

PL - Discussions

Schwarz - video discussions TC - circle talk

Focus on Tier I - classroom interventions

What to do during independent reading time for readers below grade level

Strengthening Core Instruction

Deepening Student Knowledge

Culturally Responsive

Goal: System wide approach for leadership and collaboration - existing PL structure from last year → instructional leadership team

Focus: Dive in to nuance changes and get to core of the problem

1. Academically rigorous strong instruction - culture, race, gender, sexual identity, religion, ability, migrant/refugee status, socioeconomic status, housing status
2. Delve into texts, discussion to find interconnectedness to prioritize and plan

Hallmarks (and self-reflections)

1. Engaging Texts -rich contents
 - a. Debates, opinions - standing up for others and those different from myself
 - b. Resources -
 - i. Differentiation or supplement with video read-aloud
 - c. Multi-faceted : content and grade-level knowledge
 - d. Other media platforms
2. Rich Discussion
 - a. “Tweak TC” to build/strengthen student discussion
 - b. Mrs. Schwarz involved in TC small group - can share TC video discussions
 - c. Build in how to think critically

- i. Read-alouds, etc
 - d. Teachers are intentional in giving opportunities in diad, triad, small groups
 - e. Teachers provide tools for students to engage in academic discourse
 - f. Current events
 - g. Validate knowledge of peers - accountable talk - increase frequency
- 3. Use extended writing
 - a. How to involve ELLs/all students
 - b. Academic risks
 - c. Gateway to engage in current events or challenging topics
- 4. High-Utility Vocabulary -
 - a. Word wall - create connections between words

Note: Adding cluster and paraprofessional representatives

Cluster: Mrs. Caridi (science)

Paraprofessional: Mrs. Parisen