

APPENDIX II – 13

Borton PLC Log / Documentation Form

Date- February 24, 2016

PLC Group- PreK-First Grade

Time – Wednesday 8:45-10:15

Agenda Kathleen was absent

-Exploration of writing resources

-Design a common writing experience for the Ks and the 1s. Teach the lesson and bring all writing samples to PLC on March 9th

PLEASE NOTE THAT THERE ARE NO PLCS ON MARCH 2ND AND 3RD BECAUSE OF THE 3RD QUARTER BENCHMARKS

Summary (Key activities and dialogue, data review)

MTSS- Make it a point to discuss students who are in the MTSS process during PLC time to help with documentation and ideas for students. Ruth to be part of the PLC time to assist teachers in MTSS communication (Note from Kathy-This can be arranged. Ruth is here every other Wednesday, so we need to check her schedule)

COMMON WRITING EXPERIENCE

1ST- a) Brainstorm common outdoor experiences

b) Draw the best outdoor experience topic

c) Share your topic with a partner

2nd- Students will help create a large organizer with the teacher first. Students will use a template with writing only to organize their ideas. (Question from Kathy – has this template been created? I will make copies if someone gets me the template)

3rd- Explain which outdoor experience at Borton is the best. State reason why it is the best. (Question from Kathy- What writing paper will be used? I will make copies once informed of which writing paper you all want to use.) This is to be independent. (No copying from white boards) This writing is what the students are able to do.

Question- How are we going to grade the common writing experience that we are going to use? (We will be using a protocol to examine the student work)

Products (Describe each. Indicate whether product is still in progress or has been completed.

Kathy needs the organizing template and the writing paper to make copies.

Borton PLC Log / Documentation Form

Agreements/Agenda items for continuing the work

All Kinder/First grade teachers will plan for and implement this writing lesson. Writing samples are due on March 9th. This is required.

- Plan for more time to explore writing resources

Responsible Party	Date	Responsibility	√ when completed
Kinder/First grade team	Due on March 9th	Planning for and implementing common writing experience	

From: [Gastellum, Mario](#)
To: [Mcniece, Adelle](#)
Subject: PV plc 2-18
Date: Monday, August 22, 2016 11:20:07 AM
Attachments: [PLC p.1.pdf](#)
[PLC p.2.pdf](#)



Palo Verde PLC Meetings PLC Log / Documentation Form

Directions: Sign IN and OUT each day. When reporting total hours, round to the nearest .25. At the completion of each quarter, make sure that you complete a course evaluation in the Professional Learning Portal. You may modify this form according to your administrator's directions.

Name (Print Or Type)	EID	Date	Time In	Time Out	Sign Out	Total Hours
Celeste Rumber	029535	2/18	12:30	3:00	C. Rumber	2.5
Heidi McPeak	007550	2/18	12:30	3:00	H. McPeak	2.5
Patricia Wheeler	011509	2/18	12:30	3:00	P. Wheeler	2.5
Jennifer Lyons	013617	2/18	12:30	3:00	J. Lyons	2.5
Laura Pucci	029325	2/18	12:30	3:00	L. Pucci	2.5
Maw Bastell	014357	2/18	12:30	3:00	M. Bastell	2.5

<p>Method of Collaboration:</p> <p><input type="checkbox"/> Whole group</p> <p><input type="checkbox"/> Grade level team</p> <p><input type="checkbox"/> Subject level team</p> <p><input type="checkbox"/> Other grouping _____</p> <p>Team Leader: <u>Lyons</u> The Team Leader helps the team work through issues in an objective way and keeps interactions focused on the issue at hand.</p> <p>Team Facilitator: <u>Dow</u> The Facilitator will take notes each day documenting strategies, actions, results, and/or outcomes during collaboration.</p> <p>Team Time Keeper: <u>McPeak</u> The Time Keeper monitors time and progress.</p>	<p>Focus (Check all that apply):</p> <p><input type="checkbox"/> Task Analysis (EEI)</p> <p><input type="checkbox"/> Analyze/Compare Data/ Trend Analysis</p> <p><input type="checkbox"/> Lesson Planning</p> <p><input type="checkbox"/> Lesson/ Unit Reflection/Adjustment</p> <p><input type="checkbox"/> Formative/Summative Assessments</p> <p><input type="checkbox"/> Student Intervention Planning</p> <p><input type="checkbox"/> Plan/Discuss Modifications and Accommodations</p> <p><input type="checkbox"/> Instructional Strategies</p> <p><input type="checkbox"/> Differentiated Instructional Strategies</p> <p><input type="checkbox"/> AZCCRS</p> <p><input type="checkbox"/> Other (Specify below)</p>
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Palo Verde PLC Meetings
 PLC Log / Documentation Form

Agenda

Create Rubrics
 - Reading
 - Writing

Essential Agreements/Group Norms

Everyone equally contributes - Must be ~~an~~ something everyone can use to create consistency among the outcomes. Also - many students in science/art and science/tech.

