

**District:** PSJA ISD

**School:** PSJA Early College ECHS

**CLC Group:** Teachers—Core content, Electives, PE, CTE, JROTC, SpEd, Modern Languages

**Blueprint Focus for this Meeting:** Reading fluency and comprehension—current events

**OBJECTIVE for the Week:** By the end of CLC, members will have resources to teach Events of 9/11 to develop reading comprehension lessons for their students.

**Date:** September 4, 2018

	Agenda Items	Time	Notes/Actions to Take
<b>Initiation</b>	<p>Do Now</p> <p>What do these norms look like to you?            **Teachers will take a post-it and describe what each of the norms represents to them.            Teachers will turn and talk to reflect on their experience of 9/11</p>	10 min	
<b>Collaboration</b>	<p>9/11 Presentation</p> <p>Show and Share 9/11 Resources</p> <p>MackinVia—library online resource</p> <p>Mrs. Mancillas will present 9/11 resources to include videos, articles, and images.</p>	30 min	
<b>Transformation</b>	<p>Teachers will bring student work from the 9/11 lesson(s). Exit Ticket question</p> <p>Lesson Ideas: foldables, projects, interview questions, plus teachers' own resources</p>	10 min	

Materials to bring to the meeting: Laptops, writing utensils

To Do List: \_\_\_\_\_

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**Blueprint Focus for this Meeting:** SLO PROCESS

**OBJECTIVE for the Week:** By the end of the CLC, teachers will understand the rationale and key components of SLOs and complete a rough draft of one SLO.

**Date:** September 12, 2018

	Agenda Items	Time	Homework/Actions to Take
<b>Transformation for last week</b>	Teachers will present student work from last week's CLC over 9/11 assignment.	5 min	
<b>Initiation--Today</b>	<p>On an index card, answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is an SLO?</li> <li>• Why do we use SLOs?</li> </ul> <p>**Teachers turn and Talk **Share out by table</p>	10 min	
<b>Collaboration</b>	<p>With a shoulder partner, teachers will review a sample SLO to serve as a model.</p> <p>Teachers will begin their draft of SLO #1</p>	20 min	
<b>Transformation</b>	Teachers will use their laptops to log into and navigate TEEMS website.	10 min	<p>For NEXT CLC—9/18—<b>teachers must bring in their written drafts of their 3 SLOs.</b></p> <p>We will be reviewing SLOs alongside the rubric <b>before we submit electronically.</b></p>

Materials to bring to the meeting: Laptops, writing utensils

EQJ To Do List:

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**Blueprint Focus for this Meeting:** Using baseline data to justify three SLO goals.

**OBJECTIVE for the Week:** By the end of the CLC, teachers will determine if their SLOs follow the model provided and enter their SLOs on to the TEEMS dashboard.

**Date:** September 18, 2018

	Agenda Items	Time	Homework/Actions to Take
<b>Transformation for last week</b>	Teachers will turn in their paper copies of SLOs to CLL/CLFs.		
<b>Initiation--Today</b>	Using the sample SLO, teachers will circle verbs in their SLOs.	5 min	
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>Using the SLO Rubric, teachers, CLFs, and CLL will peer review SLOs and input into TEEMS.</li> <li>Teachers were done with SLO input, are to work on their McREL Self-Assessment.</li> </ul>	30min	
<b>Transformation</b>	<p>Teachers' homework will be to create their SLO Test and bring a hard copy to Next CLC on Sept. 26.</p> <p>**See To-do-list below:</p>	10 min	<p>For NEXT CLC—9/26<sup>th</sup> Teachers will create their SLO tests ensuring a varied level of DOK questions.</p> <p>We need to work on SLOs and McREL simultaneously. Teachers will complete their Teacher Self-Assessment on McREL.</p>

Materials to bring to the meeting: Laptops, completed SLOs

**To Do List:** CLFs will share DOK content-related questions with teachers.

- Teachers read DOKs and highlight verbiage in questions to ensure a varied level of questioning on their SLO test. Create SLO Assessment.
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**District:** PSJA ISD

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**Blueprint Focus for this Meeting:** Orientation on the Career Exploration Program

**OBJECTIVE for the Week:** By the end of CLC, Teachers will have a working knowledge of the Career Exploration Program and will be able to assist students in attaining a greater understanding of their skills and interests, enabling a better future outcome.

