**Springboard Collaborative Professional Learning Community (PLC) Agenda Library**

**Directions**: Use the PLC agendas below to coach your Springboard Collaborative teachers.

Follow these steps:

1. Navigate to page 2 and select an appropriate agenda for each PLC given the time of programming, current data, and teachers’ familiarity with Springboard Collaborative.
2. Either save a copy of this document and edit it accordingly for each selected PLC or copy and paste your selected agenda into another document for editing.
3. As needed, adjust the timing allotment. The PLC agendas below range in time from 45-60 minutes.
4. Take note of the additional resources that are identified in the PLC agenda. All supporting documents can also be found on the [Program Resource Site](https://resources.springboardcollaborative.org/) under Professional Development → Teacher PLCs for each topic.
   1. For example, page 5 of this document has the agenda for DIBELS and Data-Driven Instruction. One of the additional resources you need to facilitate this PLC is the document called *Data-Driven Instructional Protocol (DIBELS)*.You can find and download this document by clicking on the hyperlinked document with the same name on the Program Resource Site in the box labeled DIBELS and Data-Driven Instruction.
   2. Additional resources, like videos, are directly hyperlinked in the agendas and can be accessed without returning to the Program Resource Site.
5. Please note: We also provide four, 30-minute [preparatory PLCs](#zclflk69sbhh) targeted to paraprofessionals who may have different instructional experience and familiarity with the Springboard Collaborative program. Consider offering these PLCs on an as-needed basis.

**PLC Agenda Library**

**Beginning of programming:**

1. This agenda will help teachers [**complete the DIBELS assessment with students.**](#gwcnf67x785o)
2. This agenda will help teachers [**analyze DIBELS assessment data.**](#hfqrtknwq3ie)
3. This agenda will help teachers [**identify components of an RRP lesson plan.**](#jx5k4162qngp)
4. This agenda will help teachers [**plan for their first Family Workshop.**](#4o7xavm1f8z4)

**Middle of programming:**

1. This agenda will help teachers [**manage Small Groups with Stations.**](#frf19cup65g)
2. This agenda will help teachers [**use RRP Formative Assessments to promote data-driven instruction.**](#n0bcc0wkg7ob)
3. This agenda will help teachers [**reflect on their lesson delivery and instructional practices.**](#3ohx6i2c8stc)
4. This agenda will help teachers [**learn about the stages of second language acquisition.**](#26r17uhtp33z)
5. This agenda will help teachers [**differentiate a lesson plan to support each stage of second language acquisition.**](#y8s3x8t1qrsq)

**End of programming:**

1. This agenda will help teachers [**learn motivational strategies to promote student learning.**](#vu9ccgrbigr1)
2. This agenda will help teachers [**reflect on their family workshop delivery and communication.**](#xo5s264xqi0w)

**Preparatory PLCs for supporting paraprofessionals:**

1. This agenda will help support staff[**understand literacy progression throughout Springboard's phonics curriculum.**](#3lpbwvthexxh)
2. This agenda will help support staff [**identify reading readiness strategies.**](#xdynr5ekc212)
3. This agenda will help support staff [**learn the IBRDS protocol for phonics instruction.**](#2qq31k9ade8g)
4. This agenda will help support staff [**analyze student data to determine next steps.**](#xo5s264xqi0w)

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# **How to Administer DIBELS (60 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Get videos ready to share: [DIBELS Subtests Review](https://www.youtube.com/watch?v=unKMetSEFe4), [PSF](https://www.youtube.com/watch?v=u2yVZ7BZbGk), [NWF](https://www.youtube.com/watch?v=ItDQEFK3tw0), [ORF #1](https://www.youtube.com/watch?v=P-7CpPKX2ek) and [ORF #2](https://www.youtube.com/watch?v=-RE3kqHv5c8) (used together). * Have *Using DIBELS with Springboard Collaborative* document open on your laptop. | | |
| ***Teacher Preparation*** (2 minutes):   * Be ready to reference *Using DIBELS with Springboard Collaborative* on your laptop. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Review DIBELS subtests. * Play [video](https://www.youtube.com/watch?v=unKMetSEFe4), pointing out that we are focusing on PSF, NWF, and ORF only. * Discuss key points from video as a group. |
| **3. Think** | **⌛30:00** | **Explain how teachers will practice today’s skill**   * Explain that we will break into three groups for each of the three DIBELS subtests we may use with Springboard. * Remind participants to reference *Using DIBELS with Springboard Collaborative* document and their designated subtest video(s) ([PSF](https://www.youtube.com/watch?v=u2yVZ7BZbGk), [NWF](https://www.youtube.com/watch?v=ItDQEFK3tw0), [ORF #1](https://www.youtube.com/watch?v=P-7CpPKX2ek) and [ORF #2](https://www.youtube.com/watch?v=-RE3kqHv5c8)) to respond to the following prompts:   + Describe your subtest: Which grade level will use this subtest? How is it administered? How many minutes does it take?   + Describe how to score your subtest: How many points is each subtest worth? What do you do if a student misses a sound/word?   + Be ready to answer any questions your colleagues might have regarding the subtest. * Spend about half of the time in groups and half of the time sharing out the information with one another. |
| **4. Spring** | **⌛10:00** | **Engage teachers in a discussion or activity**   * Prompt teachers to answer the following:   + Which subtests will you be administering the most?   + What support do you still need to feel comfortable administering/scoring these subtests? |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

