

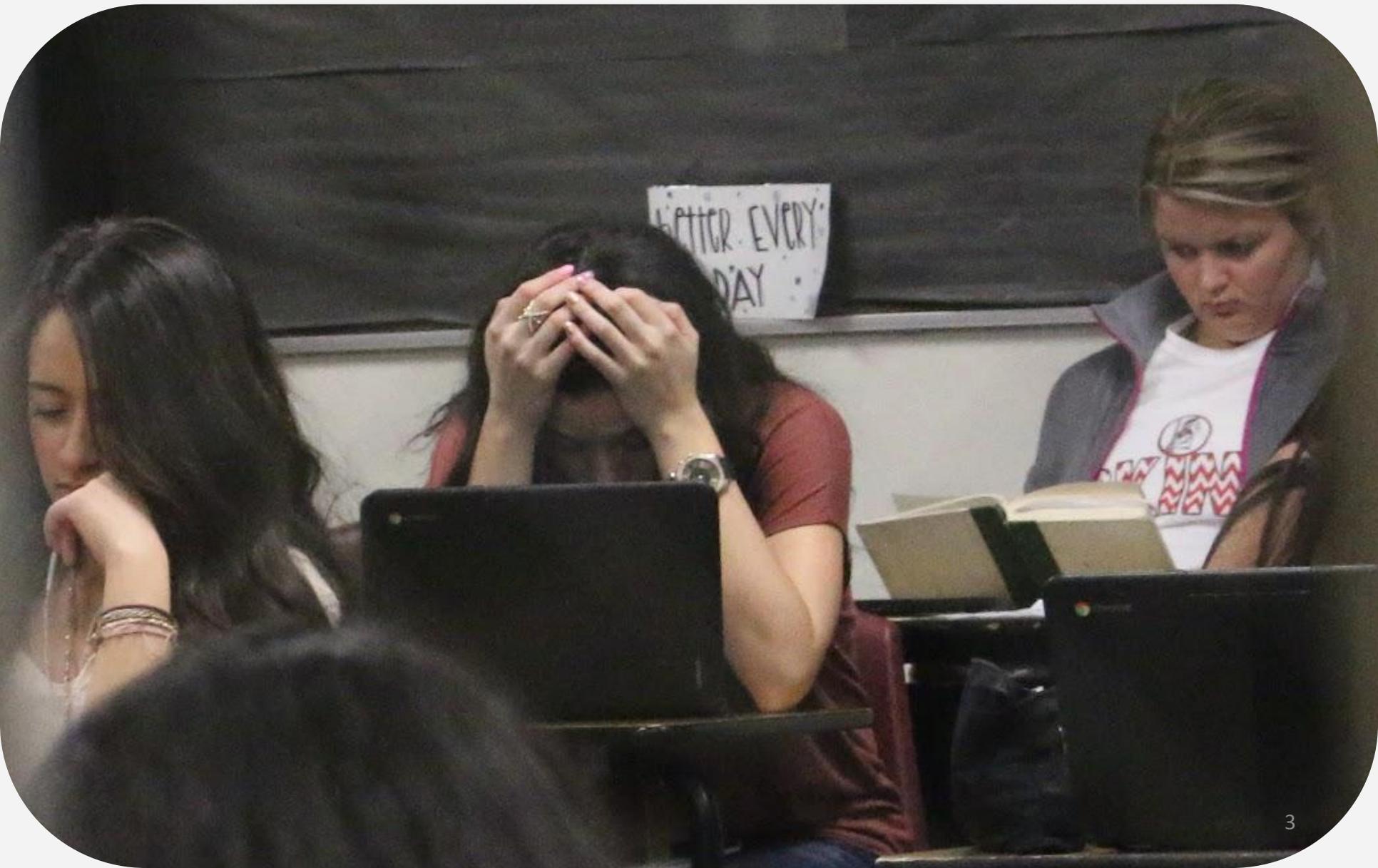
PLC SHOWCASE

Joshua Paulus and Eli Svaty (Seniors)

Our Reality in May of 2016



Our Students' Reality



1. WHAT DO WE WANT STUDENTS TO KNOW AND BE ABLE TO DO?



1. WHAT DO WE WANT STUDENTS TO KNOW AND BE ABLE TO DO?

1. Read

First Quarter PLC Showcase

2. Write

Second Quarter PLC Showcase

3. Think

CC Writing Standard 10: Write routinely over extended times (time for research,

4. Reflect

reflection, and revision) and shorter time (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

1b. WHAT WILL WE DO TO ACHIEVE THESE GOALS?