**Date:** September 26, 2018

	Agenda Items	Time	Notes/Actions to Take
<b>Initiation</b>	<p>Introduce myself and explain the role of a MEPS ESS.</p> <p>Military Entrance Processing Station, Educational Services Specialist.</p> <p>The ASVAB Career Exploration program (CEP) is a career planning resource that encourages students to explore multiple paths to post-secondary success (e.g., college, certifications, apprenticeships, and the military).</p>	10 min	
<b>Collaboration</b>	<p>Discuss ASVAB CEP, Armed Services Vocational Aptitude Battery. Used to determine qualification for enlistment in the United States Armed Forces. Discuss the program website, <a href="http://www.asvabprogram.com">www.asvabprogram.com</a></p> <p>Access site, review contents, prepare FYI (Find Your Interests), and seek over 1000 careers based on ASVAB career exploration scores and interest inventory using the six top interest codes (RIASEC).</p>	30 min	
<b>Transformation</b>	<p>Review sample majors through the college portion, as well as military career opportunities. Useful in seeking appropriate military branch and available careers through the careful review of military line scores. A great way for students to gain valuable insight in seeking the right career field, both for college and military, with the right education and training. Provides students with a greater understanding of their skills and interests, enabling a better future outcome.</p>	10 min	

Materials to bring to the meeting: Laptops, writing utensils

To Do List: \_\_\_\_\_

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**Blueprint Focus for this Meeting:** McREL Teacher Professional Development Plan

**OBJECTIVE for the Week:** By the end of CLC, Teachers will understand the Standards of the McREL Teacher Evaluation Tool and create a Professional Development Plan for the 2018—19 School year.

**Date:** October 2, 2018

	Agenda Items	Time	Notes/Actions to Take
<b>Transformation from last week</b>	Did teachers have any students interested in taking the ASVAB on October 17? (Teachers submit student names to counselors' clerk).	5 min	
<b>Initiation</b>	<p><b>Share out:</b> On a post it or index card, answer the following question.</p> <p>What is the McREL Professional Development Plan? Why do we need a PD plan?</p> <p>Where do teachers get their individual information to create their PD Plan? (Answer: Self-Assessment)</p>	10 min	
<b>Collaboration</b>	<p>Teachers will review Table 2: Performance Rating Scale and Definitions</p> <p>Teachers will review an Example of a PD plan and begin creating their own Professional Development Plan</p> <p><b>**Provide teachers with PD PLAN Template</b></p>	30 min	
<b>Transformation</b>	Teachers will create two (2) Professional Development goals and submit them onto TEEMS	10 min	<b>DEADLINE TO SUBMIT McREL PD PLAN TO TEEMS IS OCTOBER 12<sup>TH</sup></b>

Materials to bring to the meeting: Laptops, SLO/McREL manila folder.

**Teacher HOMEWORK:** Teachers will finalize their McREL Professional Development Plan and submit to TEEMS. **DEADLINE: OCTOBER 12, 2018**

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**Blueprint Focus for this Meeting:** SLOs and McREL reviews

**OBJECTIVE for the Week:** By the end of CLC, CLFs/CLL will review Teachers' SLOs to ensure continuous support and ensure Teachers meet deadline.