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# **DIBELS and Data-Driven Instruction (60 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Bring one student’s completed DIBELS assessment. * Provide copies of *Data-Driven Instructional Protocol (DIBELS),* one per teacher. * Supply chart paper (4 sheets) labeled with the following titles: Phonemic Segmentation, Nonsense Word, Oral Reading, Other. * Review and prepare for PLC activities detailed in the agenda below. | | |
| ***Teacher Preparation*** (5 minutes):   * Bring one student’s completed DIBELS assessment. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Pass out copies of the *Data-Driven Instructional Protocol (DIBELS)*. * Provide time for teachers to read the eight steps of the protocol. * Model using the protocol using your sample student data. * Answer any relevant questions after modeling. |
| **3. Think** | **⌛10:00** | **Explain how teachers will practice today’s skill**   * Orient participants to pages 5-6 of the handout. * Give teachers time to complete the activity (steps 1-8) using the student data they brought. |
| **4. Spring** | **⌛30:00** | **Engage teachers in a discussion or activity**   * Explain that the purpose of the Gallery Walk is to focus on step 6 of the protocol: determining instructional strategies and practices that will best support students’ learning. * Consider having one example already written on each chart paper (here are some examples of [strategies](https://aplusclassroomcreations.com/7-amazing-activities-for-phoneme-segmentation-in-first-grade/) you could add to the “Phonemic Segmentation” poster. And, here are examples of strategies for [Nonsense Word](http://www.primarypossibilities.com/2015/05/10-ways-to-practice-nonsense-words-for.html). For Oral Reading consider including [Letter Name and Sound](https://www.readingrockets.org/strategies/alphabet_matching), [Phonological Awareness](https://pridereadingprogram.com/strategies-for-teaching-phonological-awareness/)). * Provide teachers with time to ask clarifying questions or share reflections once everyone has contributed to the posters. |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

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# **Student Instruction: Reading Readiness and Phonics (50 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Prepare a sample lesson plan and slide deck for any RRP lesson of choice. * Share with teachers the *Lesson Plan Coding System* document. | | |
| ***Teacher Preparation*** (5 minutes):   * Bring one RRP lesson plan PDF that you plan to teach. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Explain today’s goal is to preview and review the structure of RRP lessons by conducting a Treasure Hunt activity. * Ask, “Before we get started, are there any questions you have about the RRP lesson plans?” * Spend two minutes briefly reviewing the structure of the RRP lesson plan you selected, including the “Say” and “Do” script, suggested materials, formative assessment directions and materials, and correction routine. Tell teachers they will have more time to review the lesson plan in the next portion of the PLC. * Have teachers find the same components of their selected lesson plan by going on a Treasure Hunt to continue to gain familiarity with the lesson plans. |
| **3. Think** | **⌛20:00** | **Explain how teachers will practice today’s skill**   * Provide brief review of PR lesson structure:   + Phonological awareness activities, letter names, letter formation, letter sounds * Provide brief review of Levels A-D lesson structure:   + Phonological or phonemic awareness activities, IBRDS, high frequency words * Remind teachers that the lesson structure is based on the science of reading’s best practices. * Break teachers into pairs so that each teacher can practice a lesson structure (e.g., Group A: phonemic/phonological awareness activity, Group B: introduce the sound/letter, and Group C: blend the sound, etc.). * Instruct teachers to spend 10 minutes taking turns and role playing as the teacher and student. * Ask teachers to answer the following reflection questions:   + What felt most comfortable in role playing? What do you feel you’ll need to practice more? Any ah-ha moments or key takeaways? |
| **4. Spring** | **⌛10:00** | **Engage teachers in a discussion or activity**   * Open and review the *Lesson Plan Coding System* document. * Prompt teachers to open the lesson PDF they brought. * Provide 10 minutes for them to mark up the lesson plan using the *Lesson Plan Coding System* document. * Encourage teachers to think through the following questions:   + Are there specific areas where you think students will need some additional support? Are there any portions of the lesson plan you’ll want to practice before you teach it? Do you have all the materials you need to teach the lesson? |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