Implement
Reading
Journals



Reading Journal Requirements

1. Read
2. Annotate
3. Respond
4. Evaluate the Structure
5. Summarize

2. HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?

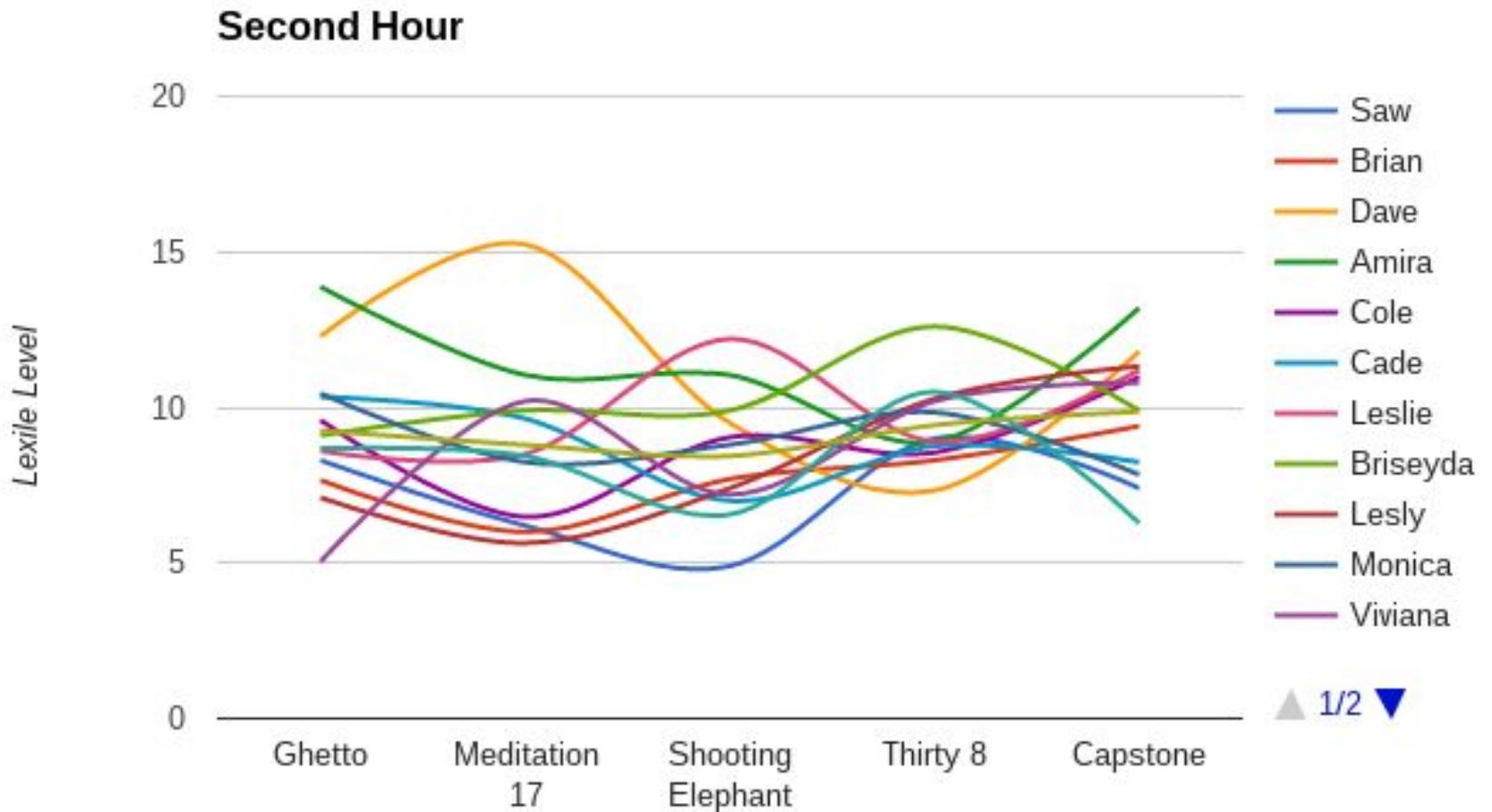
Intangibles

- Changes in Behavior
- Student Feedback

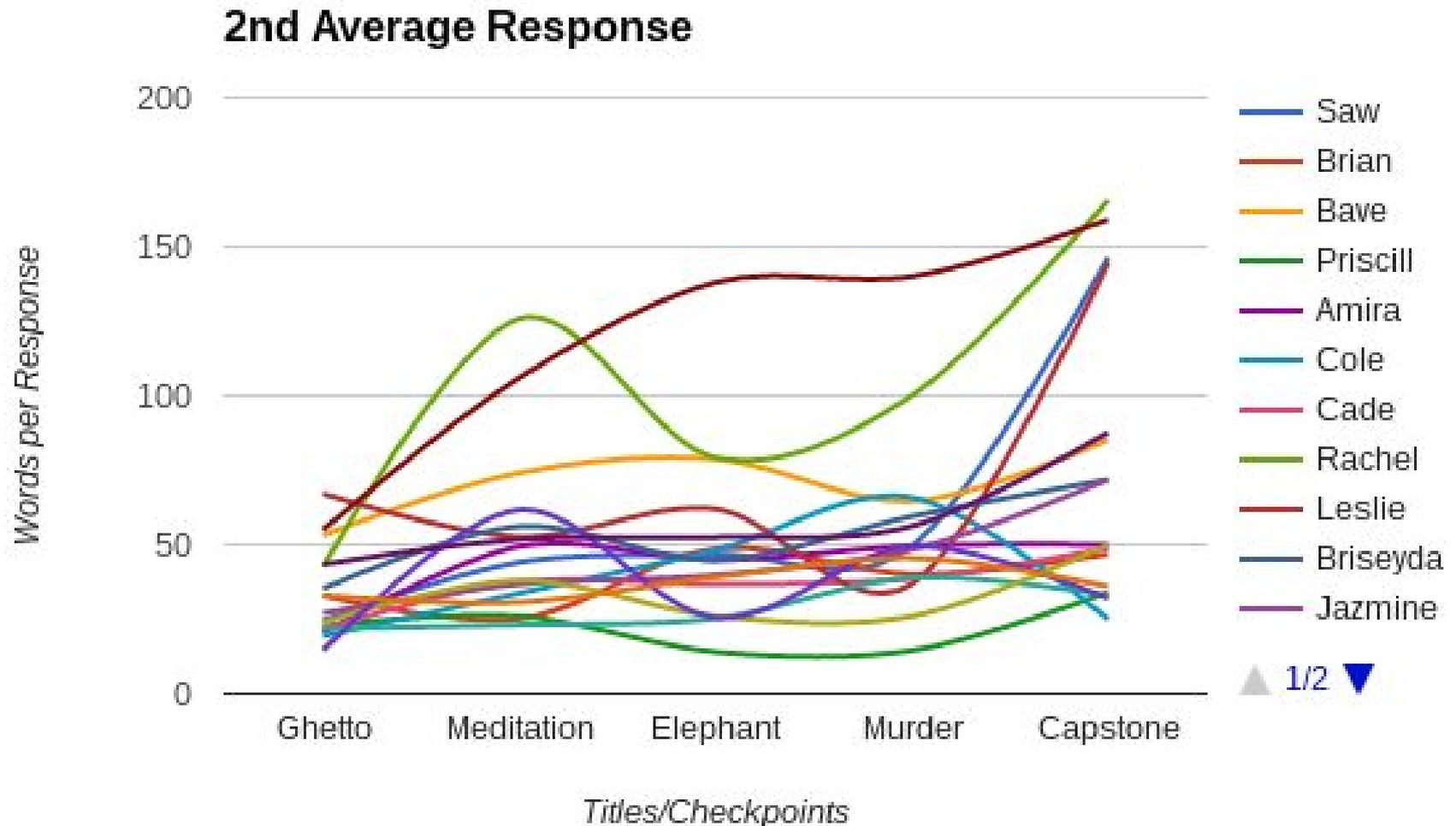
