

## Current Focus (Why?) / Challenges (How do you know?)
- Math Intervention Activities for parents to do at home.
- created Unit I math assessment

## Action Steps
- administer Math unit assessment #1 by week end 9/26/14.
- analyze assessment to discuss results and prepare reteach/enrichment lessons to meet std. needs.

## Mentor Support
- Math Resource folders to be sent home n/ parents during parent-teacher conference.

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### Next Collaboration
**Focus:**  
**Time:**

### Next Classroom Visit
**Focus:**  
**Time:**

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Rev 05-15-13

TUSD Induction/Mentoring Program, Adapted from New Teacher Center
Professional Learning Community Learning Log

Team: 1st grade

Date: 9/18/14

PLC Members Present:

Olivia Cazares
Marlee Robles

Norms Reviewed: Yes____ No____

Instructional Focus
Where we are in:
Math: Math Intervention Resource kits/Activities/End of Unit Assessment
Reading
Writing
Science

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 unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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  
**Grade / Subject:** 1st Grade Math  
**Date:** 9-11-14  
**Mentor:** Leeson

#### Successes (Why? How do you know?)
- Structures are in place to discuss their thinking.  
- Math conversations  
- Sharing student work on document  
- Students sharing patterns/number line

#### Current Focus (Why?) / Challenges (How do you know?)
- Dealing with the gaps  
- Pacing engage - lesson are taking too long.

#### Action Steps
- Will blend Engage Nth fluency piece with investigations.  
- Give pretest unit (3) bring 10/2 PLC  
- Bring student 9/18

#### Mentor Support

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**Rev 05-15-13**  
**TUSD Induction/Mentoring Program, Adapted from New Teacher Center**
### Successes (Why? How do you know?)

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

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

- Passing out supplies before time - however, stated expectations.
- Some students wanted to be at the tables, not at the carpet.
- *Unable to see the board.
- Spelling issues - having to go through to multiple students.

### Mentor Support

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

### Action Steps / Idea

- Anticipate set - questions to set the stage.
- Talked about the difference between Opinion vs Fact.
- Ladybugs.
- Whose did they remember?
- Building word wall.

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### Next Collaboration

**Focus**

**Time**

### Next Classroom Visit

**Focus**

**Time**

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Rev 05-15-13
**Informational Text**

**1ST GRADE WRITING NOTE-TAKING SKILLS**

**STANDARD: I.W.1 - 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 students 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.
Teacher: Vega, Perez, Cazares, Robles

Grade / Subject: ELA Unit 1st / Kinder

Meeting focus

Successes (Why? How do you know?)
- Long term plan - draft
- Knowing student makes this meaningful
- Understanding the objectives that are needed to be taught by EOT 1st Grade
- Unwrapping the standards w/others
- Planning units not as easy as thought
- Planning for Tier 1 instruction is powerful.

Current Focus (Why?) / Challenges (How do you know?)
- 1st - Learn a 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 -

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Next Collaboration ____________ Time ____________
Focus __________________________

Next Classroom Visit ____________ Time ____________
Focus __________________________

Rev 05-15-13

TUSD Induction/Mentoring Program, Adapted from New Teacher Center
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:

- pull student on the floor
- teacher reads a page
- share with a partner what you remember
- pick 1 or 2 students 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:** Robles, Cazares  
**Grade / Subject:** 1st Reading  
**Meeting Focus:** Reading Interventions  
**Date:** 9-4-14

### Successes (Why? How do you know?)
- Grouped by interventions
- Submitted reading goals (12) each group  
  - Core/Intensive/Strategic
- In the process of setting structure  
  - Reading to the group
  - Listening to reading next week

### Action Steps
- Sending Carol reading groups
- 2 weeks to bring back data  
  1. RF. 2-d  
  1. RF. 3-b
- Next P4C: Student work Engage NY

### Current Focus (Why?) / Challenges (How do you know?)
- K-1 articulation
- MTSS: Angelina - Academic  
  Guadalupe  
  Molina - Behavior
- Mentor Support  
  - Chandler to add Benchmark goal  
  - Gilbert Fimbres - articulation IEP?
  - Molina excess tardies/absences

