

**S E M A
L : 2019-20 C
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**RESEARCH IN
MATHEMATICS
EDUCATION**



of Teachers and Leaders : Building a PLC Effectively



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Spring 2020
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STEM Academ for Teachers and Leaders: 2018-19 Coaching and PLC Evaluation

Background Information

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Coaching Evaluation Questions

Description of STEM Academy Teacher Coaching and PLC Meetings

Participating Teachers and Their Schools

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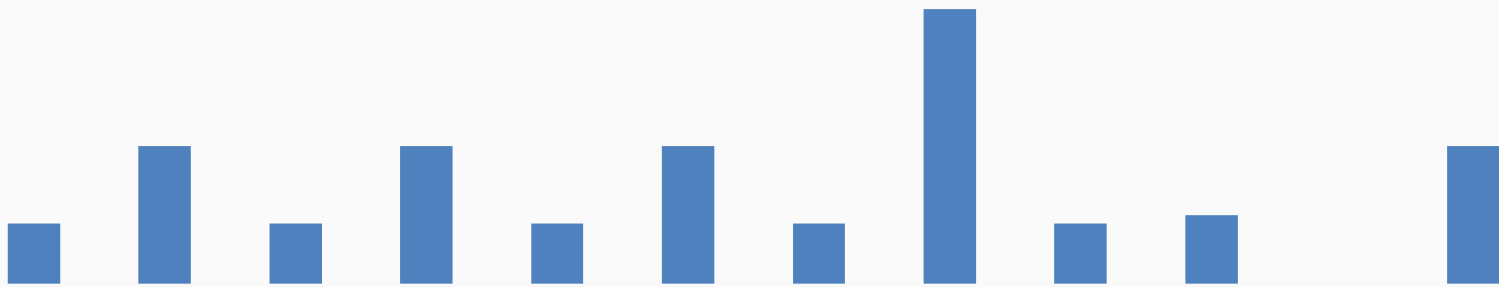
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