Summary (Key activities and dialogue)

→ Could we use ~~an~~ the same project for two classes?

Summary (Data overview)

Rubrics complete - Meet expectations of appropriate reading/writing standards.

Products (Describe each. Indicate whether product is still in progress or has been completed.)

→ Start to incorporate opportunity for students to research.
 Must be able to justify their idea for solution.

Agreements/Agenda items for next meeting

• How this is progressing.
 • What should we consider that we haven't already?

Responsible Party	Date	Responsibility	✓ when completed



CARRILLO PLC AGENDA

Grade Level: Fifth

Date / Time: Nov. 12, 2015/12:45-1:45

Location: Room _____

Meeting Objectives:

1. Discuss our math strategies and assessments
2. Look to see if writing is being incorporated throughout the day
3. Discuss our reading strategies and assessments
4. Look to improve communication between grade levels

Attendees:

Barb DeLorenzo Barb DeLorenzo Teri Woodbury Teri Woodbury
 Robert Soza-Villanueva Robert Soza-Villanueva Lori Conner _____

Guest _____

- | | |
|--|--|
| <ul style="list-style-type: none"> - math drills - mental math - Simple Solutions - Quiz every 4 lessons - simple solutions - School City questions/strategies | <p>1. What are some of the strategies and techniques that we are using during our math block? How are we assessing and what are the results? <u>Box School City Fridays</u></p> |
| <ul style="list-style-type: none"> - Math Journals - Test explaining how they got answers - Create posters <u>Problem Solving Steps</u> | <p>2. Is writing being used in subjects like math? What is the effectiveness of it?</p> |
| <ul style="list-style-type: none"> - Horcart every 2 weeks - Spelling weekly - Greek/Latin root words - Small groups | <p>3. What are some of the strategies that we are using during our reading block? How are we assessing and what are the results so far? <u>Low group Success stories</u>
<u>Learning A-Z</u></p> |
| <ul style="list-style-type: none"> - Cow written & posted | <p>4. Would it benefit your grade level to collaborate with a different grade level?</p> |



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Summary (Data overview)

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Responsible Party	Date	Responsibility	✓ when completed

Department/PLC: Fine Arts/Culturally Relevant Curriculum
 Date 1/4/2016

Goal addressed: Ethnic/gender considerations in the Fine Arts

Members in Attendance:			
Printed Name	Signature	Roles	Norms
Khris Dodge	Present	Scribe	Take notes
Justin Enríquez	Present	Host & A/V guy	Host meetings, in charge of Audio/Visual
Sara Stewart	Present	Bouncer	Keeps people in check
Bruno Loya	Present	Time Keeper	Keeps people on task
Kathleen Erickson	Present	Contact person	Contact person
Aaron Passmore	Present	Devil's Advocate	Opposing viewpoints
Jeremy Jones	Present	Science Guy	Gives perspective from science magnet strand/Data analysis
Margaret Wilch	Present	Science Gal	Gives perspective from science magnet strand/Data analysis

Summary:
- Aaron Passmore shared video regarding filmmakers. Should they be referred to as "Africa-American filmmakers"? Women filmmakers? Asian filmmakers? How many students can name a filmmaker who is not a white male?
- Discussion as to diversity in current popular bands based on a comment from a Steel Drums student who remarked that he observes all white bands, all black bands, etc.
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Smart goal: The bottom 25% of our student population is subject to feelings of exclusion and marginalization based on ethnicity. We will create a curriculum portfolio containing Fine Arts/film projects and performances that challenge traditional ethnic and gender casting. These performances will all have accompanying articles and reviews that students will read, discuss, and then submit written reflections. This portfolio will be uploaded to the Public Folder for use in all classrooms.

