

PLC Reflection

1. As a team, look at your data. In which stage are most students? Emergent, early, transitional, or fluent? Read and discuss the section on that reading stage. What did you learn that you will try with your students?
2. How often are you working with students in small group? Bring your schedules to a PLC meeting and discuss how to make time to work with small groups daily.
3. Choose one small group from your class to focus on. Jot notes about this group's progress at the end of each week. Then bring your notes to share at a PLC meeting. What has worked well with this small group?

What hasn't gone so well?

What can you learn from each other to help your students?

4. Visit each other's classrooms during a PLC meeting. Look at each small group area. What do you notice about location, organization, and materials?

What will you do in your small group space as a result?

Help each other to maximize the small group area in each classroom.

5. Choose a small group focus that will impact students across your grade level (e.g., oral language, phonological or phonemic awareness, high-frequency words, phonics, comprehension, fluency, vocabulary, writing). Our focus is _____. Work as a team to choose books or materials and plan a lesson or two that will help you teach this focus. Then teach that lesson and share the results at your next PLC meeting. What did you learn?