Tangible Evidence

- Lexile Scores
- Word Count

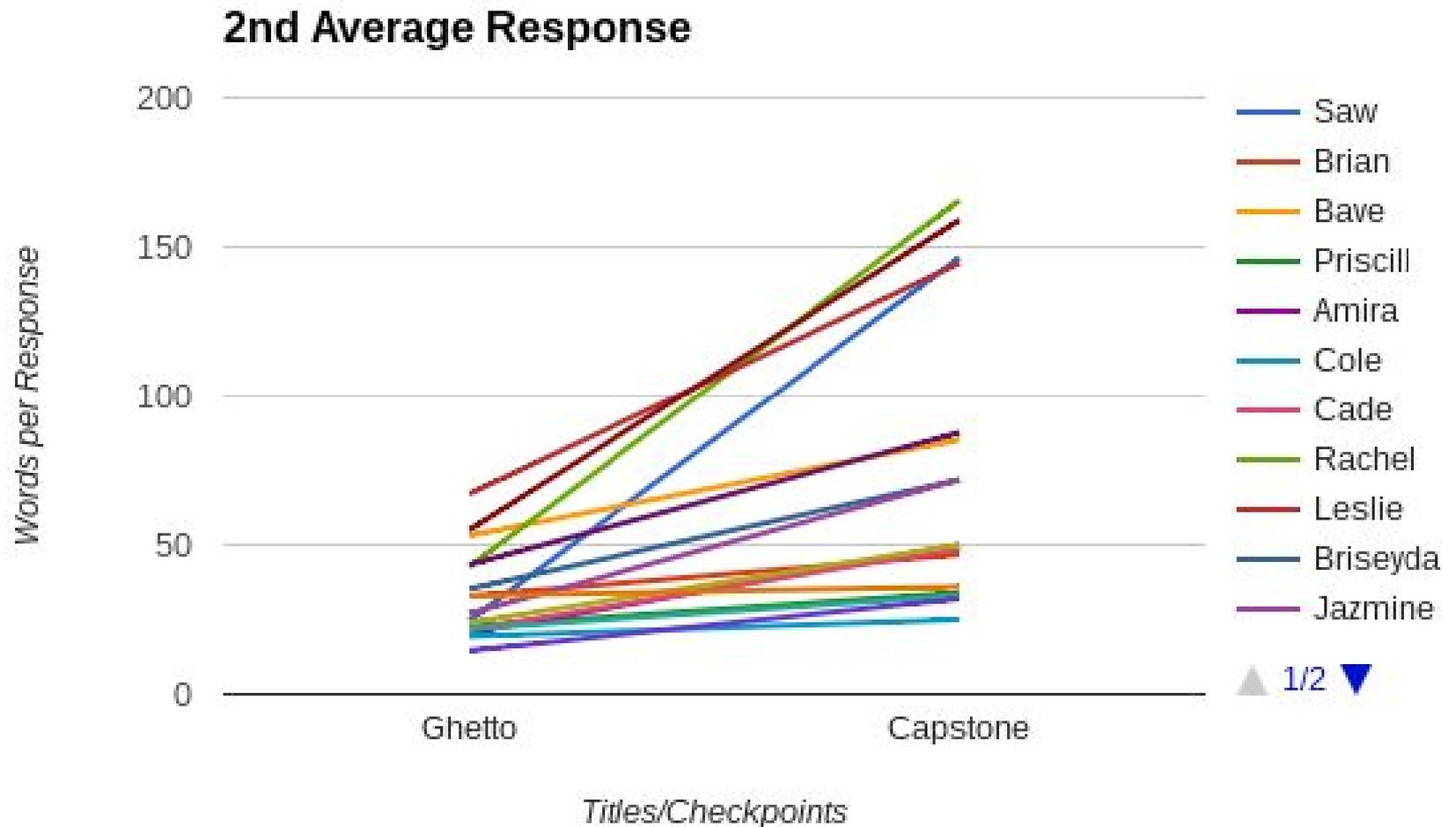
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