# **Family Workshop Planning (45 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (10 minutes):  * Provide chart paper and markers (one per group). * Distribute printed copies of [“5 strategies for family engagement in K-12 education”](https://validatedlearning.co/strategies-for-family-engagement-k-12-education/) to each teacher. * Review and have an upcoming Family Workshop slide deck open and be ready to use it for modeling. | | |
| ***Teacher Preparation*** (2 minutes):   * Have your upcoming Family Workshop slide deck downloaded and open. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Explain today’s goal is to preview our upcoming Family Workshop. * Ask, “Before we get started, are there any questions you have about Family Workshops?” * Explain that one of the best practices in family engagement is building meaningful partnerships. * State, “We will break into small groups and complete a Jigsaw activity using the printed article and chart paper.” * Organize teachers into the following groups:   + Group 1: What is family engagement and why is it important?   Group 2: Strategies 1-3   * + Group 3: Strategies 4-5 * Instruct teachers to read their assigned portion and record their answers to the following questions as a group on their chart paper:   + What is the strategy? What is an example of this strategy?   + How are these strategies aligned to Springboard Collaborative’s Family Workshop approach?   + How can you incorporate these strategies into your practice? * Bring the group back together to discuss each group’s chart paper. |
| **3. Think** | **⌛10:00** | **Explain how teachers will practice today’s skill**   * Share that we will review the structure of our upcoming Family Workshop. * Explain the Treasure Hunt activity and some features of the slide deck, including the color coding of the slides.   + Dark blue = Overview slide on slide #1; do not display it to families.   + Light blue = Edit or select the appropriate slide.   + Green = Slide ready to go with no changes needed. * Direct teachers to open their upcoming Family Workshop and hunt for the following pieces of “treasure”:   + The Reading Tip (hint: it is typically three steps)   + Example of a slide that you’ll need to modify/make a decision about   + Teacher actions during Practice Time (examples of what you will do during practice time)   + Ideas for differentiation |
| **4. Spring** | **⌛15:00** | **Engage teachers in a discussion or activity**   * State, “Now that we have explored the workshop, let’s practice delivering some slides for your upcoming workshop! In your small group, choose 3-4 slides you’d like to practice. Consider starting with the ‘Introduce the Reading Tip’ slide. I will be walking around the room to support and answer any additional questions.” |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

# **Managing Small Groups with Stations (45 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Preview the [Small Groups with Stations](https://www.youtube.com/watch?v=K3IKylCfUug) video. * Provide sticky notes (each person will need a few). | | |
| ***Teacher Preparation*** (8 minutes):   * Preview the [Small Groups with Stations](https://www.youtube.com/watch?v=K3IKylCfUug) video. * Bring any materials used to plan/organize/prepare for Small Groups with Stations (e.g., types of centers, organization materials, names of small groups, assessment data to determine small groups, etc.) | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛15:00** | **Introduce today’s PLC topic**   * Have teachers reflect on how this curriculum component is going. * Questions:  1. What are three things that are working well? 2. What are two things you’d like to adjust/change? 3. What is one question you still have about Small Groups with Stations?  * Reflect and take note of any questions teachers have. * Have teachers watch the videos on Small Groups and think about these questions:  1. How does the teacher prepare students for success during Small Groups with Stations? 2. How does the teacher ensure students are engaged during Small Groups with Stations? 3. What is one (or two!) things you saw that you’d like to take back to your classroom? |
| **3. Think** | **⌛10:00** | **Explain how teachers will practice today’s skill**   * Spend time having the teachers share strategies/practices that are working. * Introduce the activity “Cover the Table” to the team, and share directions.  1. I will provide each of you with multiple sticky notes. 2. I will then name a topic related to Small Groups with Stations (e.g., center ideas, center organization, grouping students, etc.) 3. I’ll pause and give you time to write as many strategies/ideas related to the topic with one idea per sticky note. 4. When I call time (about three minutes), you’ll place your sticky notes in the center of the table; our goal is to “cover the table” with ideas! 5. After we’ve covered the table, we'll spend the next four minutes reading the strategies we have shared and answering questions.  * Have sticky notes and topics already selected before you begin. Click [here](https://www.readwritethink.org/classroom-resources/lesson-plans/literacy-centers-getting-started#ResourceTabs3) or [here](https://www.weareteachers.com/literacy-centers-ideas/) for ideas that could be used to support Small Groups with Stations. |
| **4. Spring** | **⌛10:00** | **Engage teachers in a discussion or activity**   * Ask teachers what they have learned today. Ask how they will apply it to their classroom, such as improvements to their transition routine, providing explicit purpose for each station, or adding a new station into the rotation. * Have each teacher write on a sticky note a strategy they will use. Encourage them to stick the note somewhere visible in their classroom. * Provide additional support and answer any remaining questions. |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

