

ACES PLC II Meeting ONE: Notes

Facilitator Notes:

Focus Category: Developing a Future Pathway

- PLC meeting TWO: Learning Strategies
- PLC Meeting THREE: Navigating Systems

Pre-Tasks:

- Pre-Task 1: Interview a student to identify his/her long-term goal(s)
- Pre-Task 2: Instructional Planning Tools (IPTs): Read a brief description of why to use a planning tool. Look at examples of a lesson planning tool, personal learning plan, skills checklist, etc. Choose a tool you would like to use, tweak it, or prepare your own that you will bring to PLC II meeting ONE. [Facilitators: have copies of each on hand in case people do not come with a planning tool]
- Pre-Task 3: Preview/review Developing a Future Pathway (DFP) category (DFP from TIF @ a Glance, p. 11). Choose lesson materials into which you can integrate DFP skills AND that you plan to use within 2 weeks following PLC meeting ONE. Bring these materials to Meeting ONE to work on during our collaborative work time.

The following copies would be helpful to provide at this 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 each PLC meeting they will need copies of the pages from the complete TIF that correspond to the focus category of each meeting: **Developing a Future Pathway (pp. 56-61)**, Learning Strategies (14-21), and Navigating Systems (62-67).

Topic (Time)	Description	Handouts Slides
Welcome (10 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 share their level of past involvement with the ACES project.	Slide: 2
Agenda, PLC Scope, & Expectations (5 min)	Hand out the PLC Meeting 1 agenda (p. 11). Go over the agenda, beginning with a check-in to see if any pre-task activities were not completed. If the pre-tasks were not completed, express that they would help to have that background knowledge going into this meeting but to please complete them before meeting TWO. Go over the agenda outlines for PLC Meetings TWO & THREE, also on handout. Explain that unlike PLC I, each meeting will focus on a different TIF category: Meeting ONE-DFP; Meeting TWO-LS; Meeting THREE-NS. Discuss the expectations and logistics (Facilitators must complete the PLC Logistics Template for their PLC, copy, and share with the group) for this PLC. Ask if everyone understands the expectations and is willing and able to meet them. Quick reminder of the PLC & ACES Purpose (p. 12)	Slides: 3-5 HO: p. 11 <i>HO PLC Logistics</i> Slide: 6 Slide:7 HO: p. 12

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<p>Goal-setting & Reflection (10 min)</p>	<p>Discuss participants ACES journeys. Use the following questions to guide the conversation:</p> <ul style="list-style-type: none"> • Since the last ACES PLC until now, what have been some of your ACES highlights? What have been some challenges? • What do you want to make happen this time around? <p>Write the ACES goal on handout p. 12.</p>	<p>Slide: 8 HO p. 12</p>
<p>Name that TIF category (5 min)</p>	<p>The TIF is becoming a household name. Hollywood producers have latched on to this trend. Read the title of each Hollywood movie and match it to the TIF category it promotes.</p> <ul style="list-style-type: none"> ○ A Beautiful Mind (Numeracy) ○ (LS) ○ The Dead Poets’ Society (ALS) ○ Lost in Translation (EC) ○ The Matrix (NS) ○ Dangerous Minds (CT) ○ Bruce Almighty (SM) ○ Back to the Future (DFP) 	<p>Slides: 9-18</p>
<p>Learner Goals Pre Task #1 (15 min)</p>	<p>Share Pre-Task #1 student goals in small groups. Have participants refer to the DFP category of their TIF at a glance (p. 11). Discuss which skills the interviewed students need in the DFP category. Identify the skills & sub skills needed and share with the group. (This will be the introduction or review of the DFP category to set up this meeting so get specific with the skills/sub skills.)</p> <p>After they discuss the skills & sub skills, have them answer these 2 questions:</p> <ul style="list-style-type: none"> • What skills do you already teach in this category? • What skills would you like to add? <p>Explain that we will revisit this activity in meetings TWO & THREE to look at which skills are needed in LS and NS as well.</p>	<p>Slide: 19-20 HO p. 4 TIF @ a Glance (p. 11)</p>
<p>DFP Sample Activities: The Complete TIF (15 min)</p>	<p>Hand out the DFP category of The Complete TIF (pp. 56-61) or have participants refer to this category in their copy of the complete TIF. Review 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.</p> <p>Have participants complete the activity on Handout p. 13.</p> <ul style="list-style-type: none"> • Read the sample activities provided • Choose at least 2 sample activities you could try with your students. Make sure at least one of them is a technology example. • Fill out the grid with your choices & tweaks. Make sure to include the DFP skills and sub skills addressed. • Share your “finds” and “tweaks” with the group. 	<p>Slides: 21-23 Complete TIF: DFP (pp. 56-61) HO p. 13</p>