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**Next Collaboration Time**

**Focus**

**Next Classroom Visit Time**

**Focus**

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Rev 09-15-13  
TUSD Induction/Mentoring Program, Adapted from New Teacher Center
**Professional Learning Community Learning Log**

**Team:** 1st grade  
**Date:** 9/4/15

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<tr>
<th>Team Member</th>
<th>Grade</th>
<th>PLC Members Present</th>
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</thead>
<tbody>
<tr>
<td>Skyler</td>
<td>CA</td>
<td>Carol Ic</td>
</tr>
<tr>
<td>Lauren</td>
<td>CA</td>
<td>Cathy Lsc</td>
</tr>
<tr>
<td>Olivia</td>
<td>1st</td>
<td></td>
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<tr>
<td>Marie</td>
<td>1st</td>
<td></td>
</tr>
</tbody>
</table>

**Norms Reviewed:** Yes  
**No**

**Instructional Focus:** Forming G.R. groups.

<table>
<thead>
<tr>
<th>Where we are in:</th>
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<tbody>
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<tr>
<td>Math</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Science</td>
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**What do we want students to learn?**

**Instructional Area Addressed:** (circle 1)  
- **R** Writing

**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

Swab continuously blend and decode single syllable words.

---

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

**Assessment/Data Discussed:**

**Common Assessment:** Y

(Outcomes: assessment created or student data discussed)

- Progress Monitoring of students
- Informal NWF assessment (1 min, timed)
### Teacher: Robles, Nazare

**Grade / Subject:** 1st / Math

**Meeting focus:** Engage NY - Reading

**Successes (Why? How do you know?)** Robles, Nazare
- Read to someone this reading
- Focus on Daily 5 Structure
- Shared reading - using grade resources

**Current Focus (Why?) / Challenges (How do you know?)**
- Start on Engage NY - Monday

**Lesson 1, 2, 3, 4 -**

**Mentor Support**
- K/1 - needs to collaborate - phonic planning time Thursday - Z-Vee to bring in workshop.
- Prepare sprints for students folders.

### Action Steps

- Sprints/Prep
- Teachers are going to prepare lessons 1-4 in modules, and highlight the standards from scope & sequence to Engage NY.

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- 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:**
**Meeting focus:** ATI Benchmark data/Intervention

**Teacher:** Ralls, Lopez, Shenk, Jensen  
**Mentor:** Lesson  
**Grade / Subject:** 2nd Math  
**Date:** 10-14-14

**Successes (Why? How do you know?)**
- Math Skill: Shank taught and depth of 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: Shank/Ralls: Word Problem Wednesday Lopez: Additional 20 mins a day
- Students will take a mini-formative on Monday for 2.OA.1
- Bring student scratch paper to P.E.

**Mentor Support**
- Class report: Nov 21st - Emailed Patrick Hurley to set-up
- Order document camera
- Set up Daily 5 modeling: 2nd grade - emailed today
- Test procedures: students stay with V/ELD reader
- 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
- 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

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**IV-44, P. 19**

Rev 05-15-13

TUSD Induction/Mentoring Program, Adapted from New Teacher Center
Team: 2nd Grade
Date: 10-14-14

PLC Members Present:

Amelia Banks  Carol Jackson
Christina Lopez  Amber Stenzel
Jared Jensen

Norms Reviewed: Yes No X

Instructional Focus

Where we are in: Reading
Math - Word Problems
Writing
Science

What do we want students to learn?

Instructional Area Addressed: (circle 1) R W M SC SS
Targeted Standard from Instructional Calendar: 2.0A.01

Highlight One: Revisit Follow up New

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

Word problems -

Lopez E 1 M 3 A 6 F 7
Sheehy O 1 2 13
Ralls O 3 6 9

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

44
### Reflection/Collaboration/Action

**Teacher:** Rails, Shenk, Lopez  
**Grade / Subject:** ELA Units  
**Meeting focus:** 2nd Qtr ELA  
**Date:** 9-30-14

#### Successes (Why? How do you know?)
- First 2 weeks of 1st 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 of 1st Unit.
  - From Seed to Plant.

