Building a Professional Learning Community

TO SUPPORT THE READING AND WRITING TOOLKITS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Professional Learning Community Series for Reading and Writing Toolkits

The professional learning community (PLC) model. . .

- provides a framework to build teacher capacity;

- allows collaborative teams to focus on improving student leaning;

- develops a solid, shared mission, vision, values, and goals;

- supports ongoing learning and opportunities to apply and practice research-based instructional practices and strategies.

Learning Intention

- To teach you how to implement a PLC Series aligned with the Reading and Writing Toolkits for students who are deaf and hard of hearing.

Agenda

1. How Are Things Organized

2. How to Get Ready for a PLC Series

3. How to Implement a PLC Session

4. How to Use Other PLC Supports

5. What are Next Steps

How Are Things Organized

PaTTAN Toolkits

Reading

Word Analysis
Fluency
Retelling
Vocabulary
Comprehension
Content Engagement

Writing

The Writing Process
Micro-level Writing
Genre-specific Writing
Content Area Writing
Writing Strategies

Materials for PaTTAN Toolkits

Reading Toolkit

- Word Analysis
- Fluency
- Retelling
- Vocabulary
- Comprehension
- Content Engagement

Reading Toolkit Materials

Webinar PPT

Webinar Resource Packet

PLC Series Materials

Webinar Viewing Guide

PLC Guide

Materials to Support Toolkit Webinars and PLC Implementation

Webinar Viewing Guide

Professional Learning Community Guide

Webinar Viewing Guide

Retelling Toolkit
Webinar Viewing Guide

1. Why does retelling help build comprehension?

2. What are some things that need to be considered when organizing an instructional space for student retells?

3. What's the difference between experience-based retells and text-based retells? What are some instructional strategies for teaching these retells? Use the table below to organize "big idea" notes about the following:

Experience-based Retells (Personal Recounts)	Text-based Retells	
	Story/Narrative Text	Information/Expository Text

4. List examples of how retells can be scaffolded to support student learning needs:

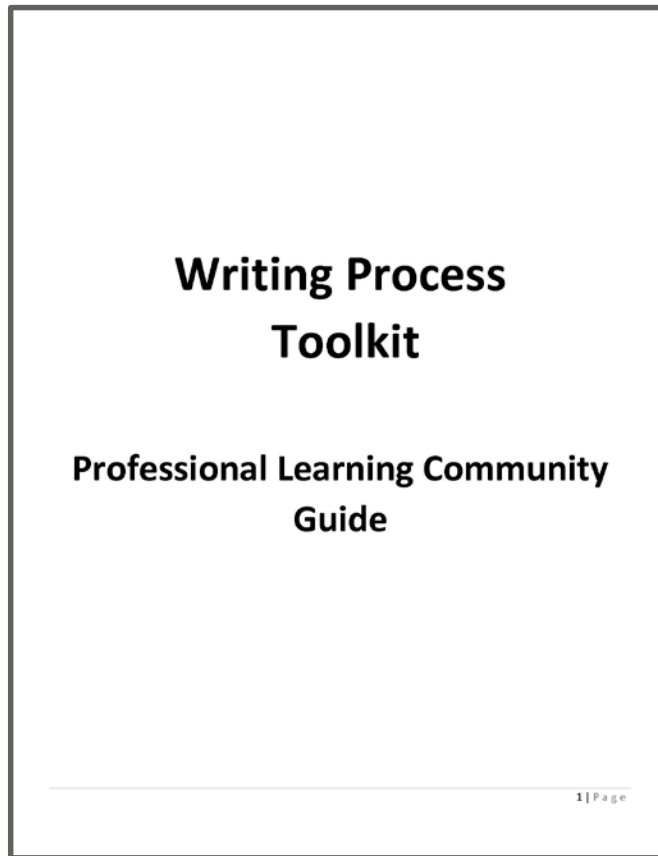Teacher/Peer Assistance:

Tasks:

Materials:

5. What are some different ways students can practice retells (i.e., "retelling extensions")?

6. List one instructional idea and/or strategy you can "take away" and use to support student retelling.

Professional Learning Community Guide

Writing Process Toolkit

Professional Learning Community Guide

The PLC Guide supports the PLC process. . .

