

# How to Bring Powerful Teaching and Learning to your PLC

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BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

# Goal

Learn how to use recollection and reflection to discuss teaching and learning and focus lesson planning

# Introductions

Name?

Where did you go to college  
(just for fun)?

Where do you work now?

What do you do?

# PLC Data and Discussions

- Curriculum-based data generates curricular solutions (content review, student placement)
- Instruction-based data generates instructional solutions (personal reflection, lesson planning)

# Powerful Teaching and Learning

SEE

TALK

APPLY

REFLECT

# Powerful Teaching and Learning

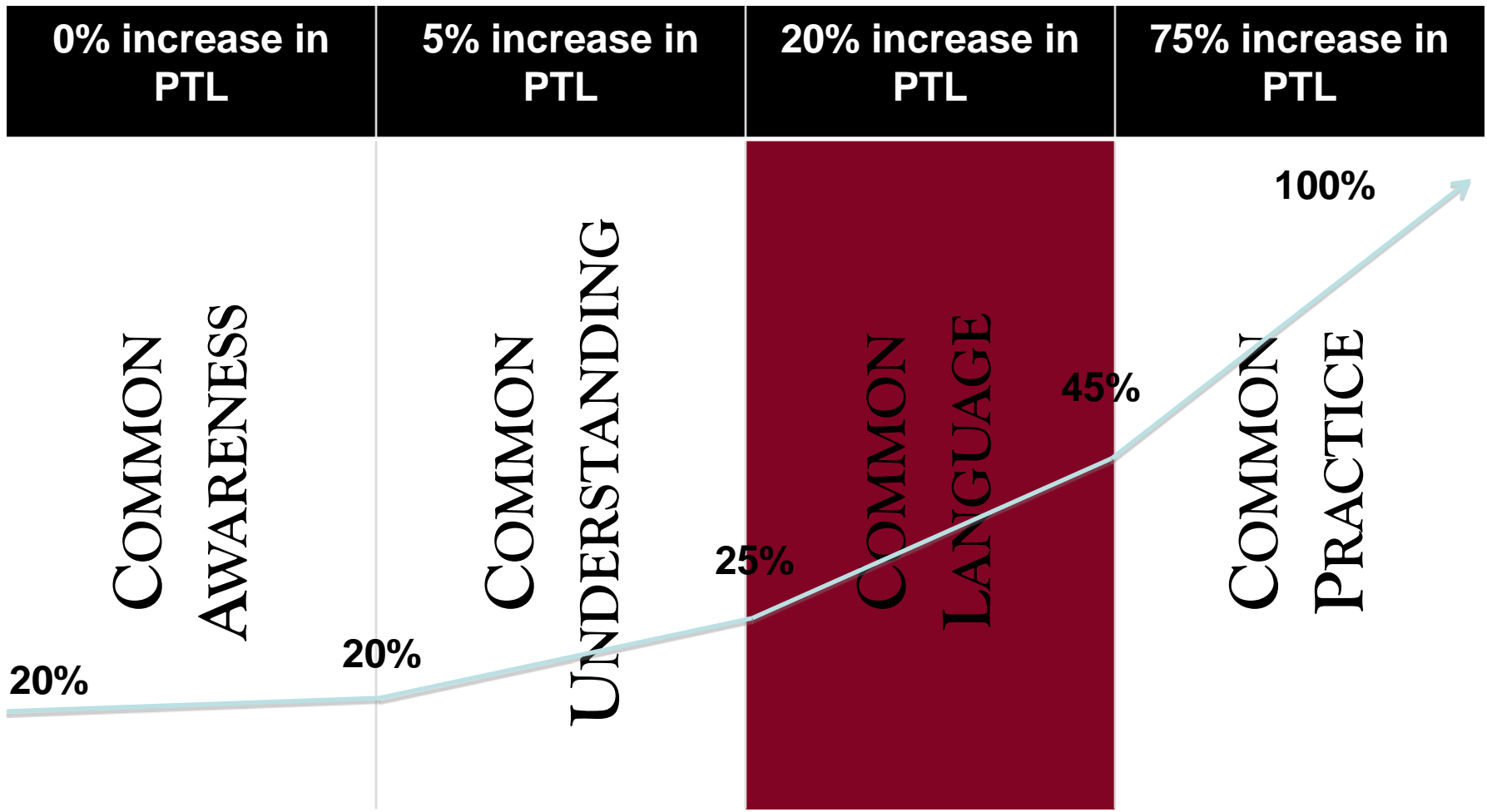
SEE

Live observations

DVDs

Recollections

Prediction



# Reflect

Think of a lesson you taught earlier this week.

What were the basic key elements to the lesson?

# Recollection

Think of a lesson you taught earlier this week.

What were the basic key elements to the lesson?

# Share Lesson Details

What were the elements of your lesson that you remember?

Try to add as much detail as you can about how the lesson went.

# Debrief Using the STAR Lens

1. What did you check?
2. What are some examples?
3. If marked to the left: How could it have shown up?
4. If middle, what else could have been done?
5. If to the right, which strategies were most compelling

# Share Lesson Details

After checking as many boxes as apply, mark the continuum to reflect the extent to which PTL was observable during the lesson.

