

Vertical Activities/Discussion

Initial Tasks as a Vertical PLC

1. Identify a group leader(s). It would be good to do introductions (sometimes we skip this assuming everyone knows everyone...may have newbies)
2. Identify a note taker who will keep records of the meetings using the template.
3. Share notes w/ PLC so they have access to take meaningful information back to their own PLC's and for the next round of vertical PLC's. Please share with Mr. Bednar as well. I will add these along with some of the activities under your specific content area under "vertical plc's" on mccooplpc.com Documentation helps with Title 1 & 2 documentation and to know discussion items.
4. **Go over basic Norms** provided on the notes template. Discuss & add/delete/edit if you deem necessary.
5. At the end of your meeting, please discuss when/if you have a curriculum day. Specials/Electives, if you do not have a curriculum day and need one, please email Mr. Bednar (Dates are on website...click curriculum/vertical calendar)

Team Norms:

1. Treat all team members with respect and professionalism. **Assume good intentions.**
2. Start and end meetings promptly.
3. Keep discussions pertinent to 4 PLC Questions. Try not to feed negativity.
4. Be prepared, be engaged, and disperse important information to your grade level PLC.
5. other?

GRADE LEVEL BAND PLC

When we get into specific grade level bands, topics and discussion always get deeper. The goals are simply to:

1. Find gaps in learning. What are we missing? Why?
2. If there are overlaps, find the why? Is it necessary? If so, how is the level of mastery changed from each grade level? (Proficiency scales will be crucial on these standards that overlap because they keep building upon each other). Please note these standards and plan to develop proficiency scales for the next vertical PLC.
3. What can we cut?

VERTICAL PLC "TO DO"/DISCUSSION PLAYLIST (TOP OF PAGE)

Vertical FLOW (Meant as a Guide...individual PLC's have different needs/topics)

Resource (s)

Discussion Items for Grade Level Bands

1. Introductions if Necessary

2. Celebrations and “Wins”:

- a. The first portion of the first quarter typically can be reviewed items from previous grade level and/or prerequisite skills for grade level content. What has gone well on that review content? Any review items we are spending less time than we used to?
- b. Other Wins this year?

3. At each grade level, how are we “Ensuring **High Levels of Learning** for **All** Students”?

ALL=Any student going to lead independent lives (job, pay bills, live on their own).

High Levels of Learning= Grade Level or Above.

- a. What does this look like for each grade level? What about kids that need extra time and support?
 - i. How do we tap into our *collective responsibility*? *When kids need more time?* (Q3)
- b. How are we ensuring “high levels of learning” for ALL students...if they are in SPED?
 - i. Pullout/Push in? How does this work?
 - ii. Anything we can do differently? What works? What doesn't work?

4. Think back to our K-12 vertical day. Identify a specific learning thread that ran through most if not all grade levels? (Q2)

- a. Please take some notes on this specific knowledge and/or skills (learning targets) that build and are interwoven.
 - i. What evidence of mastery do you accept at your grade level (critical if it's an overlap).
- b. Based on this common thread, Identify a standard or learning target that your grade can create a proficiency scale/success criteria for that standard.
- c. During your curriculum day and/or PLC time on Wednesdays, please make time to create 1-2 proficiency scales for the February 7, 2024 vertical PLC.

5. 3 INS/3 OUTS

- a. 3 wishes every student would know or be able to do entering your grade level?
- b. 3 guarantees you think every student will know or be able to do exiting your grade?

6. In regards to our 22-23 year book study, Teacher Clarity: How can we provide **relevance** to our essential standards to our students?

“All learners need to have some insight into *why* they are learning something”

Resources :

mccookplc.com

Document Vault
MPS Connect
(CRT Data)
[Notes Template](#)

[September 20](#)
[AGENDA \(K-12\)](#)

What am I learning today?

Why am I learning this today?

How will I know that I learned it? (success criteria)

- How do we communicate that to students? Any essentials that are hard to develop relevance?

Fisher, D., Frey, N., Amador, O., & Assof, J. (2018). *The Teacher Clarity Playbook, Grades K-12: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction*. SAGE Publications.