**Date:** October 9, 2018

	Agenda Items	Time	Notes/Actions to Take
<b>Initiation</b>	<p>Do Now</p> <p><b>Custodian Appreciation Reflection</b></p> <ul style="list-style-type: none"> <li>• What were some of the activities you completed with your classes to recognize our custodial staff?</li> <li>• Do you feel your students will appreciate our custodial staff because of these activities? Why or why not?</li> </ul> <p>Share at table Share out</p>	5 min	
<b>Collaboration</b>	<p>TEEMS Check—CLFs and CLL</p> <p>You should have hardcopies of the following:</p> <ul style="list-style-type: none"> <li>• SLO Objective Statements</li> <li>• SLO Exams</li> <li>• McREL Self-Assessment</li> <li>• McREL PD Plan</li> </ul>	30 min	
<b>Transformation</b>	<p>For our next CLC, please bring an article you would utilize in your classroom based on your content.</p>	10 min	

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**Blueprint Focus for this Meeting:** Reading Comprehension

**OBJECTIVE for the Week:** By the end of CLC, teachers will be able to apply a **CLOSE READING STRATEGY** AND have a sample product to replicate in their classes.

**Date:** October 15, 2018

	Agenda Items	Time	Notes/Actions to Take
<p><b>Initiation</b></p> <p>A Strategy is a tool used to teach a concept or skill.</p>	<p><b>Write a response on a POST IT</b></p> <p><b>**Standup- hand up- pair up</b></p> <p>What are some of the strategies that you utilize in your content to help make learning meaningful to your students?</p> <p><b>***CLFs will review CLOSE READING annotation symbols.</b></p>	5 min	<p>EX. Color Coding</p> <p>Chunking</p> <p>Round Robin</p> <p>Think-Pair-Share</p> <p>Gallery Walk</p>
<p><b>Collaboration</b></p>	<p>With a partner, apply The Close Reading strategy on the article “Dia de los Muertos: A Joyful Mexican Celebration”</p> <p>With a <b>shoulder partner</b>, share your annotations.</p> <p><b>**half-page—Snowball Activity</b></p> <p>On a half-sheet of paper answer the following question:</p> <p><b>*What is the purpose of <b>CLOSE READING</b> Strategy?</b></p>	30 min	
<p><b>Transformation</b></p>	<p>After teachers are done with the strategy, they are to respond to the following question on an <b>Exit Ticket</b>.</p> <p>What evidence is there that students acquired knowledge or skill taught?</p>	10 min	<p>Teachers will bring student work in which they applied a reading strategy</p> <p>Bring a <b>BEST, MEDIUM, and a NEEDS HELP</b> student artifact.</p>

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**Blueprint Focus for this Meeting:** **SLO/McREL COMPLETION**

**OBJECTIVE for the Week:** By the end of CLC, teachers will have finalized their SLOs and their McREL items.

**Date:** October 23, 2018

	Agenda Items	Time	Notes/Actions to Take
<b>Initiation</b>	Teachers present their CLOSE READING strategy artifacts CLC members will reflect on the implementation of close reading and its impact on student learning.	5 min	
<b>Collaboration</b>	CLFs/CLL will work with teachers to <b>finalize</b> SLOs/McREL items.  ALL teachers must bring their laptops to CLC on 10/23 so that we can check for completion of SLOs/McREL.	30 min	
<b>Transformation</b>	<u>TRANSFORMATION FOR 10/29 CLC:</u> Teachers need to bring evidence of their FINAL PROJECTS/ARTIFACTS for the campus-wide DIA DE LOS MUERTOS celebration. (i.e. pictures, projects, lessons etc.)	10 min	



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**Blueprint Focus for this Meeting:** Reading Comprehension

**Date:** November 12, 2018

**Objective:** By the end of the TCLC, Teachers will familiarize themselves with the WTL Rubric and have a model sample of NUTSHELL OR FICTIONAL DIALOGUE strategy to apply in their classes.

