



Module 2 Handouts, Posters, and Activities

Module 2 Handouts

Handout 1: Arizona Professional Learning Series Module Overview

Handout 2: Arizona English Language Arts Anchor Standards

Handout 3a: Beginning Connection to Arizona K-12 ELA Anchor Standards K-3

Handout 3b: Beginning Connection to Arizona K-12 ELA Anchor Standards 4-8

Handout 4: Creating Meeting Process Norms

Handout 5: Collaboration Skills

Handout 6: Team Structure

Handout 7: Collaborative Team Survey

Handout 8: Inclusive Practices and Collaboration Staff Perception Survey Results

Handout 9: Staff Perception Survey Data Discussion Notes

Handout 10a: Student Perception Survey Results Grades K-2

Handout 10b: Student Perception Survey Results Grades 3-8

Handout 11: Parent Perception Survey Results

Handout 12: Student and Parent Perception Survey Data Discussion Notes

Handout 13: Module 2 Action Plan

Module 1 Posters

Anchor Poster 1: Arizona Professional Learning Series Module Overview

Anchor Poster 2: Arizona English Language Arts Anchor Standards

Anchor Poster 3: Three Questions

Anchor Poster 4: Professional Learning Norms

POSTERS 5-7: Print one each for every Collaborative Team.

Poster 5: Collaborative Team

Poster 6: Staff Perception Survey Data Discussion Notes

Poster 7: Student and Parent Perception Survey Data Discussion Notes

Module 2 Activities

Activity 1 - Slide 2: Professional Learning Norms

Anchor Poster 4: Professional Learning Norms should be displayed. From this module on, each session will begin with reviewing the Professional Learning Norms. Go over the norms on the

poster. Ask if anyone would like to add something. Add anything that is proposed and has consensus. Ask for agreement from the group for the final list. *There are five numbers on the poster, but any number may be used.*

Activity 2 - Slide 6: Literacy Connections

Teams review Handout 2: Arizona English Language Arts Anchor Standards. Using Handout 3a: Beginning Connection to Arizona K-12 ELA Anchor Standards K-3 or Handout 3b: Beginning Connection to Arizona K-12 ELA Anchor Standards 4-8, individuals write down six literacy skills all students need to succeed in their classes. Each team engages in a round robin to share the literacy skills team members identified and why students need those skills in their classes. Teams connect the commonalities among their team members.

Activity 3 - Slide 7: Team Connections

Teams go to a Poster 5: Collaborative Team and identify their grade level and team members. They brainstorm how each team member contributes to the literacy achievement of all students in their grade. Reporters share discovered commonalities. Tie in the team connection by sharing the collective mantra in the center of the poster.

Activity 4 - Slide 10: Creating Meeting Process Norms

Activity 1 established professional learning norms through an abbreviated process. For teams, it is important that norms are jointly developed and owned by each team member. Since the Collaborative Teams are new, each team needs to develop meeting process norms. Teams use Handout 4: Creating Meeting Process Norms to brainstorm norms they would like to have. When they agree on norms, a team member should add them to the template at their tables. Each team appoints someone to be in charge of bringing the norms to every meeting and module professional learning.

Activity 5 - Slide 10: Collaboration Skills

Individuals take a preliminary inventory of the seven skills in Handout 5: Collaboration Skills. Partners share the levels of where they are now with each norm. Participants return to this handout in Slide 20 to actually rate their levels of collaboration during this professional learning and identify areas that may need improvement.

Activity 6 - Slide 11: Team Role Cards

Using Handout 6: Team Structure, teams discuss the importance of having team roles and responsibilities to support a solid Collaborative Team structure. Each team selects one Facilitator, one Recorder, one Reporter, and one Timekeeper. The rest of the team members will be Engaged Participants. Team members set their respective Team Role Cards in front of them and assume those roles throughout the professional learning. The next time each team is together the roles will switch to another person. Every team member should have the opportunity to serve in each role.

Activity 7 - Slide 11: Collaborative Team Survey

Teams review Handout 7: Collaborative Team Survey and determine how their teams work collaboratively through Infrastructure, Structure and Process. Facilitators guide teams through discussion of each section and find consensus for each question.

Activity 8 - Slide 11: Action Planning

Teams decide if any action plan items relating to the whole school are needed. Using the half sheets of paper and markers, Recorders add their teams' thoughts under the Action Planning Wall Heading: Collaborative Teams on the Action Planning Wall.

Activities 9 - 11 Note: Prior to this professional learning, collect the data from the staff, student, and parent surveys from the previous module. Fill in the result percentages for each survey item on Handouts 8: Inclusive Practices and Collaboration Staff Perception Survey Results; Handout 10a: Student Perception Survey Results Grades K-2; Handout 10b: Student Perception Survey Results Grades 3-8; and Handout 11: Parent Perception Survey.

Activity 9 - Slide 15: Staff Perception Survey Results

Using results in Handout 8: Inclusive Practices and Collaboration Staff Perception Survey, teams identify overall strengths and opportunities for growth. Individuals take notes on Handout 9: Staff Perception Survey Data Discussion Notes. Teams prioritize actionable items for schoolwide change and add the top three in each category to Poster 6: Staff Perception Survey Data Discussion Notes.

Activity 10 - Slide 16: Student and Parent Perception Survey Results

Using results in Handout 10a: Student Perception Survey Results Grades K-2 and Handout 10b: Student Perception Survey Results Grades 3-8, teams identify overall strengths and opportunities for growth. Individuals take notes on the upper half of Handout 12: Student and Parent Perception Survey Data Discussion Notes. Teams prioritize actionable items for schoolwide change and add the top three in each category to the upper half of Poster 7: Student and Parent Perception Survey Data Discussion Notes.

Activity 11 - Slide 17: Student and Parent Perception Survey Results

Using the results in Handout 11: Parent Perception Survey Results, teams identify overall strengths and opportunities for growth. Individuals take notes on the lower half of Handout 12: Student and Parent Perception Survey Data Discussion Notes. Teams prioritize actionable items for schoolwide change and add the top three in each category to the lower half of Poster 7: Student and Parent Perception Survey Data Discussion Notes.

Activity 12 - Slide 18: Gallery Walk

Facilitate a gallery walk to view all grade level results. Participants use the round colored stickers to mark one response in each section they feel is the highest priority for improvement. After the professional learning, they can use this information for teachers, Collaborative Teams, and the entire school staff to improve perceptions of inclusionary practices during the year.

Activity 13 - Slide 18: Action Planning

Using the half sheets of paper and markers, the Coach adds the highest priority needs for improvement from the gallery walk under the Action Planning Wall Heading: Staff/Student/Parent Perceptions on the Action Planning Wall.

Activity 14 - Slide 19: Action Planning

Teams discuss AZPLS parent collaboration and determine the support needed to engage at this level. Recorders write the top two needs on the half sheets of paper provided and add them

under the Action Planning Wall Heading: Parent Meetings on the Action Planning Wall.

Activity 15 - Slide 20: Collaboration Skills

Individuals return to Handout 5: Collaboration Skills and complete checklist to rate their levels of collaboration during this professional learning. Teams discuss how each person's participation can support each other.