# **Reading Readiness and Phonics: Formative Assessment (50 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Prepare to analyze an RR&P Formative Assessment for Level C. * Email the *Formative Assessment Data Analysis Practice - PLC* document to teachers beforehand so they can have it ready to use during the PLC. | | |
| ***Teacher Preparation*** (2 minutes):   * Locate and open *Formative Assessment Data Analysis Practice - PLC* document (emailed by Program Leader). | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Guide teachers to explore the formative assessment resources that were shared. Have them think about:  1. What is the purpose of the formative assessment documents? 2. What guidance is provided? 3. How can you use these documents in your classroom? 4. What are other key takeaways or questions?  * Model how to analyze the student’s sample found within Level C, Unit 2 and have teachers follow along with you on page 3. * Model following the seven steps of the data analysis protocol. |
| **3. Think** | **⌛15:00** | **Explain how teachers will practice today’s skill**   * Have teachers turn to page 4 of the *Formative Assessment Practice- PLC* document. * In pairs, have them analyze formative assessment data from Level C, Unit 3. * Provide 5-7 minutes and have teachers follow the steps in the data analysis protocol, taking note of findings in the linked *Student work analysis worksheet* document. * Provide these guiding questions:  1. What are this student’s strengths? 2. What are areas of improvement? 3. What should you focus on moving forward?  * With the remaining time, have teachers analyze student data from the Level C, Unit 4 formative assessment on page 5, following the same process. |
| **4. Spring** | **⌛15:00** | **Engage teachers in a discussion or activity**   * In pairs or independently, have teachers review student data for  1. Areas of strength 2. Areas of improvement 3. Next steps based on data analysis  * Support and answer any questions they might have. |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

# **Lesson Reflection (60 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Prepare a 5–10-minute video recording teaching a Springboard Collaborative lesson to use as a model during this PLC   + If possible, complete recording with a small group of students * Print copies of *General Lesson Reflection Rubric* and *Reading Readiness and Phonics Lesson Plan Reflection Rubric* (one per teacher) | | |
| ***Teacher Preparation*** (10 minutes):   * Prepare a 5–10-minute video recording delivering a portion of a Springboard Collaborative lesson with students. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛20:00** | **Introduce today’s PLC topic**   * Begin by modeling how teachers can use the *Lesson Reflection Rubrics* to evaluate their instructional effectiveness. * Have teachers take about 5 minutes to review the rubrics, thinking about these questions:  1. What themes do you notice in the rubric? 2. Which portions resonate with you the most? 3. Is there anything missing from the rubric?  * Have teachers watch the video of you teaching the selected lesson component. * Select which rubric to use, depending on which component of the Springboard Collaborative Curriculum you’re reflecting with.   + There is a *Phonics Lesson Plan Reflection Rubric* that should be used if the model video is an RRP lesson and a *General Lesson Reflection Rubric* for any other lesson. * Video reflection questions:  1. What parts of the rubric did I consistently implement? 2. What is something I could have added to my lesson? 3. What strategies would you like to take back into your classroom? |
| **3. Think** | **⌛20:00** | **Explain how teachers will practice today’s skill**   * Have teachers select the appropriate rubric and have them reflect on their videos independently or in small groups. * Remind teachers they will use the rubric that corresponds to the lesson component they selected. * Guiding Questions:  1. What parts of the rubric did I consistently implement? 2. What is something I could have added to my lesson? 3. What strategies would I like to take back into my classroom? |
| **4. Spring** | **⌛10:00** | **Engage teachers in a discussion or activity**   * Have teachers talk about how these reflections and respond to these questions:  1. What is one thing you’re going to keep doing moving forward? 2. What is one thing you’re going to start doing moving forward? 3. What is one thing you’re going to stop doing moving forward? |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

