



STAR BINDER

DATA, PLANNING, AND PD RESOURCES

#gamechangers



TABLE OF CONTENTS



SIGN-IN SHEETS



PLC COMPONENTS



PLC CALENDAR



DDI



COLLABORATIVE PLANNING



RESOURCES



SIGN-IN SHEETS

PLC Sign-in Sheet

Week of: _____

Norms	
1	
2	
3	
4	
5	

Roles	
Facilitator	
Note-Taker	
Timekeeper	
Follow-up	
Materials	

DDI Date: _____

Signature	Time Arrived

Collaborative Planning Date: _____

Signature	Time Arrived



PLC COMPONENTS

Norms	
1	
2	
3	
4	
5	

Goals	
School	
PLC	

Name	Role	Responsibilities
	Facilitator	The Facilitator will start the meeting, ask guiding questions, and encourage participation.
	Note-Taker	The Note-Taker will record our decisions and next steps on the PLC weekly schedule template.
	Timekeeper	The Timekeeper will keep us on time and on task and will ensure that our meetings start on time and end on time.
	Follow-up	This role will follow-up role holds team members accountable for PLC action items.
	Materials Organizer	The materials organizer will make sure we have copies of anything we need and any other items necessary for our meeting.

Essential PLC Questions

- What do we expect our students to learn?**
- How will we know students have learned it?**
- How will we respond when a student experiences difficulty?**
- How will we respond when a student already knows it?**

PLC Meeting Outcomes

Define and differentiate activities for the upcoming week that support the learning objective

PLC Overview

Part 1: DDI Meeting (40 min.)

Pre-work	What to Bring	Outcome	After PLC
<ul style="list-style-type: none"> Complete "See It" portion of DDI Protocol 	<ul style="list-style-type: none"> Laptop PLC Binder Completed pre-work Student Exemplars 	<ul style="list-style-type: none"> Evaluate students' mastery and determine next steps 	<ul style="list-style-type: none"> Implement re-teach strategy as stated in DDI Meeting Re-assess Misconception

Agenda

See It	1 min.	Norms
	3 min.	Highlights
	2 min.	Prioritize Student Expectations
	3 min.	See the Gap
Name It	3 min.	Compare and Share the KEY Student Error and Highest Leverage Misconception.
Do It	8-10 min.	Create the Assessment for the Reteach
	8-10 min.	Plan the Reteach
	8-10 min.	Script out and role-play the Reteach

Part 2: Collaborative Planning (40 min.)

Pre-work	What to Bring	Outcome	After PLC
<ul style="list-style-type: none"> Review IPC Research student activities aligned with SEs 	<ul style="list-style-type: none"> Laptop PLC Binder Exemplar Assessments 	<ul style="list-style-type: none"> Define and differentiate activities for the upcoming week that support the learning objective 	<ul style="list-style-type: none"> Implement LP

Agenda

See It	2 min.	Norms
	3 min.	Review Instructional Planning Calendar
	10 min.	Unpack Standard & Student Expectations <ul style="list-style-type: none"> Complete Weekly Quick Check Review exemplar questions and STAAR stems Create a list of what students must know and be able to do
Name It	20 min.	Design aligned lessons that support mastery of the daily DOLs <ul style="list-style-type: none"> Identify and plan for vocabulary Script questions for "I Do" and "We Do" portion of IDF Select/Create purposeful CFUs
Do It	5 min.	Role-play lesson delivery to PLC



PLC CALENDAR

DDI WEEKLY SCHEDULE

MONDAY	DDI Meeting
TUESDAY	Collaborative Planning or PLC 3rd-6th Math/Reading
WEDNESDAY	Collaborative Planning or PLC 4th Writing/5th Science
THURSDAY	Weekly Quick Check OR Unit/District Assessment
FRIDAY	DDI Teacher Preparation



DDI

Pre-work	What to Bring	Outcome	After PLC
<ul style="list-style-type: none"> Complete "See It" portion of DDI Protocol 	<ul style="list-style-type: none"> Laptop PLC Binder Completed pre-work Student Exemplars 	<ul style="list-style-type: none"> Evaluate students' mastery and determine next steps 	<ul style="list-style-type: none"> Implement re-teach strategy as stated in DDI Meeting Re-assess Misconception

Facilitator(s):

See It	Part 1 - Teacher Preparation																																																		
<p>Part 1: Teacher Preparation</p> <p>AND</p> <p>Part 2: Prioritize SE</p>	<ol style="list-style-type: none"> Unpack KNOWLEDGE and SKILLS for the Student Expectation (SE) and take Weekly Quick Check (WQC) during Collaborative Planning. <i>Unit Assessments should be taken at the beginning of the unit.</i> Identify POWER Standard (WQC) OR Label TEKS (Unit and District Assessments). Item Analysis (percentage per answer choice). <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;"></th> <th style="background-color: #cccccc;">% Correct</th> <th style="background-color: #cccccc;">A</th> <th style="background-color: #cccccc;">B</th> <th style="background-color: #cccccc;">C</th> <th style="background-color: #cccccc;">D</th> </tr> </thead> <tbody> <tr><td style="background-color: #cccccc;">Q #1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">Q #2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">Q #3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">Q #4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">Q #5</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">Q #6</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <ol style="list-style-type: none"> Overall percent passing by STAAR standards. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Masters %</th> <th style="background-color: #cccccc;">Meets %</th> <th style="background-color: #cccccc;">Approaches %</th> <th style="background-color: #cccccc;">Did Not Meet %</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> Identify High, Medium, and Low Student Exemplars. Think about how this SE could have been presented differently in Tier 1 Instruction? Identify the KEY student error and highest leverage misconception. 		% Correct	A	B	C	D	Q #1						Q #2						Q #3						Q #4						Q #5						Q #6						Masters %	Meets %	Approaches %	Did Not Meet %				
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DDI Meeting (40 Minutes)																																																			
See It (5-7 minutes)	Part 2 - Prioritize SE																																																		
	<ol style="list-style-type: none"> NORMS (1 Minute) <ol style="list-style-type: none"> 																																																		

