

DOINGWHATWORKS



SAMPLE MATERIAL

Professional Learning Time Log

Foxfire Center for Student Success, Ohio

Topic: Dropout Prevention

Practice: Rigorous/Relevant Instruction

Before school begins each day, teachers at Foxfire Center for Student Success meet for professional learning time. As part of this time, the principal sets a focus for each week and asks that teachers use this form to reflect on the topic. Teachers have opportunities to share their reflections during this learning time. Professional learning time provides teachers with ongoing ways to expand their knowledge and improve their skills. This time is also used to discuss interventions for students. Staff look at data in both academic, social, and emotional domains to make adjustments in student interventions.

PLT LOG SHEET

WEEK OF: _____ LOG # _____

PLT TEAM: _____

MEMBERS: _____
_____**I. WHAT IS IT *COLLECTIVELY* WE EXPECT STUDENTS TO KNOW?**

- | | |
|------------------------------------------------------|----------------------------------------------------|
| _____ Identification of <i>Power Indicators</i> | _____ Alignment of <i>Power Indicators</i> |
| _____ Development of <i>Essential Understandings</i> | _____ Alignment of <i>Essential Understandings</i> |
| _____ Development of <i>Essential Questions</i> | _____ Alignment of <i>Essential Questions</i> |
| _____ Development of <i>Authentic Assessments</i> | _____ Alignment of <i>Authentic Assessments</i> |
| _____ Completion of <i>Assessment Maps</i> | _____ Alignment of <i>Assessment Maps</i> |

II. HOW WILL WE *COLLECTIVELY* KNOW WHEN STUDENTS HAVE LEARNED IT?

- | | |
|----------------------------------------------------------------------|----------------------------------------------|
| _____ Development of <i>SBA</i> s | _____ Development of Formative Assessments |
| _____ Sharing of <i>SBA results</i> | _____ Achievement Data |
| _____ Development of <i>Authentic Assessment Rubrics</i> | _____ Evaluation of Instructional Strategies |
| _____ Grading of <i>Authentic Assessments (Sharing student work)</i> | |

III. HOW WILL WE *COLLECTIVELY* RESPOND WHEN STUDENTS DON'T LEARN?

- | | |
|--------------------------|--------------------------------|
| _____ Guidance Watch | _____ Two Week Progress Check |
| _____ CARE Team | _____ Mid-Term Progress Check |
| _____ SBA Progress Check | _____ Nine Week Progress Check |

IV. HOW WE WILL *COLLECTIVELY* RESPOND WHEN THEY ALREADY KNOW IT?

- | | |
|-----------------------|-------------------------------|
| _____ Guidance Watch | _____ Enrichment |
| _____ Gifted List | _____ AP Courses/Acceleration |
| _____ Differentiation | |

NEXT MEETING (agenda items, work to prepare) _____

Date: _____ Time: _____ Leader: _____ Location: _____