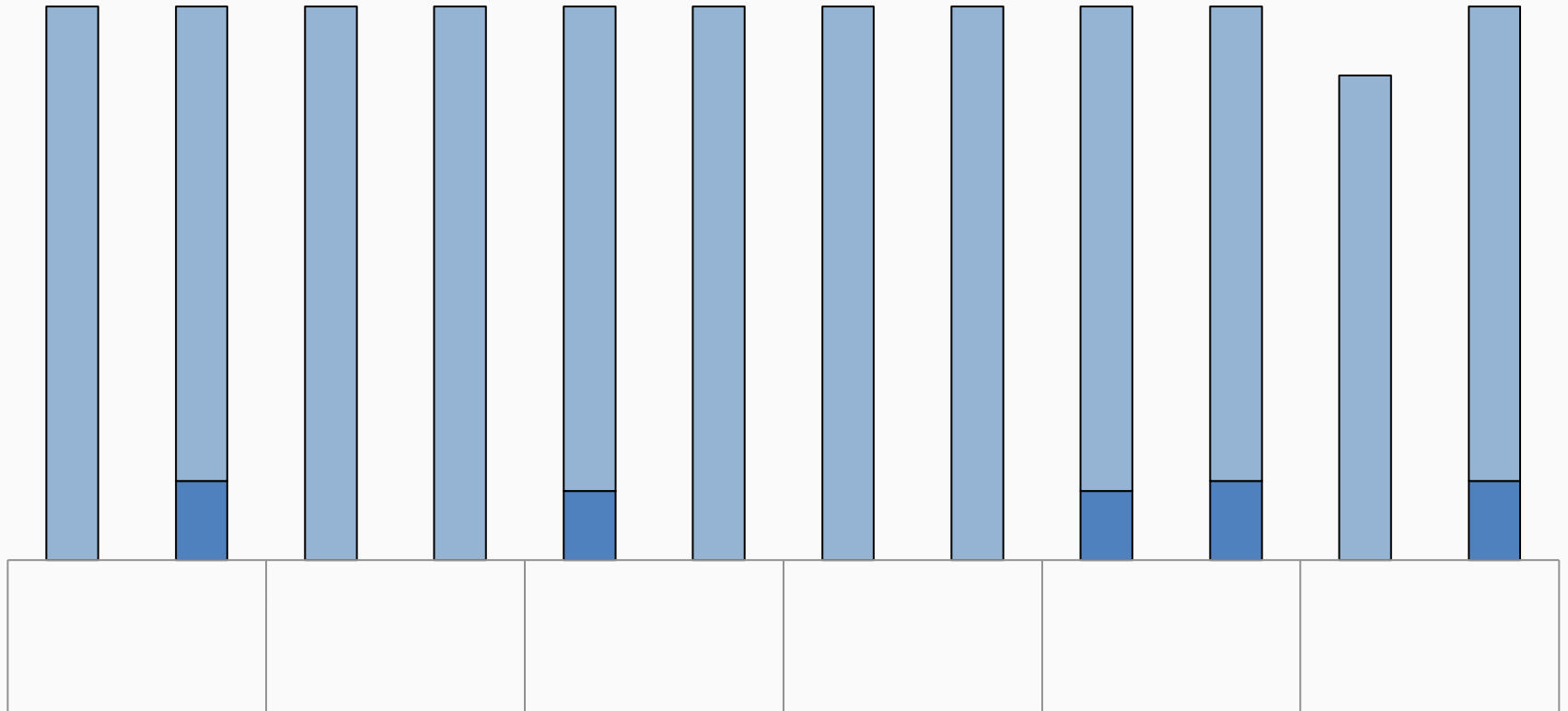
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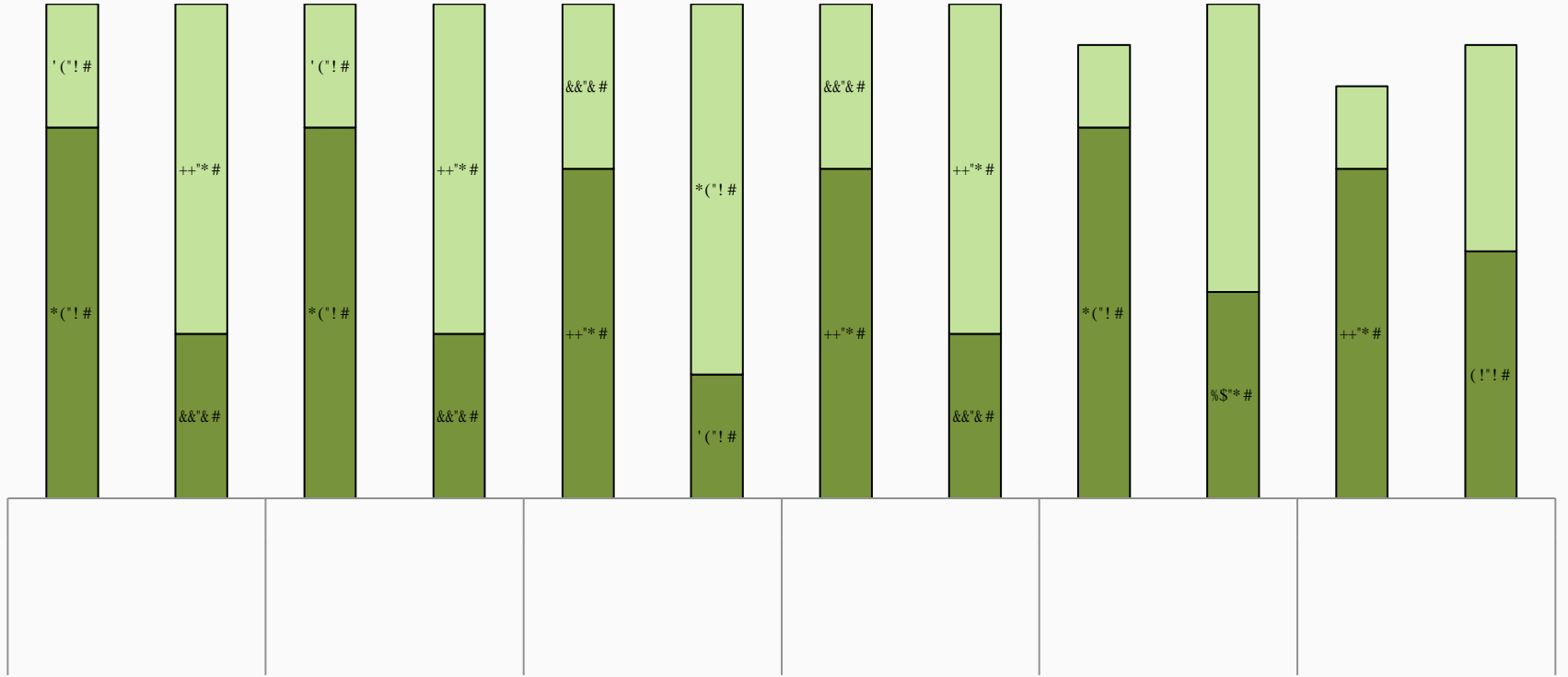
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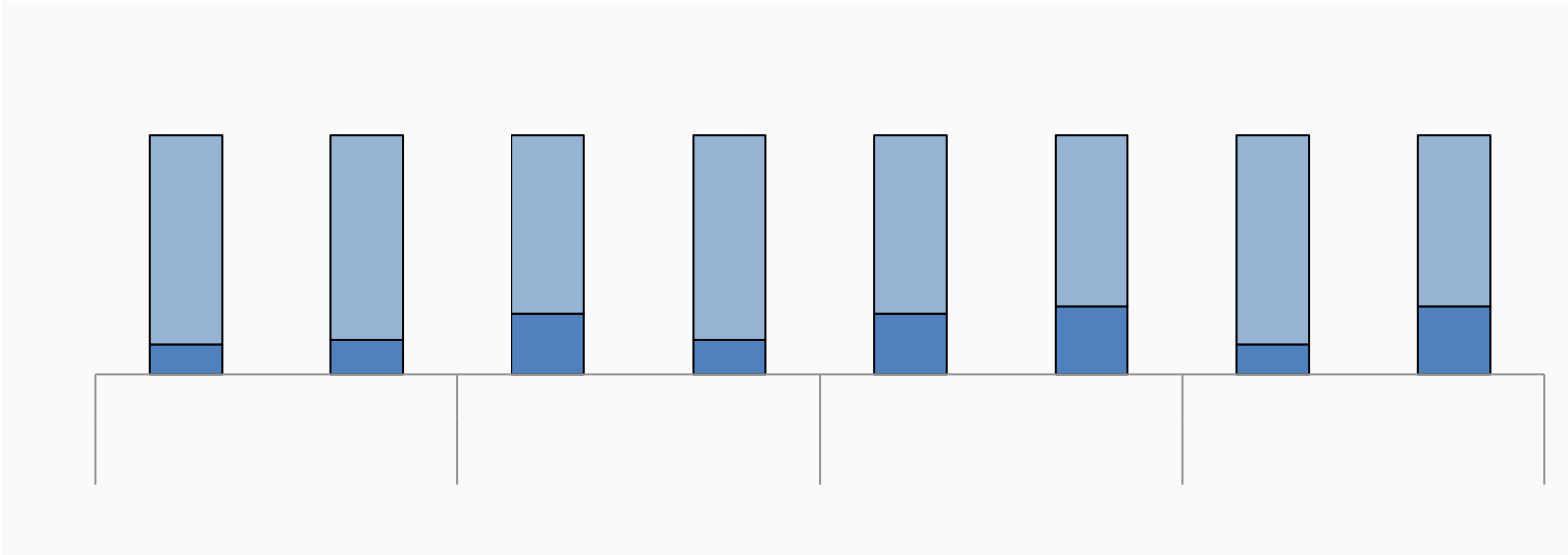