#### Action Steps
- Teachers to complete lesson plan based on materials selected.
- Bring in lessons plans for 1st week so we can discuss materials & assessments.
- Lesson - email template unit plan to teachers.
- Lopez - Share w/Rails - DEA Kit

#### Mentor Support
- Plan another day to work on ELA Units.
- Shenk - STATS Password.
- Listening center plug / tapes.
- Myri for Diagnostics training.

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### Next Collaboration
**Focus:** 
**Time:**

### Next Classroom Visit
**Focus:** 
**Time:**

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TUSD Induction/Mentoring Program, Adapted from New Teacher Center

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Rev 05-15-13
**Reflection/Collaboration/Action**

**Teacher**: Rails Rables Jensen  
**Grade / Subject**: 2nd Grade  
**Meeting focus**: 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.L.C bring works from Reading
  - Target Q.R.F. 3a
  - Leeson - pretest 1st 2 columns ✓ 10-22-14

### Mentor Support

- 7/8
  - DRA kit for Lopez - Shared
  - Guided Reading Support

### Domain 1: Planning and Preparation

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### Next Collaboration

**Time**

**Focus**

### Next Classroom Visit

**Time**

**Focus**

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**TUSD Induction/Mentoring Program, Adapted from New Teacher Center**

**Rev 05-15-13**
Teacher: Rails Lopez, Snead
Grade / Subject: 3rd Grade ELA
Meeting Focus: ELA Units

Successes (Why? How do you know?)
- Today I discovered a way to plan effectively using ACCESS.
- 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 group standards and put them together with materials for the unit.

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

Mentor Support
ATI-ELD - (Only Basic ELL Students for reading do not take reading assessment.)

Research project: science

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Next Collaboration Time
Focus

Next Classroom Visit Time
Focus

USD Induction/Mentoring Program, Adapted from New Teacher Center
Reflection/Collaboration/Action

Teacher: Ralls, Shenk, Lopez, Jensen
Grade/Subject: 2nd
Meeting Focus: Dibels, data

Mentor: Lesson
Date: 9-2-14

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.
- Dibels Training.
- Cite evidence through read Naturally.

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Next Collaboration

Focus: Bottom 25%

Time: 25

Next Classroom Visit

Focus:

Time:

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TUSD Induction/Mentoring Program, Adapted from New Teacher Center

Rev 05-15-13
Professional Learning Community Learning Log

Team: 2nd Grade

Date: 9-2-14

PLC Members Present:

| Mr. Shenk  |  |  |
| Mrs. Reys  |  |  |
| Mrs. Lopez |  |  |
| Mrs. Jensen|  |  |

Norns Reviewed: Yes ☑ No ___

Instructional Focus
Where we are in:
Reading: DIBELS
Math:___
Writing:___
Science:___

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)

How will we know if they have learned?

Assessment/Data Discussed:
(Outcomes: assessment created or student data discussed)

Common Assessment? ☑ N
DIBELS - Progress Monitoring

44

IV-44, p. 25
### Arizona's College & Career Ready Standards

#### English Language Arts

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#### Reading Foundational Skills

<table>
<thead>
<tr>
<th>Phonological and Word Recognition</th>
<th>Coding</th>
<th>Sub Skills/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
<td>I</td>
<td>cap/cape, hop/hope, snack/snake, pet/Pete, hid/hide</td>
</tr>
<tr>
<td>b. Know spelling-sound correspondences for additional common vowel teams.</td>
<td>I</td>
<td>'ou, 'ow, oi, oy, au, aw, oo, eu, ew, igh</td>
</tr>
<tr>
<td>c. Decode regularly spelled two-syllable words with long vowels.</td>
<td>I</td>
<td>spider, propel, tiger</td>
</tr>
<tr>
<td>d. Decode words with common prefixes and suffixes.</td>
<td></td>
<td>re-, pre-, un-</td>
</tr>
<tr>
<td>e. Identify words with inconsistent but common spelling-sound correspondence.</td>
<td></td>
<td>-ly, -er, -est</td>
</tr>
<tr>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
<td>I</td>
<td>people, fragile, friend, pretty</td>
</tr>
</tbody>
</table>