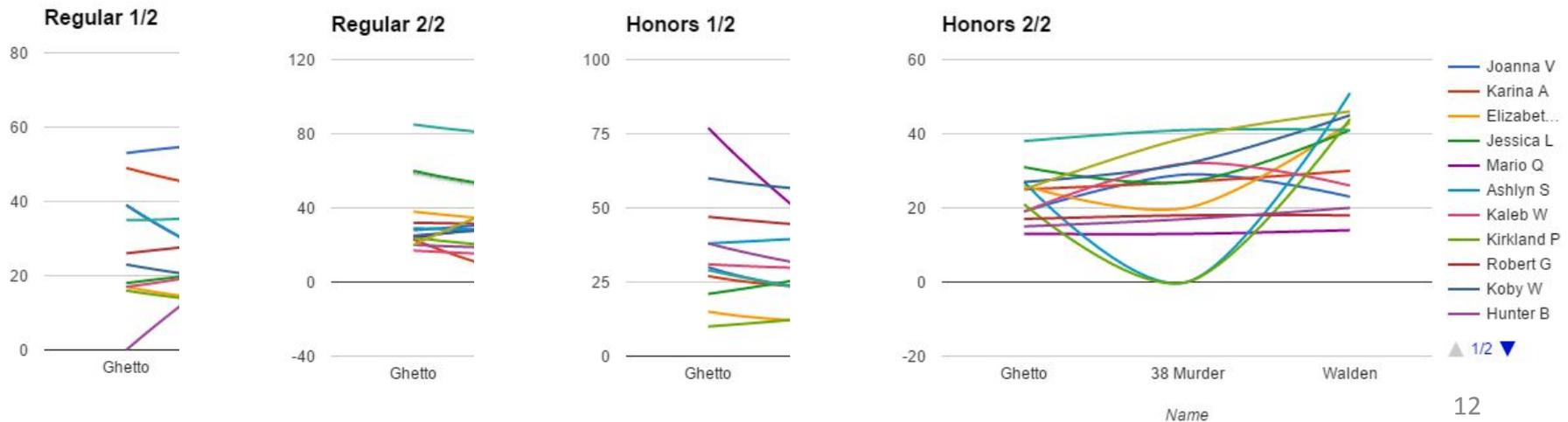
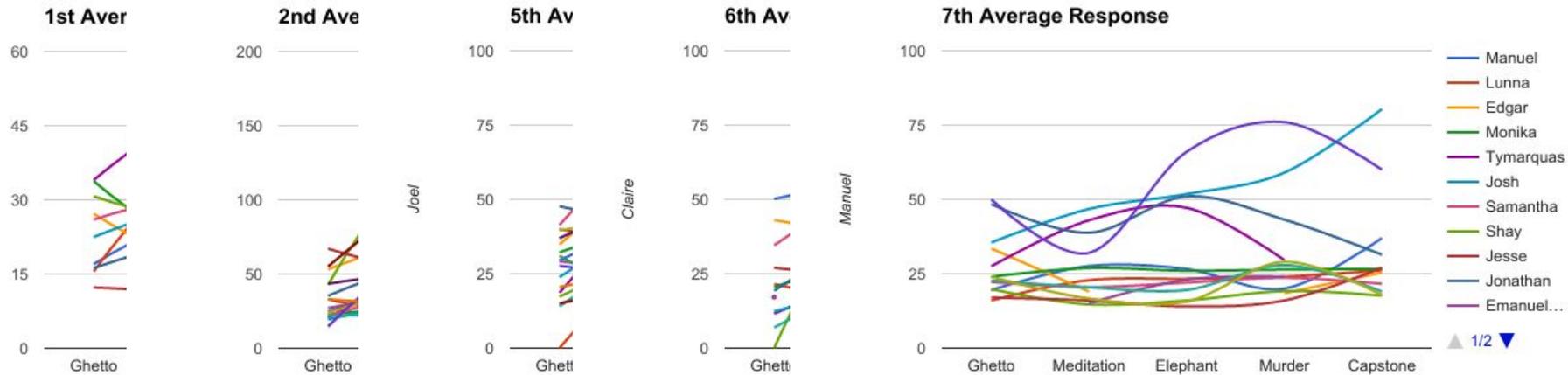
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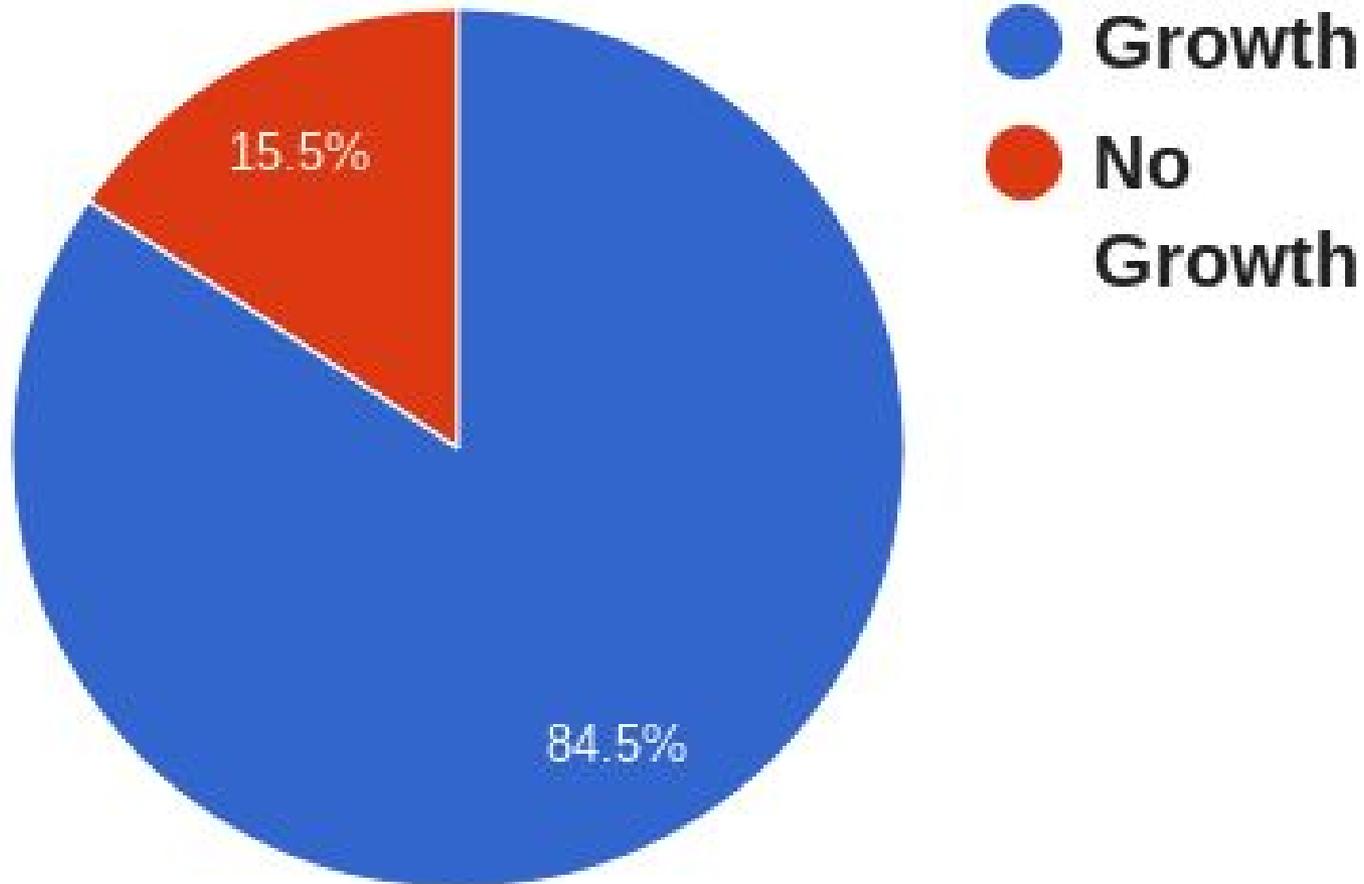