Items/Resources needed for next session:

PLC Meeting Report Form

(Complete reporting log at the conclusion of each meeting for submission to Joel Bacalia)

GROUP: Algebra I		DATE: 04/13/16
In Attendance:	1. Steve Lopez	2. Hannah Yoder
3. Billy Campbell	4.	5.
6.	7.	8.
9.	10.	11.
Norms: <ul style="list-style-type: none"> A. <i>Equity of Voice</i> B. <i>Active Listening</i> C. <i>Respect for all Perspectives</i> D. <i>Safety and Confidentiality</i> E. <i>Respectful use of Technology</i> 		
Agenda: <ul style="list-style-type: none"> 1. Discuss pacing for 4th quarter. 2. Discuss final exams. 		
Notes: <p>Each teacher discussed where we are in the curriculum so far. It looks like all of us are currently teaching linear functions (with the exception of Campbell's honors class) and will be making it into Exponential functions to round out the quarter, semester, and year.</p> <p>Due to our common pacing and use of a common curriculum, we are going to be able to give a common final exam. We discussed the possibility of giving students a choice of different options, those options being a project and presentation or a cumulative exam.</p>		
Assigned tasks for next meeting: <p>Continue to brainstorm ideas for alternatives to a cumulative final exam.</p> <p>Begin discussion of topics for final exam and who will be responsible for which topics.</p>		
Goals for next meeting: <p>Begin development of a final exam with each teacher responsible for different content.</p>		



Collaborative Team (PLC) Log / Documentation Form
(Teacher priorities tied to the Danielson domains)

Directions: Sign IN and OUT each day. When reporting total hours, round to the nearest .25. Keep in mind that notes can continue for the entire week, but signatures need to be completed every time you meet.

Name (Print Or Type)	EID	Date	Time In	Time Out	Sign Out	Total Hours
Stuart Bayne	017914	4/13	10:21	10:46	Stuart W. Bayne	.5
Lynn Sniegowski	000837	4/13	10:21	10:46	L. Sniegowski	.5
Christine Gumpel	008491	4/13	10:21	10:46	[Signature]	.5
Mary C. Ryan	012668	4/13	10:21	10:46	M.C. Ryan	.5

Method of Collaboration:

- Outside of contract time; extra hour of CT/PLC time
- Whole group
- Grade level team
- Content area team
- Other grouping _____

Team Leader: Bayne

The Team Leader helps the team work through issues in an objective way and keeps interactions focused on the issue at hand.

Team Secretary: Bayne

The Facilitator will take notes each day documenting strategies, actions, results, and/or outcomes during collaboration.

Team Time Keeper: Bayne

The Time Keeper monitors time and progress.



Collaborative Team (PLC) Log / Documentation Form

(Teacher priorities tied to the Danielson domains)

Essential Agreements: (Can be pre-pasted)

Start 5 min. ~~before~~ after bell.
 Listen respectfully, ques. pos.
 Take msgs. outside.
 Stop 5 min. before bell

Framework for Collaborative Team Agenda:

1. What do we want our students to learn? (Danielson domains 1, 3 & 4)

FOCUS:

- Examine AZCCRS/TUSD scope and sequence
- Setting and communicating learning outcomes
- Literacy goal statements; action plan implementation
- Implementation of literacy strategies/ (differentiated) instructional strategies/student-centered models
- Common lessons/IB units/curriculum maps
- IB unit reflection

2. How will we know that our students learned what we wanted them to learn? (Danielson domains 1, 3 & 4)

FOCUS:

- Looking at student work/task analysis
- Analyze, compare data/trend analysis
- Diagnostic assessment (pre-post)
- Common formative, summative assessments
- Reflection
- Other:

3. How will we respond when our students are not learning? (Danielson domains 1, 2, 3 & 4)

FOCUS:

- Student intervention planning
- Student Growth Model
- Family communications
- PBIS
- MTSS
- Other:

4. What will we do when our students exceed the standards? (Danielson domains 1, 3 & 4)

FOCUS:

- Student enrichment planning
- Family communications
- Student recognition
- Other:



Collaborative Team (PLC) Log / Documentation Form
 (Teacher priorities tied to the Danielson domains)

Summary: (Key activities and dialogue)

Discuss peer observation on Friday 4/15 (Mr. Lewis)
 what to look for expect.
 Students of concern, strategies for success.

Summary: (Data overview)

11 11

Products: (Describe each. Indicate whether product is still in progress or has been completed.)

This will be 2nd of 3 P.O.
 3rd will be discussed next week.

Action Plan:

responsible party	Date	Responsibility	✓ when completed