#### Fluency

<table>
<thead>
<tr>
<th>2.RF.4 Read with sufficient accuracy and fluency to support comprehension</th>
<th>Coding</th>
<th>Sub Skills/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read on-level texts with purpose and understanding.</td>
<td>I</td>
<td>End of quarter instructional on-level expectation is Fountas and Pinnell level J/K.</td>
</tr>
<tr>
<td>b. Read on-level texts orally with accuracy, appropriate rate, and expression on successive reading.</td>
<td>I</td>
<td>Fluency is not just reading rate, students must attend to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Punctuation</td>
</tr>
</tbody>
</table>

---

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.**

<p>| | |</p>
<table>
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</table>
| I | • Intonation  
• Accuracy  
• Voice  
• Use comprehension strategies (rereading, self-correct, prediction, confirmation of predictions...) |

---

Note: This scope and sequence serves as a guide for instructional planning. Use your professional judgment to scaffold and differentiate instruction.
**Teacher:** Friga Hensley Gonzalez  
**Grade / Subject:** 3rd  
**Meeting focus:** 3rd Math - 2nd Qtr12 EngageNY Envisions Games

**Successes (Why? How do you know?)**
- Planning/unpacking standards, concentrating on specific
- Being more focused on work

**Current Focus (Why?) / Challenges (How do you know?)**
- Plan for 2nd Qtr Math - wel 1-2
- Assessments through them for the Qtr  
  "Test taking Skills"
- Target Standards: 3.OA.07, 8  
  Complementary: 3.OA.03, 3.OA.05

**Mentor Support**
- Envision Centers - Look  
  - Hensley/Friga  
- ATI Practice - Target Standards

**Domain 1: Planning and Preparation**
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**Next Collaboration**  
**Time**  
**Focus**

**Next Classroom Visit**  
**Time**  
**Focus**

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TUSD Induction/Mentoring Program, Adapted from New Teacher Center
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
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</table>

- **Topic E:** L 10
- **Topic E:** L 17
- **Review**
- **Topic F:** L 18 - 19
- **Topic L 19**
- **End of Module:** Assessment
- **Envisions Topic:** L 6 - 7
- **Review:** Mod 1
- **Games**
- Look at Pre-Ass for Next Topic
**Mission View / Cavett**

**Facilitator lesson plan, Day 1, 09-18-14**

**Meeting focus: ELA Unit**

**Reflection/Collaboration/Action**

Teacher: César Morales, Hernésy Fraga, Jorge, Gonzalez

Grade/Subject: 3rd Grade ELA

Date: 9-18-14

**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.
- 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. Need to be more deliberate in my teaching.
- Many of my standards overlap or build on one another. For this, connecting standards to encompass priority criteria.
- For me in my mentor-tachers room, what I need to focus my teaching on to benefit the learning of my students to get to the next level.

**Mentor Support**

**Unpacking Math Standards**

**Mentor View:**

- Cavett: Lexile books for students to choose at their level. List of book choices.

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**Next Collaboration**: TBD

**Focus**: ELA Unit 2nd Qtr. - Assessments/Resources

**Next Classroom Visit**: 

**Focus**: 

Rev 05-15-13

TUSD Induction/Mentoring Program, Adapted from New Teacher Center
Case 4:74-cv-00090-DCB   Document 1849-2   Filed 09/30/15   Page 119 of 164
**Reflection/Collaboration/Action**