2. Highlights (1 Minute)
3. Prioritize Student Expectations (SE) - *Unit and District Assessments Only* (2 Minutes)
4. See the Gap (3 Minutes)

Name It
(3 minutes)

Compare and Share the KEY Student Error and Highest Leverage Misconception.

The Student Error is...

The Conceptual Misunderstanding is...

Do It
(24-30 minutes)

Create the Assessment for the Reteach (8-10 minutes)

Identify 4 questions aligned to this standard for the reteach. Begin with released state items- Lead4Ward. If additional items are needed, consult other high quality questions sources, or create parallel items. *Look back at the KEY student error named.*

1)	2)
3)	4)

Plan the Reteach (8-10 minutes)

Choose the lesson structure: *Guided Discourse or Modeling.*

- Which items from the original assessment will you focus on?
- How do you plan on adjusting your instruction to meet students needs?

Lesson Structure:	Format: <i>Whole Group, Team Teach, Small Group</i>	Focus Items (Question #)	When will this be taught? (Time, Pull-out, etc)	Key Points to Address during Reteach
{Teacher 1}				
{Teacher 2}				
{Teacher 3}				
{Teacher 4}				
{Teacher 5}				
{Teacher 6}				

Script (8-10 minutes)

Script (8-10 minutes)

- Script out the Reteach (5 minutes).
- Role-play the Reteach (3 minutes).
- Positives and Upgrades (2 minutes).

	<i>Additional Notes:</i>
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COLLABORATIVE PLANNING

Collaborative Planning Protocol

Pre-work	What to Bring	Outcome	After PLC
<ul style="list-style-type: none"> Review IPC Research student activities aligned with SEs 	<ul style="list-style-type: none"> Laptop PLC Binder Exemplar Assessments 	<ul style="list-style-type: none"> Define and differentiate activities for the upcoming week that support the learning objective 	<ul style="list-style-type: none"> Implement LP

<p>See It (15 min)</p> <p><i>What will we be teaching?</i></p> <p><i>-Lead4Ward Field Guides/TRS</i></p>	<ol style="list-style-type: none"> NORMS (2 Minutes) <ol style="list-style-type: none"> Review Instructional Planning Calendar (3 Minutes) Unpack Standard & Student Expectations (10 Minutes) <ul style="list-style-type: none"> Complete Weekly Quick Check Review exemplar questions and STAAR stems Create a list of what students must know and be able to do <p>TEKS:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Know</th> <th style="width: 50%;">Be Able to Do</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table>	Know	Be Able to Do							
Know	Be Able to Do									
<p>Name It (20 min)</p> <p><i>How will we teach it?</i></p>	<p>Design aligned lessons that support mastery of the daily DOLs</p> <ul style="list-style-type: none"> Identify and plan for vocabulary Brainstorm a list of ideas to launch/hook each lesson Script questions for “I Do” and “We Do” portion of IDF Select/Create purposeful CFUs <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 15%;">Pacing</th> <th style="width: 55%;">Instruction</th> <th style="width: 30%;">MRS/ Questions</th> </tr> </thead> <tbody> <tr> <td></td> <td>Do Now: <i>What will I review from a yesterday's lesson to check for understanding?</i></td> <td></td> </tr> <tr> <td></td> <td>Engage/Hook: <i>How can I engage students</i></td> <td></td> </tr> </tbody> </table>	Pacing	Instruction	MRS/ Questions		Do Now: <i>What will I review from a yesterday's lesson to check for understanding?</i>			Engage/Hook: <i>How can I engage students</i>	
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	Do Now: <i>What will I review from a yesterday's lesson to check for understanding?</i>									
	Engage/Hook: <i>How can I engage students</i>									

Collaborative Planning Agenda

		<i>in the topic?</i>	
		I Do: <i>What will I do to explain the topic?</i>	
		Check for Understanding: <i>What will I have students do to demonstrate their understanding of the "I Do"?</i>	
		We Do/Guided Practice: <i>What will students need to do to help them understand the topic better?</i>	
		Check for Understanding: <i>What will I have students do to demonstrate their understanding before I release them to practice independently?</i>	
		Independent Practice: <i>How can I provide an engaging context in which the students can practice their new skills?</i>	
		Evaluate/DOL: <i>What activity can I have students do to ensure they mastered the objective?</i>	
Do It (5 Minutes) <i>Practice the Delivery</i>	Model lesson delivery to ensure lesson clarity. <ul style="list-style-type: none"> ○ Role-play the "I Do" to PLC (3 minutes) ○ Positives and Upgrades (1 minute) ○ Role-play Redo (1 minute) 		