PLC Process

PLC Session #1

Discuss Research-based Sources and the Toolkit Webinar

Collaboratively Plan a Take-Away Application
(for Classroom Implementation and Family Outreach)

Implement the Application Assignment

PLC Session #2

Review the Application Assignment
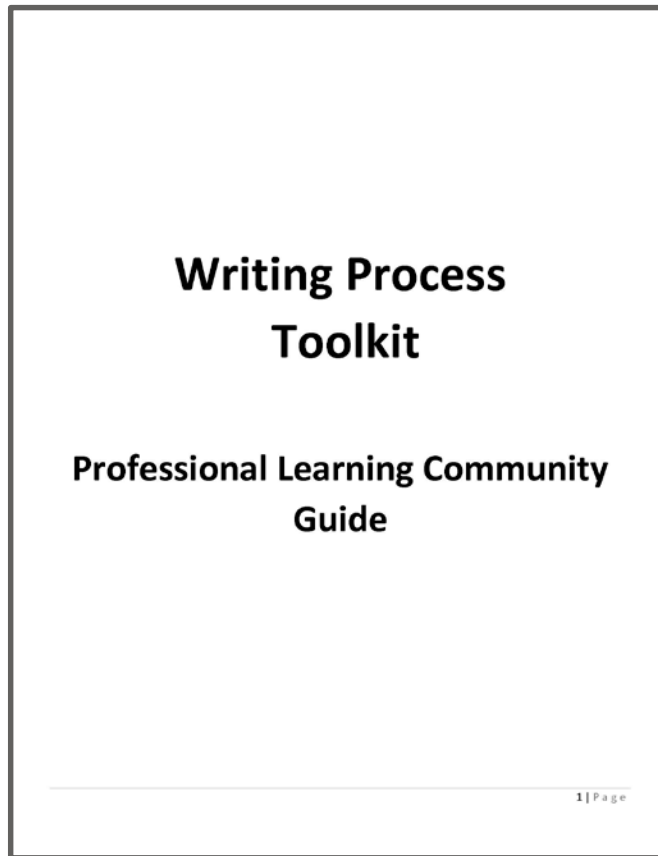
Discuss Research-based Sources and the Toolkit Webinar

Collaboratively Plan a Take-Away Application
(for Classroom Implementation and Family Outreach)

Implement the Application Assignment

Professional Learning Community Guide

Writing Process Toolkit

Professional Learning Community Guide

The PLC Guide supports the PLC process. . .

# How to Get Ready for a PLC Series

Who Will Participate in the PLC Series

- Minimum of 8 participants, maximum of 12
  - Though it's absolutely okay to have small groups with 3-6 members.
  - Even 2 members could be a PLC. . .but it's probably a little better with a few more.
  - Think creatively about finding other group members!

How to View Webinars in the Toolkits

- Select the Toolkit you want to focus on for the academic year.

- Each webinar in the Reading Toolkit and Writing Toolkit is 2 hours.
  ◦ Plan to view the webinars as a PLC group.
  ◦ Plan to view the webinars individually or with others more informally.