**Teacher:** Jose, Hensley, Diego, Gonzalez  
**Grade / Subject:** 3rd  
**Meeting focus:** Read, Reteach, Enrich

<table>
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<th>Current Focus (Why?) / Challenges (How do you know?)</th>
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<tr>
<td>Started on Monday.</td>
<td>Large groups even with teachers</td>
</tr>
<tr>
<td>Memory cards.</td>
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**Action Steps**
- Read Naturally with Sylvia's Group
- Sylvia - phrases "site words"
- Sylvia - master list for Read Naturally
- Sylvia -

**Mentor Support**
- Find old P.M. 3rd Grade
- Talk to Kathy C.
- About passage
- ATI - Practice Sets

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**Next Collaboration**  
**Time**  
**Focus**

**Next Classroom Visit**  
**Time**  
**Focus**

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Rev 03-15-13  
TUSD Induction/Mentoring Program, Adapted from New Teacher Center
Professional Learning Community Learning Log

Team: 3rd Grade
Date: 9/11/14

PLC Members Present:
- Joree
- Marla
- Sulvi
- Charmaine

Norms Reviewed: Yes X No

Instructional Focus
Where we are in:
- Reading: Fluency
- Math
- Writing
- Science

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 start progress monitoring.
Team: 3rd Grade

PLC Members Present:

- Silvia Gonzalez
- Charmaine Friga
- Marla Hensley
- Carol Leeson

Norms Reviewed: Yes □ No __

Instructional Focus
Where we are in: Reading

- Math
- Writing
- Science

What do we want students to learn?

Instructional Area Addressed: (circle 1) □ 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, W, 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
Grade/Subject: 3rd Reading
Meeting Focus: Reading
Mentor: Leeson
Date: 9-4-14

Successes (Why? How do you know?)
- Hensley will do targeted interventions in math for Bottom 25 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
- Enrich/reteach groups
- Exit tickets from math 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
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment
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- 3a Communicating With Students
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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: Math
Time:

Next Classroom Visit: Focus:
Time:

TUSD Induction/Mentoring Program, Adapted from New Teacher Center

Rev 05-15-13

Case 4:74-cv-00090-DCB Document 1849-2 Filed 09/30/15 Page 123 of 164
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www.dolch-words.com

IV-44, p. 37
**Third Grade Suggested Irregularly Spelled Word List**

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<td>independent</td>
<td>question</td>
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<td>you're</td>
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Ms. Friga’s Reading Groups 2014-2015

Team Wild Animals
Adam Lopez
Luis Castro
Rolando Salas

Team Wildcats
Josue De La Cruz
Alyssa Fimbres
Jasmin De La Cruz
Fernando Moreno

Team Blue Roses
Yuridia Amador
Roman Perez
Isabel Lynch
Malexy Miranda

Team Gymnastics
Lejia Sanchez
Erica Castillo
Kaylyn Sell
Yaritza Hoyos

Team Soaring Eagles
Yancey Fuentes
Jahyr Valenzuela
Zandrea Saiz
Adam Trujillo
Mario Madrigal

Cfriga2014-2015
PLC All Grade Levels Agenda

Date: August 25-30 2014

- 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.
**Meeting focus**: Leading groups / Math focus

**Successes (Why? How do you know?)**
- Hensley: Reading group next week - working on vocabulary structure. Completed phonics screener. Very directed on writing prompt. 3 rotations: Voc; Read/Write/Some Writing.
- Groups: Rotation guided reading last week; two time listening center; word work; writing; read to self.

**Current Focus (Why?) / Challenges (How do you know?)**
- Center for Sylvie - Mon-Thurs - 10:00-10:30. Needs to contact teacher if not able to go into class.
- Hensley subbed for Reading Seed.

**Action Steps**
- Bring names of groups to compare to Dibels.
- Bring exit tickets

**Mentor Support**
- Dibels progress data - Kating for group
- ATI online - Centers

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**Next Collaboration**

Focus: Dibels

Time

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**Next Classroom Visit**

Focus

Time

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TUSD Induction/Mentoring Program, Adapted from New Teacher Center
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: Rigga Henneley Gonzalez Lesson

Grade/Subject: Math 3rd

Meeting focus: Math EngageNY

Mentor: Heesen

Date: 8-21-14

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 prep work for comprehensive lessons meeting the Math Shifts.