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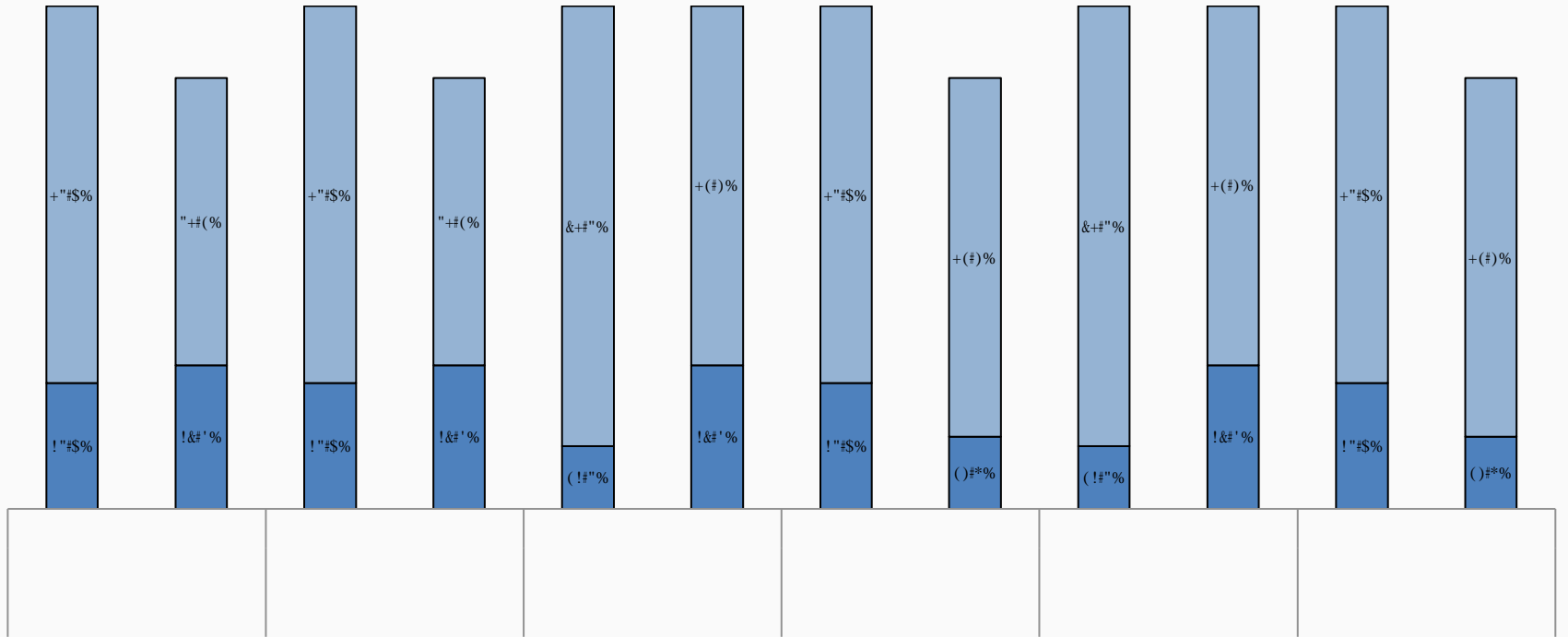
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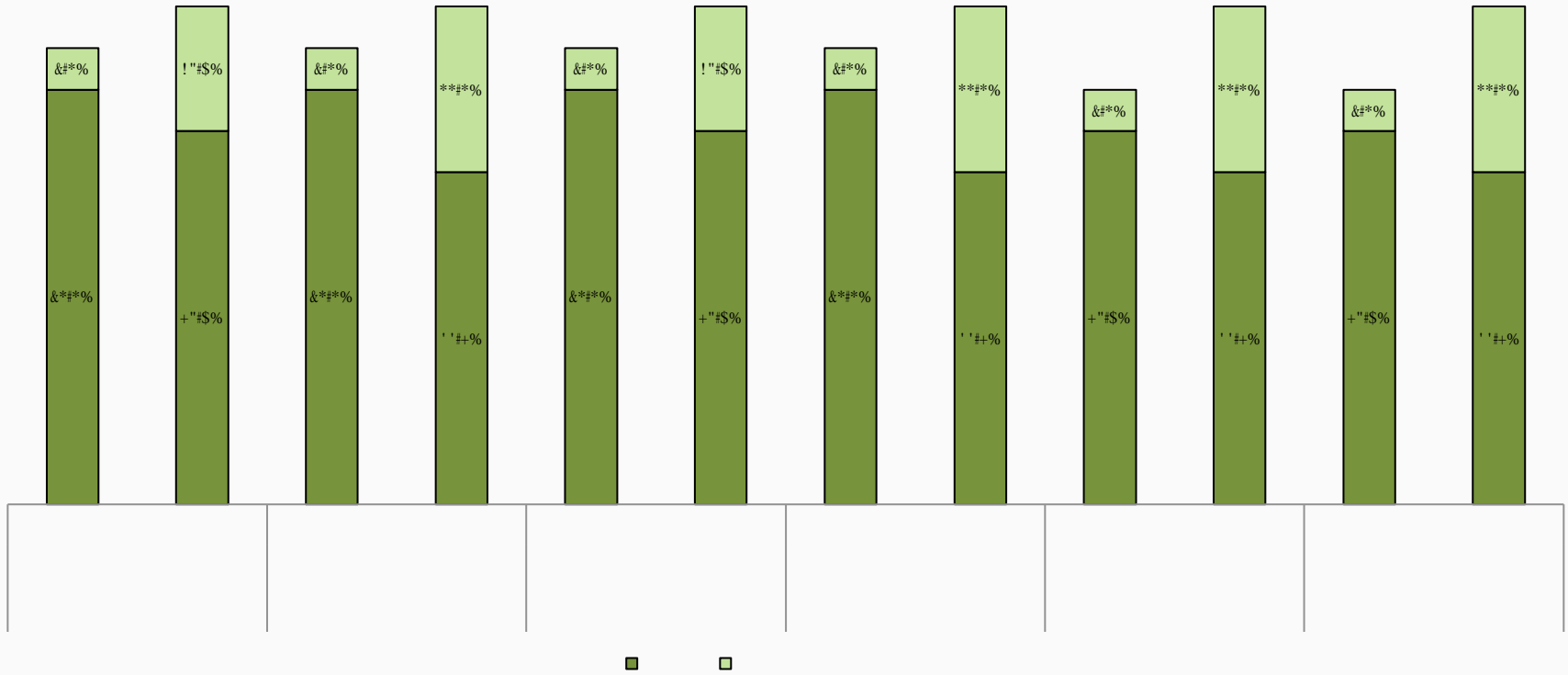
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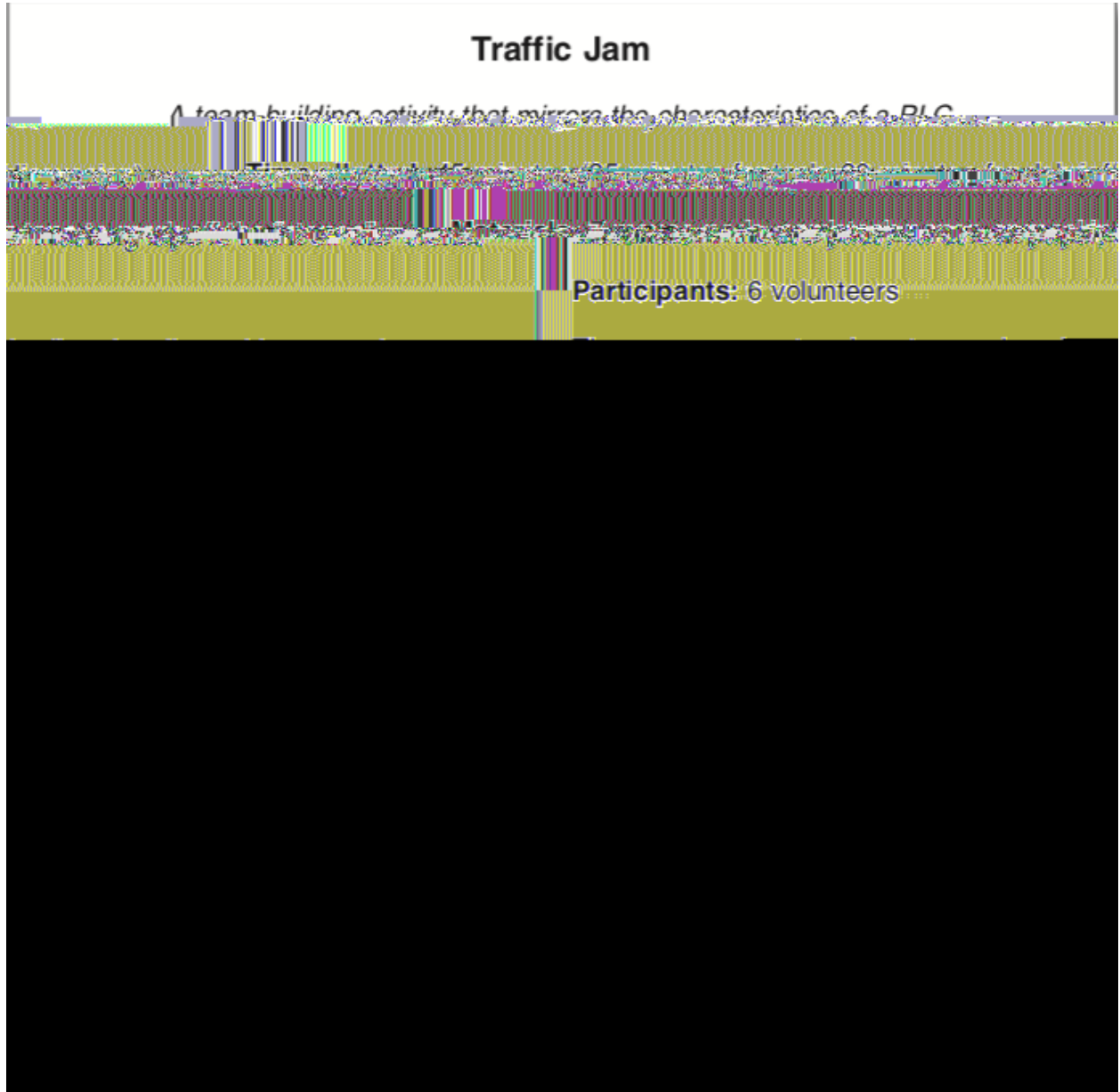