Reading Toolkit

OR
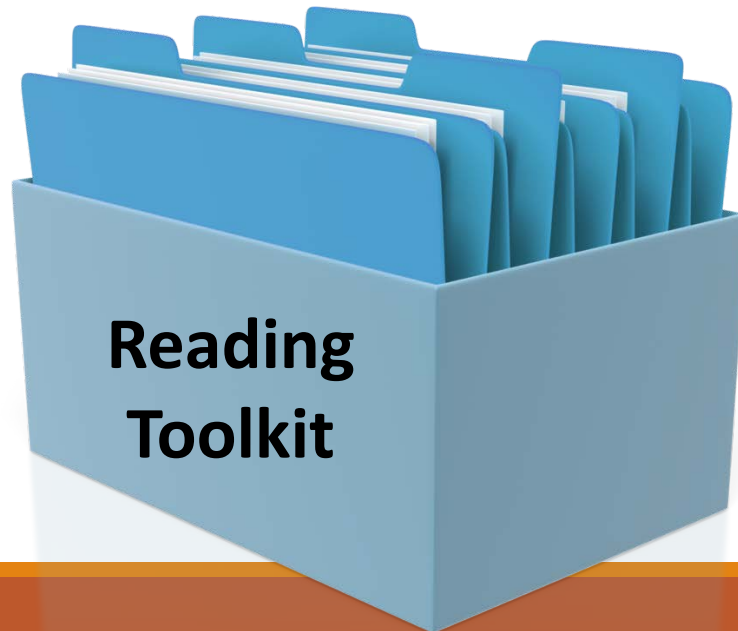
Writing Toolkit

How to Schedule a PLC Series
(Slides 17-22 assume that webinars will be viewed individually)
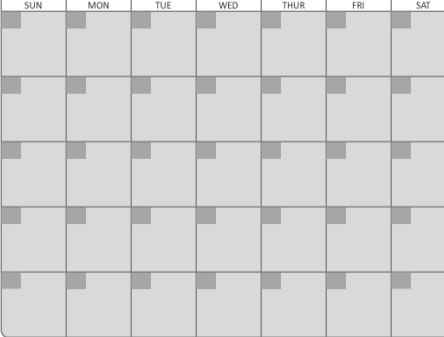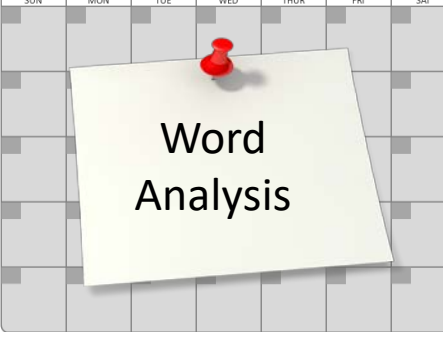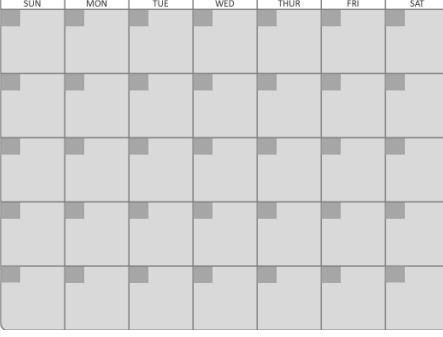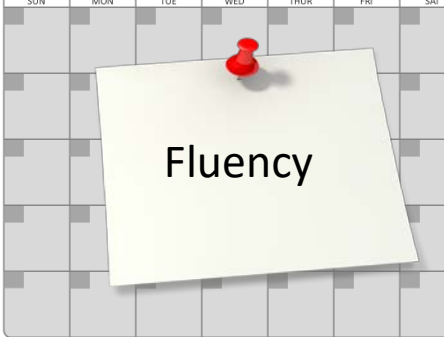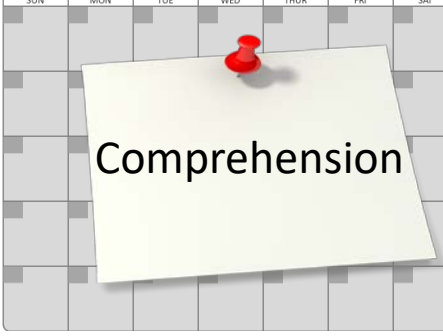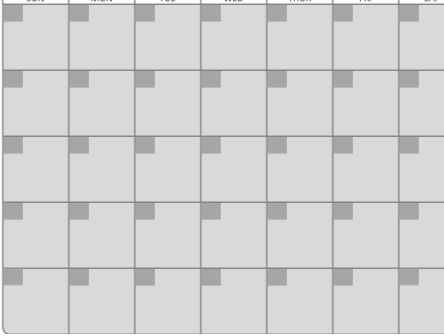
- ◦ For **Reading,** schedule 7 PLC sessions (1 PLC Setup Meeting + 6 Webinars)
- ◦ For **Writing,** schedule 6 PLC session (1 PLC Setup Meeting + 5 Webinars)
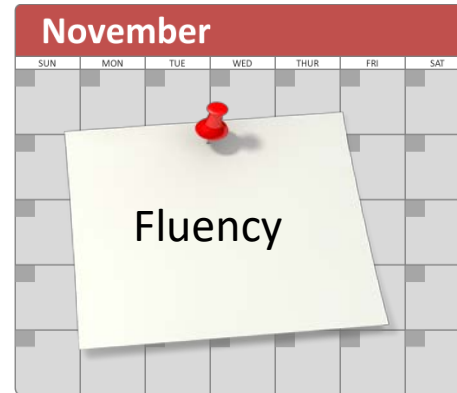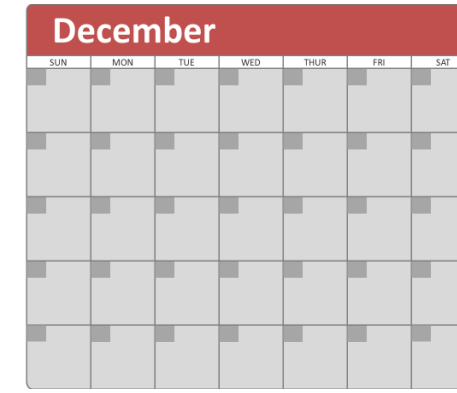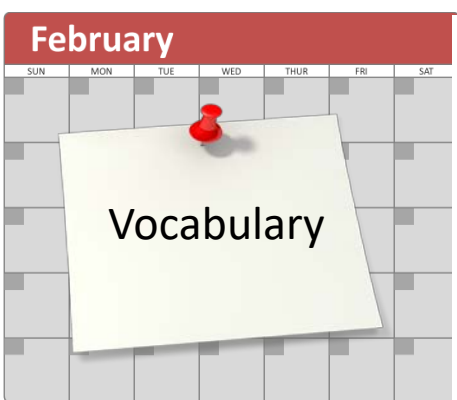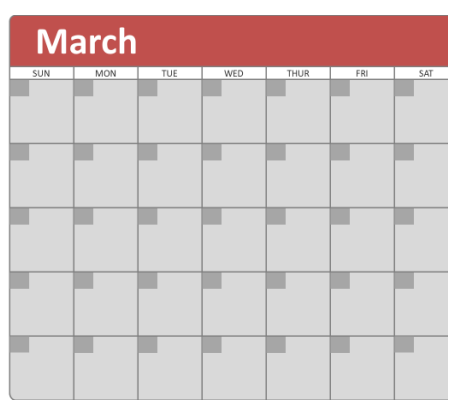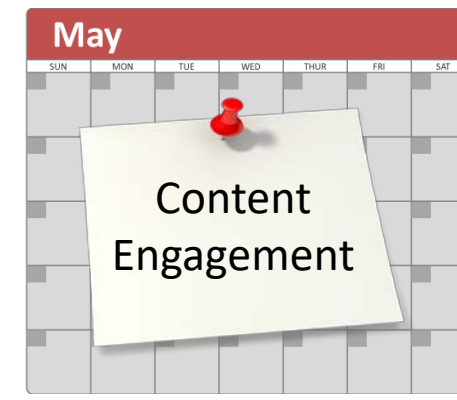
Reading Toolkit

OR

Writing Toolkit

Reading Toolkit Schedule – PLC Series

September

October — PLC Setup Meeting

November — Word Analysis

December

January — Fluency

February — Retelling

March — Vocabulary

April — Comprehension

May — Content Engagement

June

Reading Toolkit Schedule – PLC Series

September	October	November	December	January
PLC Setup Meeting	Word Analysis	Fluency		Retelling

February	March	April	May	June
Vocabulary		Comprehension	Content Engagement	

Writing Toolkit Schedule – PLC Series

September

October
PLC Setup Meeting

November
Writing Process

December

January
Micro-level Writing

February
Genre-specific Writing

March

April
Content Area Writing

May
Writing Strategies

June

How to Schedule a PLC Session

- **The Toolkit PLC Series is designed to be implemented within the context of 45-minutes (to ensure scheduling feasibility).**

- Optimally, PLCs should be a minimum of 75 minutes to a maximum of 2 hours.
  - . . . there is flexibility if teams would like to commit to longer PLC sessions.