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# **Part 1: Second Language Acquisition Stages (50 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (10 minutes):  * Print copies of the *Second Language Acquisition Stages Activity* for participants to work with partners or groups. * Prepare an envelope for each group that has the following second language acquisition stage names: pre-production, early production, speech emergent, beginning fluency, intermediate fluency, and advanced fluency. * Print and cut out the listed second language acquisition characteristics from the *Second Language Acquisition Stages Activity* document (do not include strategies or teacher prompts for this activity). Add a copy of each set of characteristics to the envelope for each partner/group. * Print answer key for your own reference. | | |
| ***Teacher Preparation*** (2 minutes):   * Be ready to participate in the discussion on Second Language Acquisition Stages. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Explain the concept of language acquisition and define first language and second language acquisition.   + First language acquisition: a universal process, regardless of home language, whereby babies listen to the sounds around them, begin to imitate them, and eventually start producing words.   + Second language acquisition: encompasses the process an individual who knows a first language goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems. * Introduce the activity that teachers will participate in to learn more about the stages of language acquisition. |
| **3. Think** | **⌛15:00** | **Explain how teachers will practice today’s skill**   * Hand out one envelope of the *Second Language Stages Acquisition Activity* for every partner/ group. * Explain to teachers that they were given characteristics of each stage and names of the stages and must work together to match the names of the stages with the characteristics of each stage (provide seven minutes for this activity). |
| **4. Spring** | **⌛15:00** | **Engage teachers in a discussion or activity**   * Share the correct stage characteristics and name matching as well as the correct order for teachers. * Think and Share Questions:   + Consider which stage this student or family might have been in while you worked with them. How can knowing the stages of language acquisition support your instructional practice?   + As you continue your work with multilingual students, how will you incorporate this new learning into your practice? Share out which stages are represented in your groups. |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

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# **Part 2: Second Language Acquisition Strategies (50 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Plan for groups of 3 teachers, but if expecting fewer than six teachers, then plan for independent work. Print enough lesson materials from the Teacher Resource Book for each group or individual to have a packet. * Print the *Second Language Acquisition Stages Activity* (one per teacher). * Chart paper | | |
| ***Teacher Preparation*** (2 minutes):   * Be ready to participate in the discussion on Second Language Acquisition Stages. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Review the stages of language acquisition from Part 1. * Focus on the *characteristics* of each stage found in the *Second Language Acquisition Stages Activity*. * Explain that today’s activity will help connect strategies with the stages of language acquisition. |
| **3. Think** | **⌛15:00** | **Explain how teachers will practice today’s skill**   * Assign one stage from the *Second Language Acquisition Stages Activity* to each group or individual. Then, have teachers consider how to support a student in that stage for the RR&P lesson. * Have teachers read through the lesson plan, looking for opportunities to use one of the second language acquisition strategies list and document them. |
| **4. Spring** | **⌛15:00** | **Engage teachers in a discussion or activity**   * Bring the groups back for whole group discussion, encouraging groups to share next steps. * Record these suggestions on chart paper and engage the group in noticing similarities. * Questions to think about:   + What strategies are consistently selected?   + Where in the lessons did they use these strategies? |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

