**Professional Learning Communities (PLC) Agenda**



**PLC Agenda [Lesson Reflection]**

**[Start time] – [End time]**

***Topic***

* Lesson Reflection

***Goals***

* Work collaboratively to reflect on lesson delivery, specifically identifying strategies that are working well and teacher moves to consider.
* Identify effective instructional strategies to use in future lessons.

***Facilitators***

* Program Leader

***Invited to attend***

* Teachers

***Prepare***

1. The Program Leader should bring a 5-10 minute video of themselves teaching a lesson to use during the *Learn* part of the PLC.
	1. Decide which Early Literacy Curriculum component to focus on for the lesson reflection:
		1. Daily Message
		2. Reading Readiness and Phonics
		3. Read Alouds
		4. Writing Time
		5. Shared Reading
		6. Small Groups with Stations
2. Ask teachers to bring a 5-10 minute video of themselves delivering a portion of a lesson from one of the above components; consider asking for a specific part(s) of the lesson you would like the teacher to record, or give them the option to choose.
3. Printed copies of the *General Lesson Reflection Rubric* and *Reading Readiness and Phonics Lesson Plan Reflection Rubric* for each teacher (one per lesson, per teacher)

*Note: Springboard Collaborative is actively working to create a video repository of Reading Readiness and Phonics lessons that can be used to support the work in this PLC. When these videos are available, the PL might consider using these videos to support in lesson planning and reflection.*

| **Agenda Item** | **Time** | **Process** | **Notes**  |
| --- | --- | --- | --- |
| **Welcome** | 5 min | * Possible facilitator script:

*Welcome to our PLC session on lesson reflection! I’m excited to talk more about how lessons are going in your classrooms; my goal is that you walk away feeling even more comfortable implementing the Springboard Collaborative Early Literacy Curriculum lessons. During this time, we will reflect on lesson delivery by watching a portion of a lesson, focusing specifically on strategies that are working well and things to consider in the future.* *Before we dive in, let’s check in with each other.* [Facilitator note: consider asking one of these ice breaker questions, found [here](https://museumhack.com/list-icebreakers-questions/).]*As a reminder, we will table “housekeeping” items for now (but do keep a list of these items!); we really want to use this time to think strategically about how we best implement the lessons with our students. If there are specific logistical questions you have, please be sure to reach out to me via email or let’s set up a meeting to discuss…I’m here to support you!* |  |
| **Learn** | 20 min | * Possible facilitator script:

*One of the best ways to improve our instruction, and ultimately improve student outcomes, is to pause and reflect on our teaching practices. In a moment, we are going to split up into small groups and watch a video of ourselves teaching a portion of a lesson, but first, I want to model how we can use the Lesson Reflection Rubrics to think critically about what is going well in our lessons and what we can improve upon moving forward.* *Let’s take a look at the rubrics before we watch the video. You’ll notice that the General Rubric is divided into four sections: preparation, lesson delivery, monitoring and feedback, and classroom environment. In the Reading Readiness and Phonics Rubric, the sections align to the lesson components and structure.* *It’s important to note that using rubrics such as these are not intended to be evaluative or “punitive” in nature, rather, we can use documents such as these to guide our reflections. Take the next 3-4 minutes to review the rubrics. As you read, think about:* 1. *What themes do you notice in the rubric (i.e. the importance of preparation)?*
2. *Which portions resonate with you the most?*
3. *Is there anything missing from the rubric?*

[Facilitator note: teachers can review the rubric either independently or in small groups.]*Now that we’ve had some time to review the rubrics, let’s use them as we watch a video of me teaching a portion of a \_\_\_\_\_\_ lesson.* [Facilitator note: you will need to select which rubric to use, depending on which component of the Springboard Collaborative Curriculum you’re reflecting with. There is one [*General Lesson Reflection Rubric*](https://docs.google.com/document/d/1G5mB1vN1atJUSZFt-DHtTwb1pega3RYG/edit?usp=drive_link&ouid=100768613069775926945&rtpof=true&sd=true) that can be used with any lesson and there is a [*Reading Readiness and Phonics Lesson Plan Reflection Rubric*](https://docs.google.com/document/d/1ikaG0kfyQrpWnq-99i-K2jaN6pR_LVAB/edit?usp=drive_link&ouid=100768613069775926945&rtpof=true&sd=true) that should be used if the model video is a Reading Readiness and Phonics lesson.]*As you watch this video, think about:* 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?*

[Facilitator note: play the video; when the video is over, consider putting teachers in small groups to discuss OR share reflections with the whole group.]*It’s important to note that using these two rubrics helps us to reach the “Quality” level of Springboard Collaborative’s Early Literacy Curriculum Quality Implementation Rubric.*  |  |
| **Think** | 20 min | * Possible facilitator script:

*Now that you’ve had an opportunity to watch me reflect on a part of a lesson, it’s your turn! Before we jump in, I do want to acknowledge that sometimes it feels a little awkward to watch ourselves teach and it also takes a lot of courage and vulnerability to put ourselves out there in front of our colleagues, but do remember that the goal of this time is to celebrate what is going well and think about what strategies we might incorporate in a future lesson. Before you watch your video, be sure to select the rubric that best aligns with your lesson. As you watch your own video, think about:* 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?*

[Facilitator note: depending on teachers’ level of comfort, consider putting teachers into small groups to watch and reflect OR teachers can view and reflect independently. Be sure to use your best judgment here. Additionally, remind teachers they will use the rubric that corresponds to the lesson component they selected: Reading Readiness and Phonics lessons will use the Reading Readiness and Phonics-specific rubric; all other lessons will use the General rubric.] |  |
| **Spring** | 10 min | * Possible facilitator script:

*Let’s move to talking about how these reflections impact our practice moving forward. Thinking about the rubrics and our discussions, think about and be ready to share out:* 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?*

[Facilitator note: Allow teachers to think about their responses and share them out either in small groups or whole group.] |  |
| **Celebrate** | 5 min | Team shouts out positive contributions from members to extend or enhance the discussion. |  |
| **Next time preparation** |  |  |  |

[\*\* Please note that an additional column could be added to the table for capturing meeting minutes.]