Reading Toolkit Schedule – PLC Series
(for scheduling 45 minutes *or longer*)

September	October	November	December	January
PLC Setup Meeting	Word Analysis	Fluency		Retelling

February	March	April	May	June
Vocabulary		Comprehension	Content Engagement	
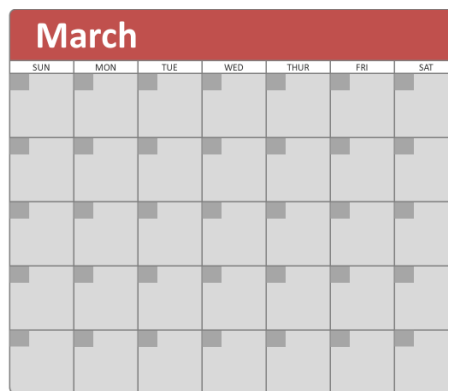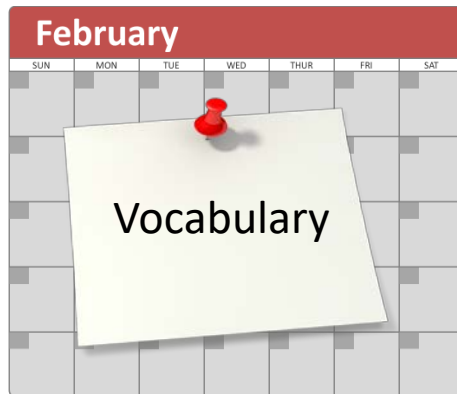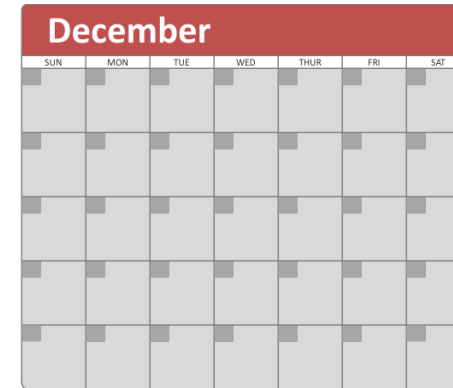
Reading Toolkit Schedule – PLC Series
(for scheduling PLC sessions within 45-minute time blocks)