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>	<p>Do Now Review CIF Strategies The Focus will be on WTL-Across Content Areas.</p> <p>What is the purpose of WTL?</p> <p>Which strategy do you implement in your class? How effectively are students applying learning strategies?</p>	5 min		<ul style="list-style-type: none"> <li>Take-away= CIF Pocket Guide</li> </ul>
<b>Collaboration</b>	<p>Teachers will <b>Read</b> the WTL rubric (pgs. 10-11)...highlighting key words.</p> <p>Then, teachers will <b>Reflect on and Rate</b> their students' effectiveness in applying WTL protocol.</p> <p>Teachers will apply the "NUTSHELL" strategy to WTL protocol as a take-away model.</p> <p>ELA will apply the "Fictional Dialogues" strategy.</p>	<p>10 min</p> <hr/> <p>20 min.</p>		<ul style="list-style-type: none"> <li>Take-away= model article w/Nutshell strategy <b>or</b> Fictional Dialogue (ELA)</li> </ul>
<b>Transformation</b>	<p>Teachers will apply the "NUTSHELL" strategy, and ELA will apply "FICTIONAL DIALOGUE" strategy to WTL protocol <b>in their classes</b> and will <b>collect student artifacts</b> that show strategy.</p>	10 min		<p><b>Homework:</b> For 11/27/2018, teachers will bring student artifacts of "NUTSHELL" strategy</p>

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**Blueprint Focus for this Meeting:** Incorporating CIF strategies that support reading and writing across the content areas

**Objective:** By the end of the TCLC, Teachers will apply the ‘ATLAS: Learning from Student work Protocol’ and discover what students understand, and how they are thinking when they working on a class assignment.

**Date:** November 29, 2018

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>	<p><b>Question:</b> After applying the “Nutshell” strategy, how do you think it went? Did the students learn anything new?</p> <p>Write your answer on the “notes” column on your agenda.</p>	5 min	*4 a	
<p><b>Collaboration</b></p> <p>Mr. Mark Lopez Presented 3<sup>rd</sup> Pd TCLC</p>	<p><b>Activity: Describing Student Work</b> in application of “Nutshell” strategy.</p> <p>**Gather as much information from the student work</p> <p>**Describe what you see</p> <p>**List group’s observations on chart paper.</p> <p><b>Interpreting Student Work:</b></p> <p>*What is the student thinking?</p> <p>*What does the student understand?</p> <p>**How did the student interpret the assignment?</p> <p><b>**Evaluate student work—</b> LOW/MED/HIGH QUALITY</p> <ul style="list-style-type: none"> <li>• How was each level determined?</li> </ul>	30 min.	**1 b	

Transformation	<b>Implications for Classroom Practice</b> *What next-steps could the teacher take with this student? *What teaching strategies might be most effective? *What else would you like to see in the student work? *What kinds of assignments or assessments could provide this information?	10 min	***4 c	Homework:
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**Teachers facilitate learning for their students.**

**\*4 a**—Teachers know the ways in which learning takes place, and they know the appropriate levels, of intellectual, physical, social and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

**Teachers demonstrate leadership.**

**\*\*1 b**—Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community (CLC, our campus). They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working condition. Teacher provide input in determining the school budget and the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve effectiveness of their departments or grade levels.

**Teachers facilitate learning for their students.**

**\*\*\*4c**—Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles and differentiated instruction.

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**Blueprint Focus for this Meeting:** Reading Comprehension

**Date:** December 13, 2018

**Objective:** By the end of the TCLC, teachers will analyze student work and evaluate the evidence of student learning--after the application of WTL Nutshell strategy or Fictional Dialogue

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>	<p>Teachers will view a Video—WTL in process (Edutopia)</p> <p>“Low-Stakes Writing: Writing to Learn, Not Learning to Write”</p> <p>*take notes on their observations</p> <p>*share out</p>	5 min		
<b>Collaboration</b>	<p><b>Collaboration:</b></p> <p>Teachers will <b>share WTL student artifacts.</b></p> <p><b>ATLAS PROTOCOL: Implications for classroom Practice</b></p> <p>*What next-steps did the teacher take with their student?</p> <p>*What teaching strategies were most effective?</p>			
<b>Transformation</b>	<p>Teachers will adjust class assignments after discovering how their students learn.</p> <p>Teachers will bring student artifacts which show differentiated instruction and mastery of content taught.</p>	10 min		

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**Blueprint Focus for this Meeting:** Reading Comprehension—Summarization

**Date:** January 15, 2019

**Objective:** By the end of the TCLC, teachers will assess student summary artifacts and preview NEWSELA electronic resource to be able to create assignments and monitor student progress.