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# **Motivation (50 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Print the two icebreaker documents; place them on tables and direct people to engage with the documents as they enter. * Print the motivation strategies, cut them apart on the dotted lines, and place strategies into envelopes; print one set of strategies for every three people. | | |
| ***Teacher Preparation*** (2 minutes):   * Be ready to participate in icebreaker and discussions on motivation. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Ask, “What motivates you and others? What does motivation look like?”   + Engage in a discussion. * Transition to motivation in the classroom. Ask, “What have you noticed is something that motivates your students? What are some similarities and differences between what motivates us and our students?”   + Introduce that today we will discuss how motivation can take on different forms and as a teacher it will be important for us to recognize and implement multiple different motivation strategies with our students. * Separate into groups of three. Direct groups to their strategy envelopes. Explain that they must work together to rank the strategies from easiest to implement to most difficult to implement. * Give them time to engage with the materials and discuss their ranking. The groups should display their strategies from easiest on the far left to the most difficult on the far right. Walk around the room and engage with each group at least once. Engage with them about their thinking and take note of interesting comments. You can use these comments later during a group discussion. |
| **3. Think** | **⌛10:00** | **Explain how teachers will practice today’s skill**   * Have teachers look at the groups’ results, thinking and reviewing similarities and differences of each group’s rankings. |
| **4. Spring** | **⌛20:00** | **Engage teachers in a discussion or activity**   * **Whole Group Discussion**: Allow time for each group to share similarities and differences. Have them share which strategies they believe they can use during programming. What could this look like in their classroom? (E.g., teachers could use **specific praise** by saying, “Great job blending three sounds. I heard you use the sounds /c/ /a/ /t/ to make “cat.” Another example could be hosting a “getting to know you” small-group session where students share **their story.**) |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

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# **Family Workshop Reflection (60 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Preview this [Family Workshop video](https://www.youtube.com/watch?v=4ScdWpaaOZY&t=83s) (start at 16:45 and play for approximately 10 minutes). * Write on chart paper or print out the four scenarios and post them around the room for the “Think” portion of the PLC. | | |
| ***Teacher Preparation*** (2 minutes):   * Be ready to actively reflect on a recent family workshop. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage teachers to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) |
| **2. Learn** | **⌛20:00** | **Introduce today’s PLC topic**   * Share that one of the best ways to improve our teacher/family partnerships is to pause and reflect on what has worked well and what we can change to make things better in the future. * Introduce the family workshop video and start it at 16:45. Play the video for about 10 minutes. * Provide the following framing by naming that this is a video of a virtual family workshop for “Welcome At-Home Reading Coach.” Prompt teachers to think about the following questions while watching:   + How does the teacher ensure families feel welcomed into the learning space? What is one strategy the teacher uses to ensure families are engaged in their learning? How does the teacher provide opportunities for practice? If you were this teacher, what might you adjust/change and why? What strategy might you take back to your own practice after watching this video? |
| **3. Think** | **⌛20:00** | **Explain how teachers will practice today’s skill**   * Share that teachers will work on problem-solving family workshop scenarios by engaging in a Chalk Talk activity. * Divide the group into smaller groups of four and have them rotate around the room to reflect on the problems presented in each scenario. Instruct teachers to write down their ideas for solving the proposed problem. * Use the remaining 10 minutes to come together as a group and discuss what solutions were given for each scenario. |
| **4. Spring** | **⌛10:00** | **Engage teachers in a discussion or activity**   * Have teachers pull up a family workshop slide deck and consider the following in pairs or small groups:   + What strategy could you incorporate the next time you facilitate a family workshop? What is one thing you want to stop doing? What is one potential misconception you might encounter at future workshops? Can you think of a solution for this issue? |
| **5. Celebrate** | **⌛5:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

# **Preparatory PLC Series**

**PLC 1: Progression of Springboard Collaborative’s Reading Readiness and Phonics Curriculum (30 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Download the *Literacy Learning PLC 1-4* slide deck from the Program Resource Site. Navigate to slide 2. * Prepare to project the slide deck during the PLC. * Review facilitator notes for PLC 1 in the slide deck to prepare for today’s session. * Provide sticky notes (one per person) | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage paraprofessionals to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) * Remind participants to save logistical questions for the end of the meeting. |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Use the slide deck to facilitate learning for PLC 1. * Stop for questions when needed. * Refer to facilitator notes on each slide for extra information. |
| **3. Think** | **⌛3:00** | **Ask paraprofessionals a discussion question**   * Ask, “Why is there a progression of skills and what does this mean for how we teach students to read?” * Open the question to the entire group or for pairs to discuss. * Be sure participants are making note of the key points learned in the slide deck around reading progression in their conversations. |
| **4. Spring** | **⌛10:00** | **Encourage paraprofessionals to reflect**   * Say, “Let’s take a moment to reflect on what we learned today.” * Write down what you learned on a sticky note, then we will go around and share our reflections with a partner. |
| **5. Celebrate** | **⌛2:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

