ACES Hybrid PLC Meeting ONE: F2F Notes

Facilitator Notes:

The following copies would be helpful to provide at this face-2-face (F2F) PLC:

- The Participant Workbook (Includes all handouts required for the 3 PLC meetings)
- The TIF @ a Glance (The abbreviated version of the TIF)
- The Complete TIF (This is optional. However, for the 3rd PLC meeting they will need copies of the pages from the complete TIF that cover their focus category.)

There are two possible modes to use for the required outside collaboration around the outside tasks:

- **Google drive:** After each outside task, participants will add notes to the **_ACES Hybrid PLC I Outside Tasks Collaboration_** Google presentation. These notes can then be shown during the webinar. To have this google presentation shared with you, please email lia.conklin@spps.org. Make a copy of this and rename for your own PLC.
- **PLC Partner:** Participants will choose a PLC Partner during this F2F PLC. After outside tasks, participants will collaborate with their PLC Partner in the manner of their choosing (email, f2f, phone, etc.).
- The slides in the PowerPoints contain both options (so as to be a universal fit) so please indicate to your participants which option they will be using.

Topic (Time)	Description	Handouts Slides
Welcome (5 min)	Introduce yourself with a brief bio, including your past involvement and interest in the ACES project. Have participants introduce themselves including where and what they teach. Ask each to express one thing they hope to get out of participating in this PLC.	Slides: 2
Agenda & PLC Scope (5 min)	Hand out the PLC Meeting 1 agenda (p. 8). Go over the agenda, beginning with a check-in to see if any pre-task activities were not completed. If the readings were not completed, express that they would help to have that background knowledge going into this meeting but to please read them before meeting 2. Go over the agenda outlines for PLC Meetings TWO & THREE, also on handout.	HO: p. 8 Slides: 3-4
Why a PLC? (5 min)	Read the quote on the slide and allow everyone to reflect. Ask people to share characteristics of a PLC from their reading of the PLC Summary Pre-Task #1. Go over the characteristics of an effective PLC. Hand out PLC Purpose (p. 9). Read through and discuss the objectives for the PLC.	HO: pp. 3, 9 Slides: 5-6
Expectations (5 min)	Discuss the expectations for a PLC. Ask if everyone understands the expectations and is willing and able to meet them. Briefly discuss Pre-task #1. Ask "How does this reading apply to your students?"	Slides: 7-8 PLC Logistics CAELA brief PDF
ACES Overview & TIF Intro	Discuss the ACES purpose and background. Briefly describe how phase one is the "Zoom out" stance of looking at what our students	ACES: Slides: 9-10

(5 min)	need for successful transitions. Describe how phase two is the "Zoom in" stance as we look into our classes and at our individual students and see how we can help them develop the skills they need to transition successfully. Explain that the TIF outlines the skills needed for successful transitions to post-secondary education and training, workplace readiness, and increased participation in community and family. It is a guide, or overlay to our instruction, that helps us integrate skills into instruction. Hand out the The Complete TIF Sample Page (p. 10). Explain the layout of the TIF, indicating the skills, sub skills, sample activities, and contexts. Explain that two sub skills from each skill are exemplified through sample activities on a continuum of complexity. Show how technology sample activities are included for each of these sub skills as well. Refer everyone to the URL included at the bottom of the handout. Read through the eight categories of the TIF. Explain that they will be exploring these categories further a bit later in the PLC meeting.	TIF: HO: p. 10 Slides: 11-13
Ideal ACES Practitioner (20 min)	Using think/pair/share, have participants think about then generate statements with a partner or in a small group in response to the three prompts. Have them write their responses on flipchart paper to share with the larger group. Bring the full group together and have each small group read out the statements they generated regarding each prompt. Explain to participants that they will add to these notes before the next meeting in one of two ways (see below) and they will choose that later in the meeting. • *Google Drive:* Take a digital photo of the poster(s) to add to the Google presentation template *ACES Hybrid PLC I Outside Tasks Collaboration* which contains slides for participants to add notes about the ideal practitioner between meetings. (Make sure you create a "copy" of the template with your PLCs name. Share this with your PLC participants.) • *Email Option:* Copy the notes from the posters into an email to send to participants before meeting 2. Have participants "reply all" adding their new insights to the Ideal ACES Practitioner meeting 1 notes.)	Slide: 14 Flipchart paper & markers.
Get to know the TIF (10 min)	Explain that participants will explore the eight categories of the TIF. Divide the participants into small groups or partners. Give each group a set of matching strips (Activities pp. 2-5: prepared beforehand) and have them match the category labels to the definitions. Read each definition together and ask participants to share a classroom example of each. Skip the sharing of examples if time does not permit.	Prepared Activity: pp. 2-5 Slide: 15
TIF Skills & Sub	In a small group or pair, choose one of the 3 focus categories	Prepared