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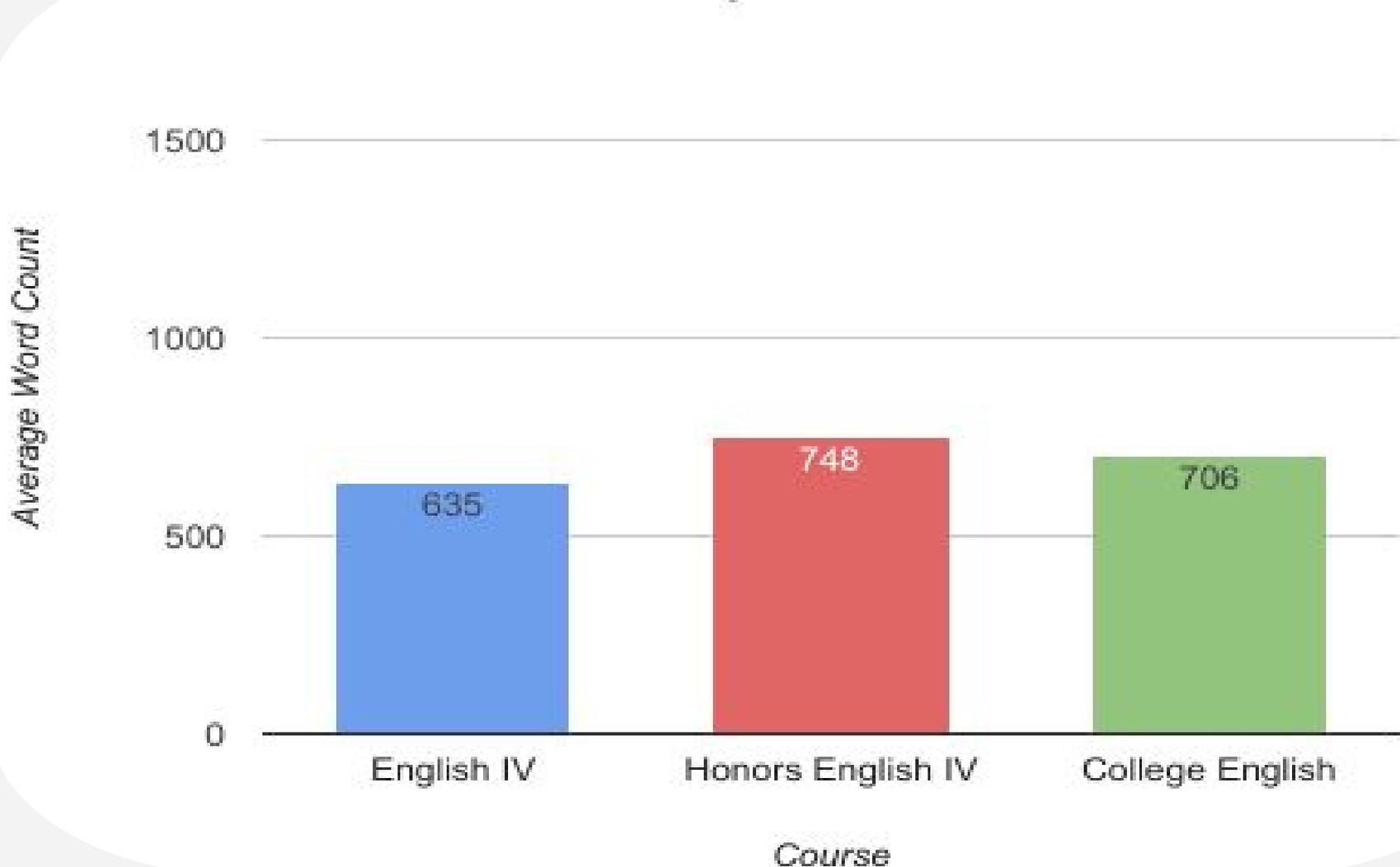
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Journal Word-Count Growth