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>	Teachers will share student artifacts in which they implemented Somebody-Wanted-But-So-Then activity.	5 min	1A	
<b>Collaboration</b> Mr. Saul Hdz	Presentation on NEWSELA features and how teachers can assign articles and monitor student progress  **Q & A-session (Mr. Hernandez)  Teachers will decide on delivery of NEWSELA in their content.  **Project**Google Classroom**Remind etc.	30		
<b>Transformation</b>	**For the next TCLC, teachers will bring generated reports from NEWSELA which outline student progress on assigned articles.	10 min		

McREL: 1A—Teachers Lead in the Classroom

**Accomplished:** Communicates to students the vision of being prepared for life in the 21<sup>st</sup> C.

**(Observable)** Evaluates student progress using a variety of assessment data (NEWSELA REPORTS)

Creates a classroom culture that empowers students to collaborate

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**Blueprint Focus for this Meeting:** Reading Comprehension—Summarizing Expository Text

**Date:** January 23, 2019

**Objective:** By the end of the TCLC, teachers will be able to determine important information in writing a summary...create an ANCHOR LESSON--SUMMARIZATION.

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>	DO NOW: How do we determine main points?  HOOK: Dog Poster  What information will help find your dog?	5 min	IVa	
<b>Collaboration</b>	WE DO: Teachers will read “Girl Scouts...” article and write a summary using SWBSThen  USE FOLDABLE.	30		
<b>Transformation</b>	Teachers will create an Anchor Lesson for determining MAIN points in a SUMMARY.	10 min		<b>For the next TCLC, teachers will</b>

**McREL Standard: IV a**

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

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**TCLC Group:** Teachers—Core content, Electives, PE, CTE, JROTC, SpEd, Modern Languages

**Blueprint Focus for this Meeting:** Reading Comprehension—responding to Author’s Purpose in an Expository Text

**Date:** January 29, 2019

**Objective:** By the end of the TCLC, teachers will be plan a lesson to teach students to create responses to determine Author’s Purpose in an Expository article.

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>	DO NOW: How has summarizing been applied in your content area? ***** (Class time or Bear time) Teachers will review Author’s Purpose: Easy as PIE!! Handout.	10 min	IVa	
<b>Collaboration</b>	WE DO: (CHUNKING) Teachers will read a NEWSELA article “Unpaid during shutdown, federal workers...” to focus on Author’s Purpose.  **What is the author’s purpose for writing this article?	15	ELA TEK 8	
<b>Transformation</b>	Teachers will complete Author’s purpose sentence stems, providing textual support for their response and write their responses on chart paper  (Share out)	20 min		<b>For the next TCLC, teachers will bring student artifacts of implementation of Author’s purpose responses in their classes or Bear Time.</b>

**McREL Standard: IV a**

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**TCLC Group:** Teachers—Core content, Electives, PE, CTE, JROTC, SpEd, Modern Languages

**Blueprint Focus for this Meeting: Reading Comprehension:** Determine Author’s Purpose in a text.

**Date:** February 7, 2019

**Objective:** By the end of the TCLC, teachers will plan a lesson in teaching students how to determine Author’s Purpose in an Expository article.

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>	DO NOW: Teachers will <b>analyze</b> student artifacts on Author’s purpose responses in their classes or Bear Time. <b>AND evaluate</b> student responses into STRONG understanding and WEAK understanding	10 min	IVa	
<b>Collaboration</b>	WE DO: (CHUNKING) In what other media can the concept of Author’s Purpose be applied? Teachers will plan a lesson in which Author’s purpose is applied to other media.  EX. Graphs, pictures, art pieces, video games  • “Why was this _____ included as part of the lesson?”	15	ELA TEK 8	
<b>Transformation</b>	Teachers will apply determining Author’s Purpose concept to other media in their own content—graphs, visuals, art work, etc.  “Why was this _____ included as part of the lesson?”	20 min		<b>FOR NEXT TCLC:</b> Teachers will bring student artifacts which include types of questions that address Author’s Purpose.

