



# DEMOCRACY PREP BATON ROUGE

Work Hard. Go to College. Change the World!

## PLCs & Coaching

Response to COVID-19 Closures 2020

### PLCs

PLC GOAL (until 4/10): Analyze & create a plan for scholar/family outreach based on ***scholar engagement trends***

AGENDA for PLCs:

Track Scholar Engagement Data (on tracker)

Set plan for outreach for scholars who are not yet engaged in last two lessons

### Coaching 1.0

Leader pre-work:

- Select a scholar task prior to focus on during the meeting
- OR**
- Select data view to use in discussing scholar engagement
- AND**
- Review scope and sequence of lessons (Google calendar)

Teacher and leader will...

- Read through graded work submission and review teacher feedback given on scholar work checking for alignment to the Criteria for Success and ensuring that feedback is clear enough for scholars to implement without assistance
- OR**
- Review data together to name the gaps in scholar engagement
- THEN**
- Discuss next steps in how to support scholars who are excelling or struggling with online learning
- Discuss how to effectively leverage office hours to proactively support scholars (i.e. telling scholars to come to specific office hours where the teacher will create a review to target specific content , they noticed the scholar struggled)
- END W/**
- Reference the scope and sequence for the content area
  - Together the leader and teacher will discuss the teachers upcoming planning requirements; adhering to prioritized standards, alignment of activities, scholar work collection

Follow-up:

- Leader and teacher then looks for implementation of the feedback in scholars' future work
- Leader review upcoming lesson plans for correct scope and sequence



## Coaching 2.0

### Leader pre-work:

- Select a video of the teacher's instruction and a short 1-2 minutes to watch
- Name a "what and how" action step
- Select an exemplar to study
- Select the upcoming lesson you want to rehearse
- Review scope and sequence of lessons (Google calendar)

### Teacher and leader will..

- Watch a lesson video with the goal of the teacher naming what worked well and what did not (gap should align to your planned gap; if it doesn't, name for the teacher what you noticed and what you want them to focus on)
- Review all activities to check for alignment to the skill taught in the lesson video.
- Discuss glows and pushes on the delivery of instruction and instructional material/resources as shared via email and/or observation feedback form
- (as needed) Coach will frame other teaching videos to watch together (See it) and explain the focus of the video, to then debrief the qualities that made the video strong and name the area of focus for the teacher's delivery of instruction (Name it; ie: clarity in language, stamping the objective, use of technology, wait time, etc.)
- (as needed) Teacher will select an upcoming lesson to rehearse (Do it) with the coach pausing practice to give real-time feedback
- Reference the scope and sequence for the content area
  - Together the leader and teacher will discuss the teachers upcoming planning requirements; adhering to prioritized standards, alignment of activities, scholar work collection

### Follow-up:

- Leader will circle back to teacher plans to check for implementation of feedback.