Skills (10 min)	(Effective Communication, Self-Management, and Critical Thinking) to look at further. Pass out a set of matching strips for the TIF skills and sub skills for the category of choice (Activities pp. 6-15: prepared beforehand). Each pair/group will match the sub skills to the corresponding skills in the chosen category. Then they will check their work against the TIF-at-a-Glance. (Hand this out <u>after</u> groups have completed the matching.) If time permits, cycle through the matching sets so that each group gets to look at each of the 3 categories. If there isn't enough time, have each group share out their category, skills & sub skills.	Activity: pp. 6-15 Slide: 16
TIF Skills Discussion (5 min)	After they match the skills & sub skills, have them answer these 2 questions: • What skills do you already teach in this category? • What skills would you like to add? Advise participants that they will be choosing one category of the 3 to focus on for the duration of the PLC and this activity can help inform their choice. Then have them match the skills & sub skills from the next category.	Slide: 17
Sharing Pre-Task #3 (10 min)	In a small group, discuss student goals recorded on the Learner Goals chart Pre-task #3. On the Learner Goals chart, label the final column "TIF Category". Consider which of the 3 categories of TIF skills these students need in order to take the steps they need to achieve their long-term goals.	HO: p. 6 Slide: 18
Outside Task #1: Preview (5 min)	Given a TIF category of choice (from the 3 TIF categories of focus), participants will choose at least one of their students to observe. On the Learner Observation Notes handout, participants will note the TIF skills/sub skills (from their focus category—that they will choose on the next slide) that their student demonstrates and which skills this student needs to develop. They will share these observations prior to the Webinar PLC Meeting TWO in one of the following two ways: • ***Google drive:*** After each outside task, participants will add notes to the ***<u>ACES Hybrid PLC I Outside Tasks Collaboration</u>*** for OT #1 -#2. Show these notes during the next webinar. • ***PLC Partner:*** After outside tasks #1 & #2, participants will share with their PLC Partner in the manner of their choosing (email, f2f, phone, etc.). Express the importance of completing the outside task along with PLC collaboration as overwhelmingly "collaboration" was reported as the number one benefit of PLC activities according to last year's PLC participants.	HO: p. 11 Slide: 19 *Optional:* Google Pres.
Break (15 min)		Slide: 20
Choose a PLC	Have participants consider the matching activity and the Learner	Slide: 21