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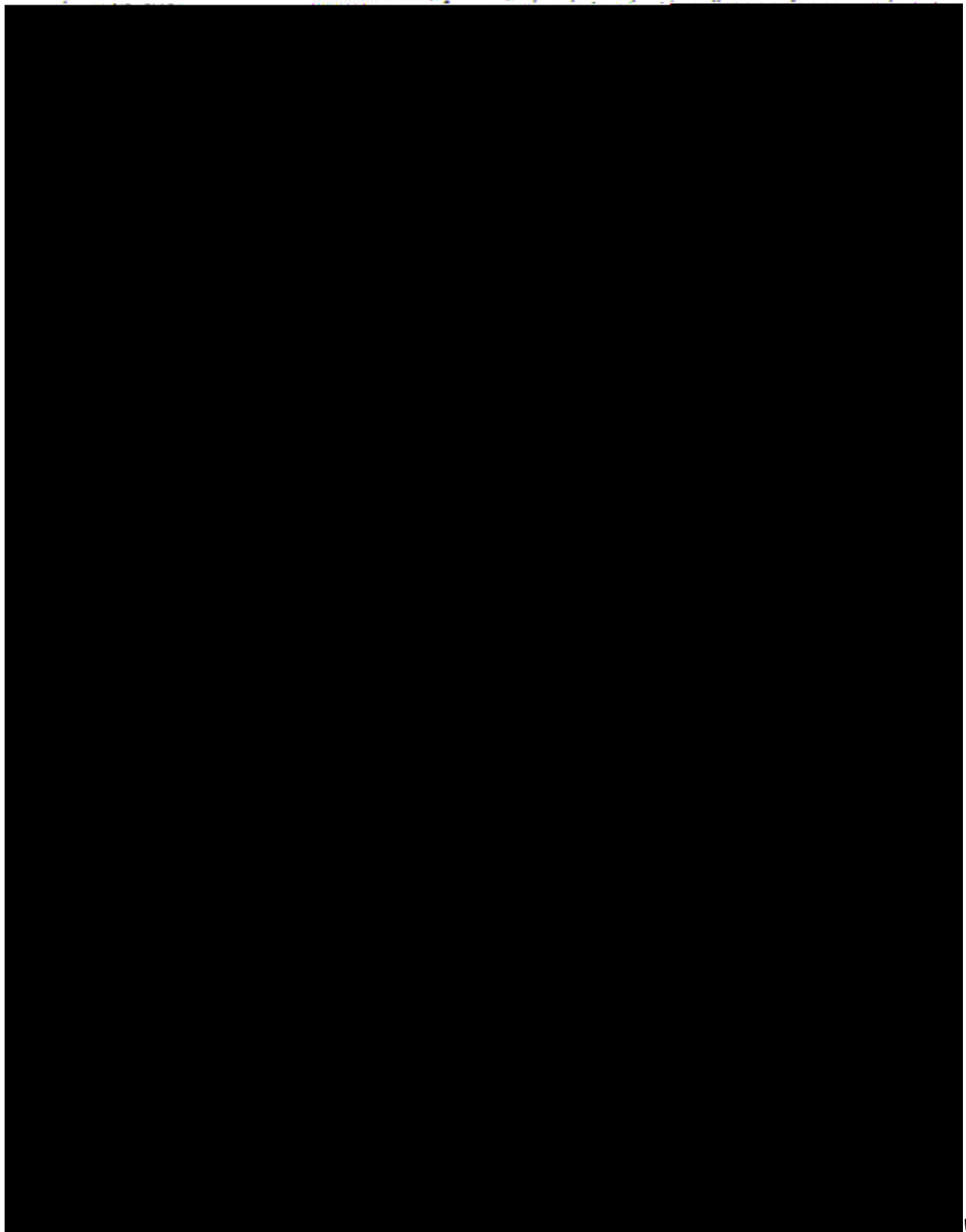
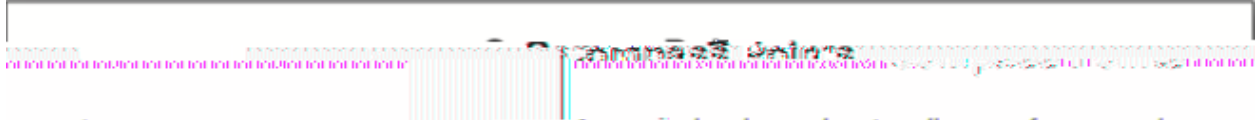
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Peeves & Traits Protocol