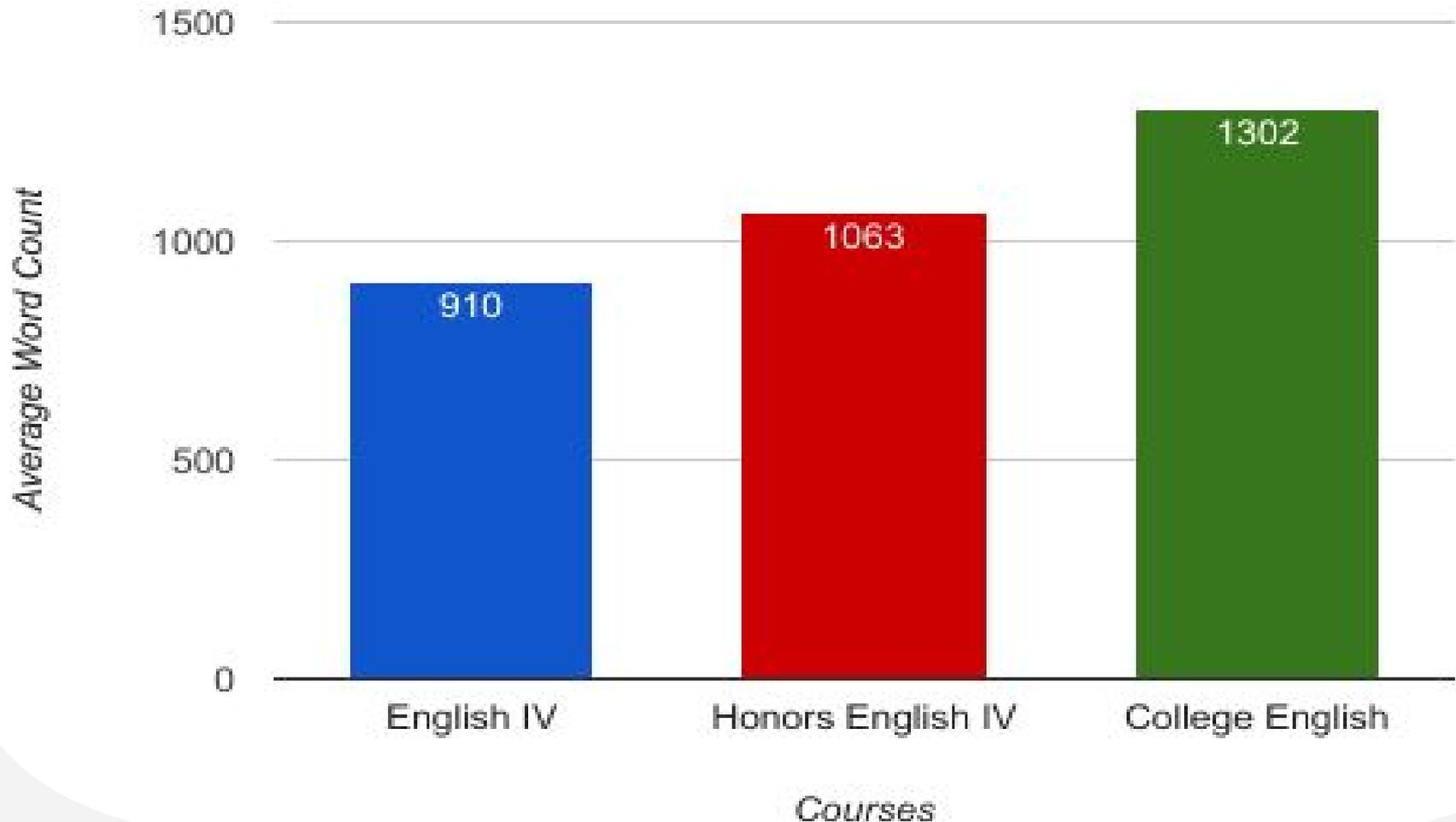
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2015 Narrative Essays