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<p>Planning with ACES in Mind Pre Task #2 (15 min)</p>	<p>Discuss why we use instructional planning tools (IPTs) and review the sample IPTs provided for Pre-Task #2 (pp. 5-8). Have participants share the tools they brought (from sample IPTs sent out for PT#2, tweaks from the sample IPTs, or their own IPTs). Participants will choose a planning tool that they will use during the PLCs instructional planning “Work Time”.</p>	<p>Slide: 24 HO pp. 5-8</p>
<p>Break Time (15 min)</p>		
<p>A Tale of Two Contexts: The ACES Process The Classroom (30 min)</p>	<p>Review the steps in the ACES process; review evidence of student learning Discuss the contexts of the classroom and the one-room-schoolhouse. Explain that we will look at applying the ACES process to each of these contexts. Context: The Classroom IPT: Lesson Plan (LP)</p> <ul style="list-style-type: none"> • Share the pre-ACES DFP lesson and together identify the skills and sub-skills it addresses. • Watch the Post-ACES Lesson one segment at a time as indicated on the TIF-ing the Classroom Grid (p. 14) and the slides. <ul style="list-style-type: none"> ○ Warm-up: 0:00-5:00 ○ Introduction: 5:00-8:03 ○ Guided Practice: 8:30-17:38 ○ Independent Practice: 17:38-19:39 ○ Extension: Not featured-see lesson plan • Identify the skills & sub skills from each segment and jot them on the grid (p. 14) after watching each segment . • Check your notes with the slides. • Reflect on the ‘E’ and ‘S’ of the ACES Process for this lesson 	<p>Slide: 26 Slide: 27 Slides: 28-47 HO pp. 14-15 TIF @ a Glance (p. 11)</p>
<p>A Tale of Two Contexts: The ACES Process The One-room Schoolhouse (15 min)</p>	<p>Context: One-room-schoolhouse Watch the interview with the instructor of a one-room schoolhouse.</p> <ul style="list-style-type: none"> • Observe the system she uses to TIF the lessons for her learners. • What kind of instructional planning tool does she use in this setting? How does she use it? • What kinds of pre-ACES materials does she use and how does she TIF them? 	<p>Slide: 48 HO p. 16</p>
<p>What works best for my setting? (10 min)</p>	<p>Consider both the classroom and the one-room schoolhouse contexts. In small groups, discuss these questions:</p> <ol style="list-style-type: none"> 1. Which process would work best in your setting? (Classroom or 1-room schoolhouse?) 2. Why did you choose that option? 3. How would you tweak either process to better fit your setting and learners? 	<p>Slide: 49 HO p. 16</p>

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	4. Is there a way to combine the two processes to get the best of both worlds?	
Work Time! Instruction Planning Pre-Task #2-3 (25 min)	Have participants take out the IPTs they brought/chose (Pre-Task #2) and lesson materials they brought as part of the requirements for Pre-Task #3. In pairs, have participants discuss their proposed ACES lessons and get feedback from their partner. Participants will use their IPT for their instructional planning noting the DFP skills/sub skills they intend to address and how they intend to address them. Ask 2 or 3 participants to share their plans with the larger group.	Slide: 50 IPT of choice
Outside Tasks #1-3: Preview (5 min)	<p>Outside Task #1: TIF-ed lesson implementation: Participants will deliver their TIF-ed lesson they began planning and share a summary of the lesson, their evaluation and their study & reflection of the lesson at Meeting TWO.</p> <p>Outside Task #2: Participants will evaluate and tweak their IPT and share at Meeting TWO.</p> <p>Outside Task #3: Review/preview Learning Strategies category (LS page from TIF @ a Glance, pp. 3-4). Choose lesson materials that you plan to use within 2 weeks following PLC meeting TWO that you could integrate LS skills into. Bring these to work on in Meeting TWO.</p> <p>Go over a possible work plan for participants to follow. Together, set due dates for outside tasks.</p>	Slide: 51-53 HO: p. 16
Wrap-up/Q & A (5 min)	<p>Share the ACES resource library for the DFP category and the upcoming LS category.</p> <p>Discuss when the next meeting is: day, time, and place. Remind participants of the outside tasks.</p> <p>Answer questions.</p> <p><i>Note: Make sure to send an email reminder before the first Outside Task is due!</i></p>	Slide: 54-55