September — PLC Setup Meeting

October — Word Analysis **(2 PLC Meetings)**

November — Fluency

December — Fluency

January — Retelling **(2 PLC Meetings)**

February — Vocabulary

March — Vocabulary

April — Comprehension **(2 PLC Meetings)**

May — Content Engagement

June — Content Engagement
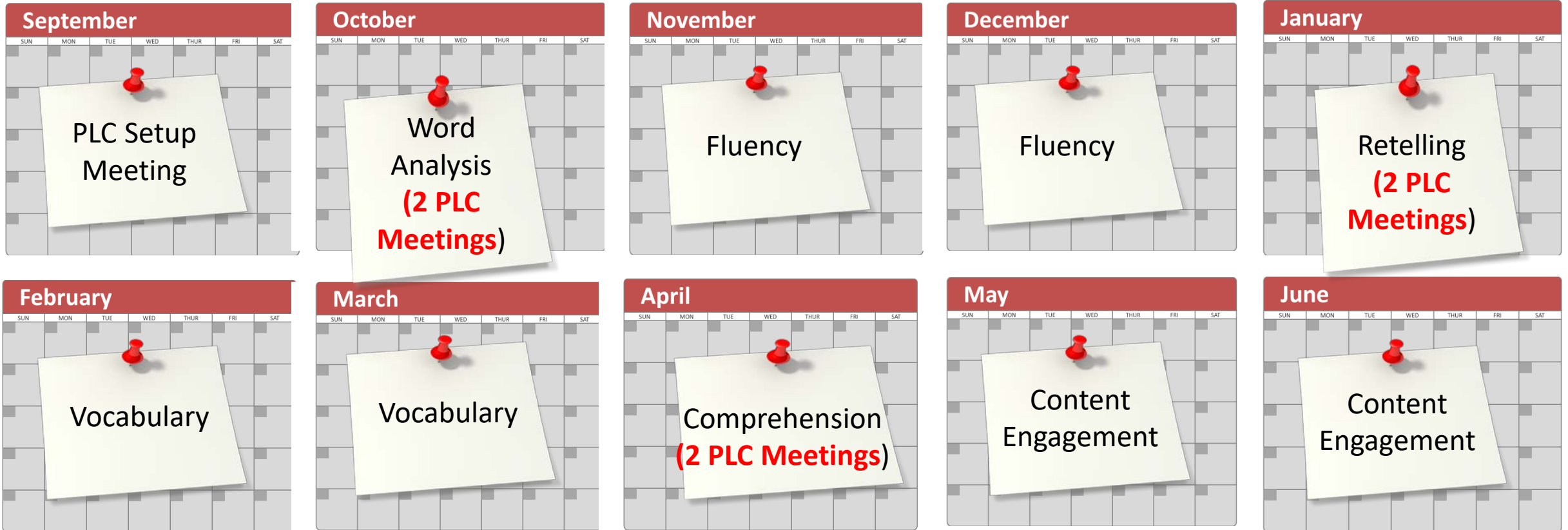
A 45-Minute PLC Agenda

1. Review Application Assignment **(10 minutes)**

2. Discuss Research and Webinar **(10-15 minutes)**

3. Collaboratively Plan Take-Away Application **(15-20 minutes)**

4. Summarize Next Steps **(2-5 minutes)**

A 90-Minute PLC Agenda

☑ 1. Review Application Assignment **(15-20 minutes)**

☑ 2. Discuss Research and Webinar **(30 minutes)**

Part 1

☑ 3. Collaboratively Plan Take-Away Application **(30-40 minutes)**

☑ 4. Summarize Next Steps **(10 minutes)**

Part 2

How to Think About Timing

- Divide total time fairly evenly across Review (#1), Discussion (#2), and Collaborative Planning (#3).
  ◦ If needed, time spent on the Review (#1) can be slightly shorter.
  ◦ If you have the time, emphasis should be placed on Collaborative Planning (#3).

- Include a short amount of time at the conclusion of the PLC to summarize your applications.