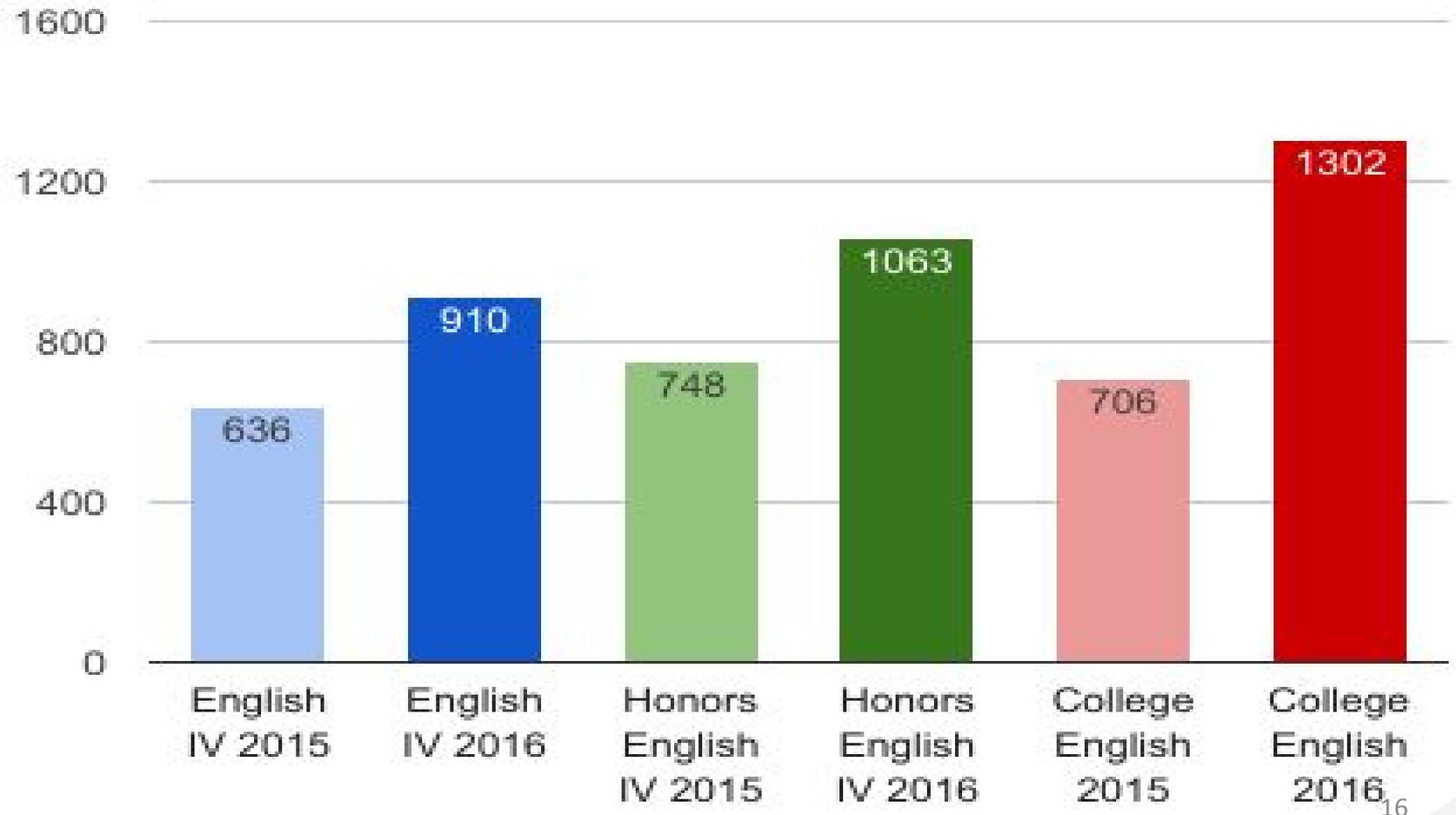
2. HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?

Narrative Essays 2016



2. HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?

Total Comparison



3. WHAT WILL WE DO WHEN THEY HAVEN'T LEARNED IT?

1. Compare Scores to Grades
2. Identify Patterns in Scores and Articles
3. Adjust future journals to reinforce class content

4. WHAT WILL WE DO WHEN THEY ALREADY KNOW IT?

1. Challenge students with more complex texts
2. Encourage the Franklin Technique
3. Empower students to find journal articles for use in class

NEXT STEPS

1. Track journal scores and essay results throughout the spring semester
2. Determine if these results are genuine or anomalous
3. Expand the journal model to other grades

NEEDED RESOURCES

1. Data Verification
2. Suggestions for Articles
3. Spare Journals for Students

At the end of the day, this is the reality
we want and have!

