

Nokomis Regional High
 PLG 9 Meeting
 Location: Room 109

Date: Monday, April 24, 2017
 Time: 2:30 p.m.-3:30 p.m.

Goal: To improve student achievement by improving our professional practice

Facilitators: Giallombardo, Kasie; McGrady, Karen

Participants: (Note: Please bold print those in attendance.)

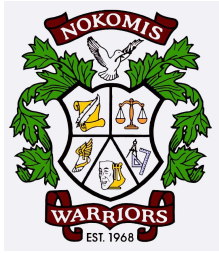
Meeting Focus: (highlight) Data **Text** **Adult Work** Student Work Other

Outcomes:

- Develop questions about a strategy
- Model instructional strategies for struggling learners

Agenda:	Time	Person Responsible/Resources
<p>Welcome; Sign In</p> <ul style="list-style-type: none"> • Review norms • Assign roles • Review agenda (workshop model style) 	2:30-2:35 p.m.	Facilitator: Kasie & Karen Presenter: n/a for this meeting Timekeeper: Notetaker: Process Observer:
<p>Entrance Slip: <i>Looking at the graphic organizer that describes various reading strategies, develop a question you have about one in particular. On your slip of paper, identify the strategy and your question.</i></p> <ul style="list-style-type: none"> • Everyone puts question in the bucket • Taking a random question, each member reads the question to the group as a volunteer records them on the whiteboard. Don't answer the question yet. Consider these questions on the next activity when you report out on the strategy you've implemented this past month. 	2:30-2:35	Karen
<p>Strategy Report Out: Each teacher has 1 minute to report out on the following:</p> <ul style="list-style-type: none"> ○ What strategy did you try in the classroom? ○ What worked? How did you know? ○ What questions did it raise for you? 	2:40-2:50	Karen and Kasie

<p>Instructional Strategy Activity: Break into groups based on a strategy you want to <i>learn</i> more about. With your group, answer as many of the questions (in order) as you can and be ready to share with the other groups.</p> <ol style="list-style-type: none"> 1. Standard: What is the strategy? Describe it. 2. Standard: Model strategy for the group. 3. Stretch! Describe how this strategy could be used in two different content areas. 4. Challenge! When considering differentiation for students based on process time, rigor, and reading level... provide specific examples of how this strategy can be adapted for a wide range of learners. <p>Group Choices:</p> <ul style="list-style-type: none"> • 5W's and H (Pre-reading) • Anticipation Guide with graphic organizer (Pre-reading) • Stop and Think (During Reading) • Reciprocal Teaching (During Reading) • Somebody Wanted But So (After Reading) 	2:50-3:10	Kasie
<p>Share Out</p> <ul style="list-style-type: none"> • Groups share out/model strategy • What questions generated earlier can we address and answer? 	3:10-3:25	Karen Groups report out
<p>Takeaways:</p> <ul style="list-style-type: none"> • Hot Potato! 	3:25-3:30 p.m.	Karen
<p>Next meeting:</p>		



Nokomis Regional High
 PLG 9 Meeting
 Location: Room 109

Date: Monday, May 22, 2017
 Time: 2:30 p.m.-3:30 p.m.

Goal: To improve student achievement by improving our professional practice

Facilitators: Giallombardo, Kasie; McGrady, Karen

Participants: (Note: Please bold print those in attendance.)

Meeting Focus: (highlight) Data Text Adult Work Student Work Other

Outcomes:

- I can discuss the myth of the ‘super teacher’ by reflecting on my own practice.

Agenda:

Agenda:	Time	Person Responsible/Resources
<p>Pre-Game: <i>Looking at the questions we developed last time...</i></p> <ul style="list-style-type: none"> • <i>Did we answer all the questions?</i> • <i>What updates do you have on any of these strategies since last PLG?</i> 	2:20-2:30	Karen
<p>Welcome; Sign In</p> <ul style="list-style-type: none"> • Review norms • Assign roles • Review agenda 	2:30-2:35 p.m.	Facilitator: Kasie and Karen Presenter: Timekeeper: Notetaker: Process Observer:
<p>Watch - “When A Lesson Goes Wrong”</p> <p>Think/Pair/Share: Choose <u>one</u> of the following prompts to reflect and respond to:</p> <ul style="list-style-type: none"> • How did Mrs. Wessling know that her lesson wasn’t working? • How does this video break the myth of the ‘super teacher?’ • What can you learn from Ms. Wessling about reflecting on your own practice? • Before teachers can truly open up to colleagues about ‘fails’ and struggles in the classroom, a safe environment needs to be established. What steps and strategies can we continue to foster in this PLG to further build this trust? 	2:45-3:05	Karen

<p>You-Choose Article</p> <p><i>In triads, divvy the following articles up:</i></p> <p>A. Questions to ask yourself as the year winds down.</p> <p>B. Rejecting the myth of the “Super Teacher”</p> <p>C. Find Your Marigold</p> <p>Small-Group Roles: Facilitator, Timekeeper</p> <p>Protocol:</p> <ul style="list-style-type: none"> • Read article silently (10min) • Each person has 2 minutes to report to triad their takeaways from article. • Fill out reflection slip as exit slip 	3:05-3:25	Kasie
<p>Takeaways: Each member shares a takeaway from the meeting.</p>	3:25-3:30	Karen
<p>Next Meeting</p>		