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# **PLC 2: Defining Reading Readiness in Springboard Collaborative’s Reading Readiness and Phonics Curriculum (30 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Download the *Literacy Learning PLC 1-4* slide deck from the Program Resource Site. Navigate to slide 22. * Prepare to project the slide deck during the PLC, including audio. * Review facilitator notes for PLC 2 in the slide deck to prepare for today’s session. * Provide sticky notes (one per person). | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage paraprofessionals to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) * Remind participants to save logistical questions for the end of the meeting. |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Use the slide deck to facilitate learning for PLC 2. * Stop for questions when needed. * Refer to facilitator notes on each slide for extra information. |
| **3. Think** | **⌛3:00** | **Ask paraprofessionals a discussion question**   * Ask, “Which Reading Readiness activities did you notice? How are the Reading Readiness activities similar/different between levels? What instructional strategies are the teachers using to support students’ Reading Readiness?” * Give participants time to discuss in small groups. * Be sure participants are making note of the key points provided in the slide deck on Reading Readiness. |
| **4. Spring** | **⌛10:00** | **Encourage paraprofessionals to reflect**   * Ask, “What is one ah-ha moment you had today?” Write it down on a sticky note and then we will share it with a partner.” |
| **5. Celebrate** | **⌛2:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

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# **PLC 3: Phonics Instruction Using the IBRDS Protocol (30 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (20 minutes):  * Download the *Literacy Learning PLC 1-4* slide deck from the Program Resource Site. Navigate to slide 38. * Prepare to project the slide deck during the PLC, including audio. * Review facilitator notes for PLC 3 in the slide deck to prepare for today’s session. * Provide sticky notes (one per person) * Select and prepare one Reading Readiness and Phonics lesson plan/slide deck to model for participants. | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage paraprofessionals to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) * Remind participants to save logistical questions for the end of the meeting. |
| **2. Learn** | **⌛10:00** | **Introduce today’s PLC topic**   * Use the slide deck to facilitate learning for PLC 3. * Stop for questions when needed. * Refer to facilitator notes on each slide for extra information. |
| **3. Think** | **⌛10:00** | **Ask paraprofessionals a discussion question**   * Note: if your lesson model took more than 10 minutes, you may skip this section or adjust timing accordingly. * Depending on your group size, you can opt to model a lesson for the whole group or have participants engage in the activity in smaller groups. * Ask, “What is one thing you need to do to instruct an IBRDS lesson?” |
| **4. Spring** | **⌛3:00** | **Encourage paraprofessionals to reflect**   * State, “Let’s write down our reflections on the sticky notes and then share with a partner something that you will take with you and possibly try before our next session.” |
| **5. Celebrate** | **⌛2:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |

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# **PLC 4: Analyzing Student Data to Determine Next Steps (30 minutes)**

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| **Date:**  Attendees**:** | | |
| ***Program Leader Preparation*** (15 minutes):  * Download the *Literacy Learning PLC 1-4* slide deck from the Program Resource Site. Navigate to slide 54. * Prepare to project the slide deck during the PLC. * Review facilitator notes for PLC 4 in the slide deck to prepare for today’s session. * Select and prepare one Reading Readiness and Phonics lesson plan/slide deck to model for participants | | |
| **Topic** | **Time** | **Notes** |
| **1. Check-in** | **⌛5:00** | **How are you doing?**   * Celebrate wins! * Encourage paraprofessionals to share a positive reflection or share your own observations. * [Icebreaker](https://museumhack.com/list-icebreakers-questions/) (optional) * Remind participants to save logistical questions for the end of the meeting. |
| **2. Learn** | **⌛15:00** | **Introduce today’s PLC topic**   * Use the slide deck to facilitate learning for PLC 4. * Stop for questions when needed. * Refer to facilitator notes on each slide for extra information. |
| **3. Think** | **⌛15:00** | **Ask paraprofessionals a discussion question**   * Have participants think about the questions on the slide. Complete the first set of questions as a group and have them complete “Determine Next Steps” in small groups/pairs. |
| **4. Spring** | **⌛7:00** | **Encourage paraprofessionals to reflect**   * State, “Let’s take a moment to reflect on today’s learning. Complete one of the sentences from this slide. Be sure to consider the importance of analyzing assessment data and what it means for your instructional practice.” * Have 1-2 participants share out with the whole group. |
| **5. Celebrate** | **⌛3:00** | **Team shout-outs**   * Encourage participation to highlight contributions from members. |
| **Next Steps:** | | |