Action Steps

- Start teaching Module 1 on Monday.
- Bring student work (Assessment/Exit Ticket) to analyze.

Mentor Support

- Make Sprints
- Whiteboards to Fraga
- Math folder

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Next Collaboration: ___________________________ Time: __________

Focus: ___________________________

Next Classroom Visit: ___________________________ Time: __________

Focus: ___________________________

TUSD Induction/Mentoring Program, Adapted from New Teacher Center

Rev 05-15-13
PLC All Grade Levels Agenda

Date: August 13-15 2014

- Norms
- Reflective Log—What’s working/Challenges
- Getting to know your students through DATA—Chandler Spreadsheet
PLC All Grade Levels Agenda

Date: August 18-22 2014

- 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  
**Grade / Subject:** 4/5 Math  
**Meeting focus:** Math 2nd Qtr

### Successes (Why? How do you know?)
- Have topics selected for 1st 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/Division**
- After Fall Break will have a pretest for 4/5 online.
- Will select appropriate lessons from Envisions, EngageNY, or Investigations for pacing calendar.

### Mentor Support
- Post test: ATI - on computer
- Pretest: Rocket Math - Sylvi - Master
- Set up guided math for Holguin

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**Next Collaboration**  
**Time**  
**Focus**

**Next Classroom Visit**  
**Time**  
**Focus**

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**Rev 05-15-13**

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*TUSD Induction/Mentoring Program, Adapted from New Teacher Center*
### Reflection/Collaboration/Action

**Teacher:** Mills, Laura  
**Mentor:** Doherty, Helen  
**Meeting Date:** 9-19-14

**Meeting Focus:** ELA Units/Standards

**Successes (Why? How do you know?):**
- I discovered new priorities: supportive standards
- More about standards
- I discovered that supporting standards are just as important as priority standards
- How standards are prioritized

**Current Focus (Why?) / Challenges (How do you know?):**
- It has really helped in understanding the standards
- Deeper knowledge of standards
- It's a good pacing structure
- I'm more organized
- I have to focus more on supporting standards

**Mentor Support**

**Action Steps**
- To learn more of what fits with the standards...that is priority and will be teachable (able to get to)
- Create themes for the year
- Planning week to week
- I will focus more on matching supporting w/priority standards
- Continue working on units

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**Next Collaboration**

- Time: ____________

**Next Classroom Visit**

- Time: ____________

**Focus**

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TUSD Induction/Mentoring Program, Adapted from New Teacher Center
Reflection/Collaboration/Action

Teacher: Langford Mills, Holguin

Grade / Subject: 4/5

Meeting focus: Math

Mentor: Leem

Date: 9-17-14

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 PLC room

Mentor Support

• Computer

Domain 1: Planning and Preparation

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Next Collaboration Time

Focus 2nd Qtr. Math

Next Classroom Visit Time

Focus

Rev 05-15-13

TUSD Induction/Mentoring Program, Adapted from New Teacher Center
### Reflection/Collaboration/Action

**Teacher:** Holguin, Langford, Mills, Gonzales  
**Grade / Subject:** 4/5 Math  
**Meeting focus:** Math - Target Standards  
**Mentor:**  
**Date:** 9-10-14

#### Successes (Why? How do you know?)
- Print ATTI - 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/ATTI - 

#### Mentor Support
- Prepare/print packets: 9/10 delivered
- Blank Calendar Sept/Oct delivered
- Setup Martin for 5th grade coverage on Friday 8:45 - 9:30

#### Select Lessons

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#### Next Collaboration
**Time:** 9:30
**Focus:** Math Pacing/lesson 1st QTR

#### Next Classroom Visit
**Time:**
**Focus:**

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TUSD Induction/Mentoring Program, Adapted from New Teacher Center
Reflection/Collaboration/Action

Teacher: Holguin Mills, Langford
Mentor: Leeson
Grade/Subject: 4/5 Reading
Meeting focus: L25 Bottom 25%

Successes (Why? How do you know?)