Also, mark the continuum and be ready to explain.

# The Debrief

## Essential Component Dialogue

- Start with Relationships
- What Strategies did you see?
- List as many examples as you can.
- Mark the continuum for each **Indicator**
- Try to use “I” statements (“I saw...”)

## Personal Reflection

- Use bottom of page to keep notes during discussion
- Take a few minutes to share your reflections and how this applies to you with a partner

# The Continuum

## If to the right

- What Strategies did we see that made this clearly observable?
- What Strategies can I make sure I am using in my own classroom?

## If in the middle

- What would have made it more Clearly Observable?
- How can I make sure this Indicator is Clearly Observable in my own classroom?

## If to the left

- We just did not see it today, but how could it have been manifested in this context?
- How often is this indicator manifested in my classroom?

# Learning and Commitment

What did you learn about your own practice?

What are you going to try to do differently?

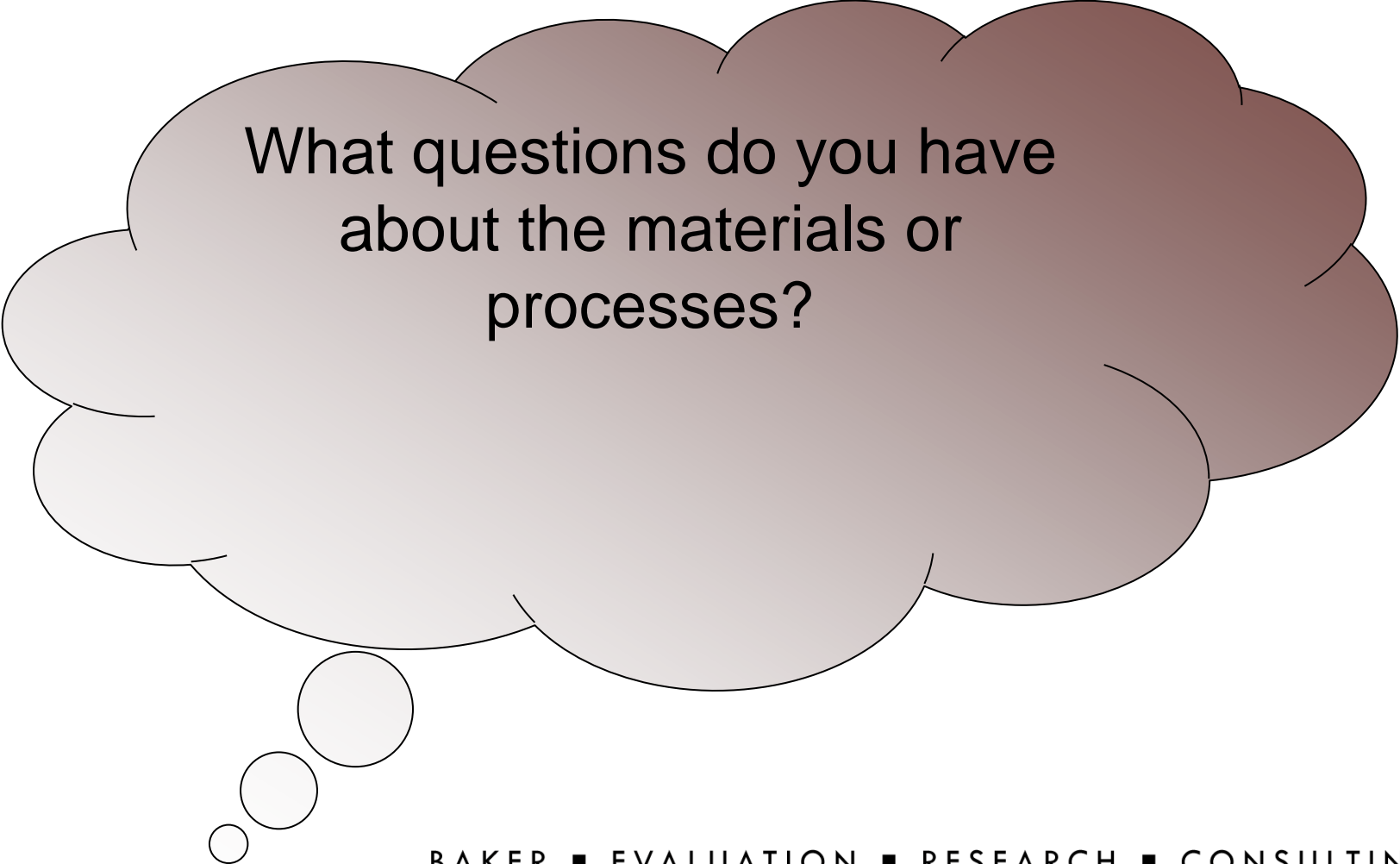
(Use your Action Research Journals)

# Process

What were some things you learned? (whole group)

To what extent would this process be valuable in your PLC? (table talk)

# Wrap Up



What questions do you have  
about the materials or  
processes?