Partner (5 min)	Goals discussion. Have them choose one category (critical thinking skills, effective communication, or self-management) of the TIF to explore for the duration of the PLC. Have them choose a **PLC Partner** to share with outside of the PLC meetings and to chat with during webinars. This may be someone who is exploring the same TIF category or, if they want to hear about one of the other categories, it may be someone who is exploring a different category. Encourage having all 3 categories represented in the PLC so that the full group has a richer experience by learning about the other categories targeted by the other groups.	
The ACES Process: Assess a Lesson (25 min)	Read through the ACES process on slide 22. Proceed to "Assess a Lesson" slide. Have participants look at the ACES grid (p. 12 Handout) and refer to the TIF @ a Glance **Critical Thinking** category (p. 9, TIF @ a Glance) to identify the CT skills. Bring their attention to the lesson components identified on the left-most column of the grid: Warm-up, Introduction, Guided Practice, Independent Practice, Extension, and Assessment. Explain that the "Pre-ACES" Lesson materials (pp. 13-16) and the following PPT slides will show each of those components featured. They will identify the **Critical Thinking** skills and sub skills that are addressed in each lesson component, noting them in the "assess" column of the grid (p. 12). Then have the full group turn to the Effective Communication category in the "TIF @ a Glance" (p. 2, TIF @ a Glance). Have them shout out different EC skills that appear to be addressed in the different lesson components. Then have them check their notes on their grids with slide 28.	HO: pp. 12-16 Slides: 22-28 *TIF @ a Glance* p. 9 & p. 2
Sample "Post ACES" Lesson (30 min)	Access the video clip of the lesson by clicking on the link in the PowerPoint slide. (If you will not have internet access, you will need to download this video to play on your computer). Watch the first 10 minutes or so of video (preferably projected) together as a large group. Continue to look at the **Critical Thinking** category, (p. 9, TIF @ a Glance) and identify sub skills that have been added to the "Post-ACES" Lesson and note them in the "complement" column of the grid (p. 12, Handouts). Compare these to pre-ACES lesson's skills/sub skills. (Note: The Lesson Plan for the "Post ACES" Lesson is on p. 17 if helpful.) Then have the full group turn to the Effective Communication category in the "TIF @ a Glance" (p. 2, TIF @ a Glance). Have them shout out different EC skills that appear to be addressed in the different lesson components. Then have them check their notes on their grids with slide 31.	HO: pp. 12, 17 Slide: 29-31 *TIF @ a Glance* p. 9 & p. 2
Outside Task #2: TIF-ed Lesson (5 min)	Revisit the ACES Process Grid. Discuss the directions (on the handout-p. 18) around TIF-ing a lesson and/or materials. Explain that participants will TIF a lesson, learner plan, or classroom materials using the A-C-E-S process and the ACES Process Grid. They	HO: p. 18 Slide: 32

	will try out this lesson (or materials) with their students. After trying out the lesson, they will jot down notes evaluating how they felt the lesson went. They will share these observations prior to the Webinar PLC Meeting TWO in one of the following two ways: • **_Google drive:_** After each outside task, participants will add notes to the **_ACES Hybrid PLC I Outside Tasks Collaboration_** for OT #1 -#2. Show these notes during the next webinar. • **_PLC Partner:_** After outside tasks #1 & #2, participants will share with their PLC Partner in the manner of their choosing (email, f2f, phone, etc.).	
ACES Action Plan & Collaboration (5 min)	Share your PLCs ACES Action Plan with recommended due dates for outside tasks and collaboration. Decide as a group if you will use the Google Drive option for collaboration or the PLC Partner option. It may also be possible to have some members of the group choose one, and some choose the other. The important thing will be that those who choose the PLC Partner option will need a partner who chooses the same option. (Note: If your group chooses the Google Drive option, you will need to make a "copy" of the **_ACES Hybrid PLC I Outside Tasks Collaboration_**_, name it, and "share" it with the participants after Meeting ONE.)_	Slide: 33 (This info may be included on your PLC Logistics doc.)
Ready, Set, Go-To! (5 min)	Get a feel for what people need to prepare for the Go-To training. You may choose to give them GoToTraining support docs at this meeting or email them this information. Let them know that ultimately they are responsible for working out access prior to the webinar. They should install Go-To training prior to the day of the webinar and seek IT help at their site as needed. Accessing the Go-To training at least 20 minutes prior to its start will also help them ensure they have a working connection.	Slide: 34 _Optional:_ Go-To-Training Docs: _Attendee Quick Ref.;_ _Trouble-shooting Tips_
Wrap-up/Q & A (5 min)	Discuss when the next meeting is: day, time, and place. Remind participants of the outside tasks. Answer questions. _Note: Make sure to send an email reminder before the first Outside Task is due! They will also receive a webinar invite & reminder prior to the webinar._	Slide: 35