**McREL Standard: IV a**

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**TCLC Group:** Teachers—ELA, SpEd

**Blueprint Focus for this Meeting:** Reading Comprehension—Close reading Non-fiction text

**Date:** February 11, 2019

**Objective:** By the end of the TCLC, teachers will plan a lesson in which the focus is the effect text features have on nonfiction text.

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>  <b>Ms. Sheeran Presents</b>	DO NOW: Review list of Text Features. How do Text Features influence reading comprehension?  Turn-n-talk	10 min	Iva	
<b>Collaboration</b>	WE DO: (CHUNKING) Teachers will read nonfiction article, analyze various text features, and assess how the text features in the article contribute to meaning of the text.	15	ELA TEK 8	
<b>Transformation</b>	Teachers will plan a lesson in which they assess student knowledge of text features in nonfiction articles.	20 min		<b>For the next TCLC, teachers will bring student artifacts of implementation of analysis of text features in nonfiction text.</b>

**McREL Standard: IV a**

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

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**TCLC Group:** Teachers—Core Content, SpEd, Electives, Fine Arts, CTE

**Blueprint Focus for this Meeting:** SLO/McREL Mid-point review

**Date:** February 27, 2019

**Objective:** By the end of the TCLC, teachers will assess their SLO and McREL status and make adjustments as necessary.

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>	<b>DO NOW:</b> How have you been checking for understanding in your SLO objectives?	5min	IV B	
<b>Collaboration</b>	<b>WE DO:</b> Teachers will read SLO Step 4 Actions and Guiding Questions, AND Determine how to monitor student progress on SLOs.  Ex. How are you monitoring students' progress on your SLOs?  Teachers will review McREL and SLO Checklists to ensure they are on track to meet campus deadlines.  ***provide calendars with campus deadlines.	30		
<b>Transformation</b>	<b>YOU DO:</b> What evidence is there to show that your students are making progress in their SLOs? (ie. SLO Quizzes or other)  For NEXT TCLC teachers will upload artifacts showing SLO and McREL progress.	10 min		

**McREL Standard: IV b—Teaches plan instruction appropriate for their students.**

**Teachers collaborate with their colleagues and use a variety of data sources for short and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process they understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.**

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**TCLC Group:** Teachers—Core Content, SpEd, Electives, Fine Arts, CTE

**Blueprint Focus for this Meeting: Social and Emotional skills: Stress Management**

**Date:** 03/07/2019

**Objective:** By the end of the TCLC, teachers will learn about causes of stress, and consequences of dealing with stress, especially at the work place. Teachers will also learn how to support their students who are dealing with stress.

	Agenda Items	Time	McREL Standard	Notes/Actions to Take
<b>Initiation</b>	<p><b>DO NOW:</b> What are the different causes of stress?</p> <p>How do you identify the different causes of stress that are affecting your students?</p>	5 min		
<b>Collaboration</b>	<p><b>WE DO:</b> Teachers will learn how to cope with stress and how to teach students to cope with stress, especially during testing periods.</p> <p>Attendees will practice a couple of stress-relief exercises that can be implemented within their classes.</p>	30 min		
<b>Transformation</b>	<p><b>YOU DO:</b> Teachers will utilize resource provided by Mrs. deSalinas to plan a lesson and incorporate stress coping strategies in their classes and to support students as they consider possible outcomes that help avoid stressors</p>	10 min		<p><b>For Next TCLC:</b> Teachers will bring a video/picture implementing a stress management strategy within their classes.</p> <p>**email pic/video to M.Alvarado OR save to OneDrive or a USB.</p>

Teachers collaborate with their colleagues and explore different options to handle their stress. The goal is provide information on poor stress management and prevent its consequences. Teachers will be reminded that there is always a positive way to do everything and about different positive alternatives they can apply into their daily routine. The objective is to inspire our PSJA ECHS community to reinforce protective factor with their students and help them to avoid risk factor. Teachers are going to be provided with examples on how they can involve their students on simple stress relief activities.