Current Focus (Why?) / Challenges (How do you know?)
Select 5 L25 students for targeted interventions from each

Math Engage NY: Challenge

Action Steps
- Work order for Holguin - Laptop
- MTSS - for all
- Math
- Start tutoring Mon 8th
- Leeson - ATI Formative - Pre/Post

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

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Next Collaboration: 9-5-14 Time: 8:45-9:45
Focus: Math Engage NY

Next Classroom Visit: Langford/Model Time: 5th
Focus: Lesson 2 Module 1
Case 4:74-cv-00090-DCB, Document 1849-2, Filed 09/30/15, Page 138 of 164

Team: 4/5th  
Date: 9/3/19

PLC Members Present:

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<tr>
<th>Ana Maria Holguin</th>
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Norms Reviewed: Yes [ ] No [x]

Instructional Focus
Where we are in:
- Reading [x]
- Math [x]
- Writing
- Science

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: [Place value (Multiplication)]

(Outcomes: assessment created or student data discussed)

ATI test - pre-post

Common Assessment? [x] N

50A a 1,2 5NBT 6B
5NBT a 1,2,4
5MBD b2
Reading

Robert
T. Anna
Angelina
Dymetra

Math

Angelina
T. Anna
Evelyn
Luz
Dymetra
Marina

Evelyn
Luz
Marina
T. Anna
Nataly

Langford
MTSS

Krystal Amador
Samuel Garceo
Phillip De La Cruz

Paola Rodriguez
Diego Irigue
Brian Escuer
Alexa Romero
Cesar Peneyda
Carlos Moroyagui
Jesus Rodriguez
Francisca Ferreyra

Mills 4th

Hoguin
PLC All Grade Levels Agenda

Date: August 25-30 2014

- 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  
**Grade / Subject:** 4/5 Reading / Math  
**Meeting focus:** Reading

**Successes (Why? How do you know?)**
- Mills: No Daily last week for 1st group
- Langford: No Daily 5 DRA-Grouping Aims, Cardle from group
- Holguin: No Daily 5 whole group

**Current Focus (Why?) / Challenges (How do you know?)**
- Working on structures for math and reading

**Action Steps**
- Holguin: Daily 5 -mo
- Exit Tickets - Assessments - Math
- Student work reading Target Standard 4.RL.3 / 5.RL.3

**Mentor Support**
- Holguin: Daily 5 -mo
- Model Lesson #2 - Holguin

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**Next Collaboration**
- **Focus:** 4.RL.3, 5.RL.3 Reading

**Next Classroom Visit**
- **Focus:** Exit ticket math

**TUSD Induction/Mentoring Program, Adapted from New Teacher Center**
Reflection/Collaboration/Action
Teacher: Holguin / Mills / Langford
Grade / Subject: 4th-5th
Meeting focus: Math - Engage NY

Successes (Why? How do you know?)
Focus
- Teacher will review lessons and start implementing on Monday
  - Teach to the objective
  - Will practice fluency component with students this week

Action Steps
- Practice fluency components w/ students
- Bring student work (Assessment/or Exit ticket work) to analyze

Current Focus (Why?) / Challenges (How do you know?)
- Engage NY has lessons completed for math, will relieve math planning
  - Not prework for comprehensive lessons
  - Meeting the Math Shifts

Mentor Support
- Copy / make sprints in: clear practices
  - Work with reusable practice
  - Folders (Math tools)

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Next Collaboration Time
Focus: Math - Student Work Analysis

Next Classroom Visit Time
Focus: 

IV.44, P. 56

TUSD Induction/Mentoring Program, Adapted from New Teacher Center
Reflection/Collaboration/Action

Teacher: Shenk, Ralls, Lopez
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.

**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

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**Next Collaboration**
Focus: Math Assessments Engage NY

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

TUSD Induction/Mentoring Program, Adapted from New Teacher Center