Time: 20 minutes

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Norm-Setting Protocol

Time: 60 minutes

7") and a black marker. 1. The coach gives participants three index cards (5" x 7") and a black marker. 2. Writing on only one side of the card, participants write down one group norm they

Many cards as they like to be

participants. Each 3. The coach collects all cards and randomly passes them out to partic

participants. Some have to present their group norms orally to the rest of the

group. The coach collects the cards and hands the group a copy of the norms.

and identify similarities between

4. Dissent option After the coach posts a norms into categories, find out some will

be strong norms. Some norms may be weak or not applicable to the group.

5. If a norm is not applicable to the group, the coach can remove it. (5 minutes)

6. As a whole group, the facilitator leads a discussion of each group of

norms. The coach can ask the group to discuss the norms and how they

will be used to guide the group's behavior. The coach can also ask the group

to discuss the norms and how they will be used to guide the group's behavior.

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Tuning Protocol

Developed by Joseph McDonald and David Allen

5 minutes)

1. Introduction

2. Presentation (15 minutes)

The presenter has 15 minutes to share the content of the student work. The presenter should first explain the context of the student work. The presenter should then describe the student work and the assignment or project that generated the student work.

Assignment or project

5 minutes

3. Clarifying questions

The audience has 5 minutes to ask clarifying questions of the presenter. The presenter should answer the questions to the extent possible. The presenter should also clarify any questions that may have been omitted in the presentation that they feel are important to understand the context for the student work. Clarifying questions should be asked in a respectful and non-judgmental manner.

4. Examination of Student Work Samples (15 minutes)

The audience has 15 minutes to examine student work samples. The audience should examine the student work samples in light of the presenter's teaching question. The audience should discuss the student work samples and provide feedback to the presenter. The audience should also discuss the student work samples and provide feedback to the presenter. The audience should discuss the student work samples and provide feedback to the presenter.

5. Examination of Student Work Samples (15 minutes)

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Examination of student work samples

- Presenter is selected to discuss one of their work samples

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7. Reflection (5 minutes)

• This activity is designed to give participants a chance to reflect on their experience and to share their thoughts with the group. It is a good opportunity for participants to discuss any questions or concerns they may have and to provide feedback on the session. The facilitator should encourage participants to be open and honest in their reflections and to listen to the reflections of others. The activity should be facilitated in a way that allows participants to share their reflections in a safe and supportive environment.

8. Debrief (5 minutes)

- Facilitator-led discussion of this unique experience.

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1. Organizational Process

The original written by Katherine Lyman, Bishop High School, Santa Rosa, California, was revised by the following individuals:

- Michael D. Lyman, Bishop High School, Santa Rosa, California
- James D. Lyman, Bishop High School, Santa Rosa, California

For others interested in... The following list of steps attempts to formalize the process:

1. The organization should be established as a non-profit corporation.

2. The organization should be established as a non-profit corporation.

3. The organization should be established as a non-profit corporation.

4. The organization should be established as a non-profit corporation.

5. The organization should be established as a non-profit corporation.

6. The organization should be established as a non-profit corporation.

7. The organization should be established as a non-profit corporation.

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