How to Implement the PLC Setup Meeting

September

October
PLC Setup Meeting

November
Writing Process

December

January
Micro-level Writing

February
Genre-specific Writing

March

April
Content Area Writing

May
Writing Strategies

June
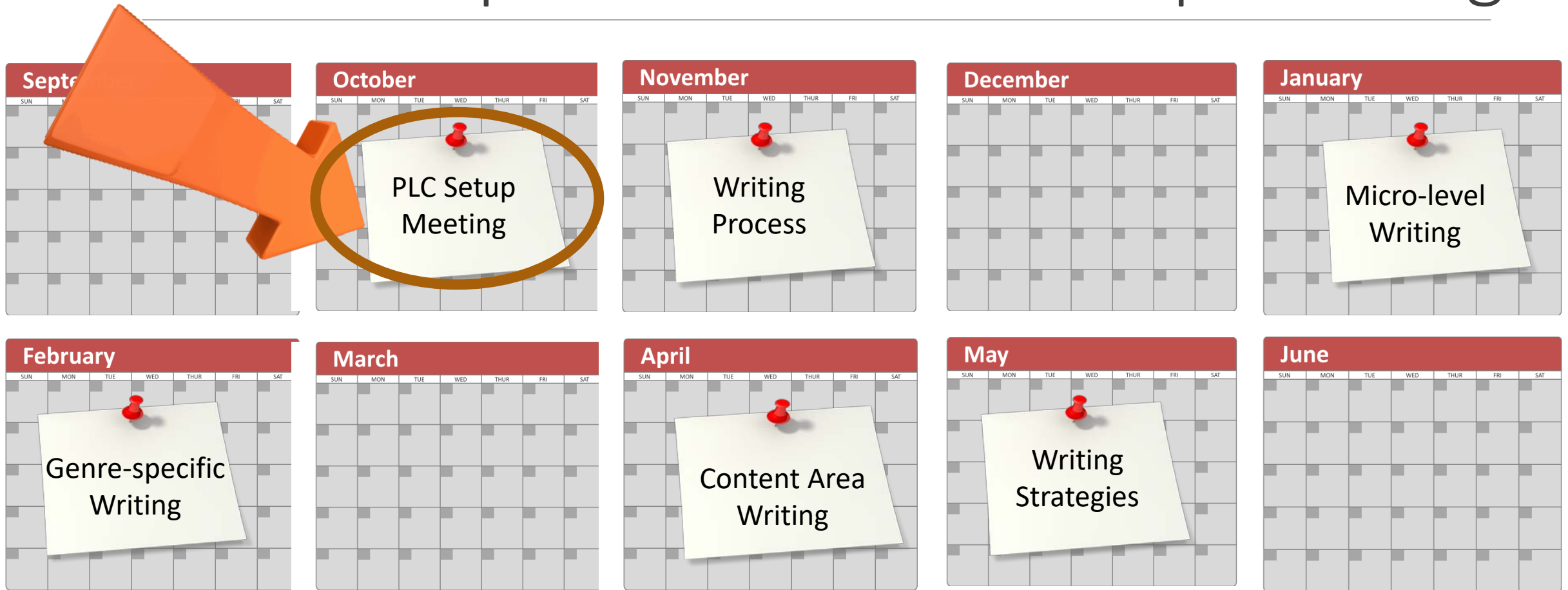
PLC Setup Meeting - Agenda

1. (View/Re-Watch this PLC Toolkit Series webinar)

2. Determine which PLC Series you want to implement (Reading or Writing?)

3. Determine how long you want the PLC Sessions to take (45 minutes, 75 minutes, 90 minutes…?)

4. Schedule your PLC Sessions (and webinars) on the calendar

5. Establish group norms

6. Determine which PLC member will facilitate each of the PLC Sessions

Establish Group Norms

- Writing norms helps facilitate honest discussions that enable everyone to participate and be heard in a safe, supportive setting.

- **<u>Consider</u>**:
  - Listening
  - Confidentiality
  - Decision Making
  - Participation
  - Expectations

Sample Norms

- We Will Work Together
- We Will Be Fully "Present"
- We Will Invite and Welcome
- We Will Be Involved
- We Will Operate
- We Will Use Humor
- We Will Keep Confidential
- We Will Be Responsible
- We Will Be Guided by Our Learning

Sample Norms

Start and end on time

Prepare and review PLC materials before each PLC session

Initiate ideas

Participate

Give everyone a chance to "talk"

Communicate authentically

Conduct personal business outside of the PLC

Develop conditions of respect, acceptance, trust, and caring

Develop alternative approaches to the solution of a problem

Commit to implementing follow-up classroom and family outreach applications

Summarize what has been accomplished

Celebrate what has been accomplished

Sample Norms of Collaboration

1. Pausing

2. Paraphrasing

3. Posting Questions

4. Putting Ideas on the Table

5. Connecting to Research-based Practices

6. Paying Attention to Self and Others

7. Presuming Positive Intensions

Determine the PLC Session Facilitator

Volunteer to facilitate a PLC session, *or*

Draw names from a "hat" and randomly assign members to facilitate a PLC session.

1. Writing Process
_____
2. Micro-Level Writing
_____
3. Genre-specific Writing
_____
4. Content Area Writing
_____
5. Writing Strategies
_____
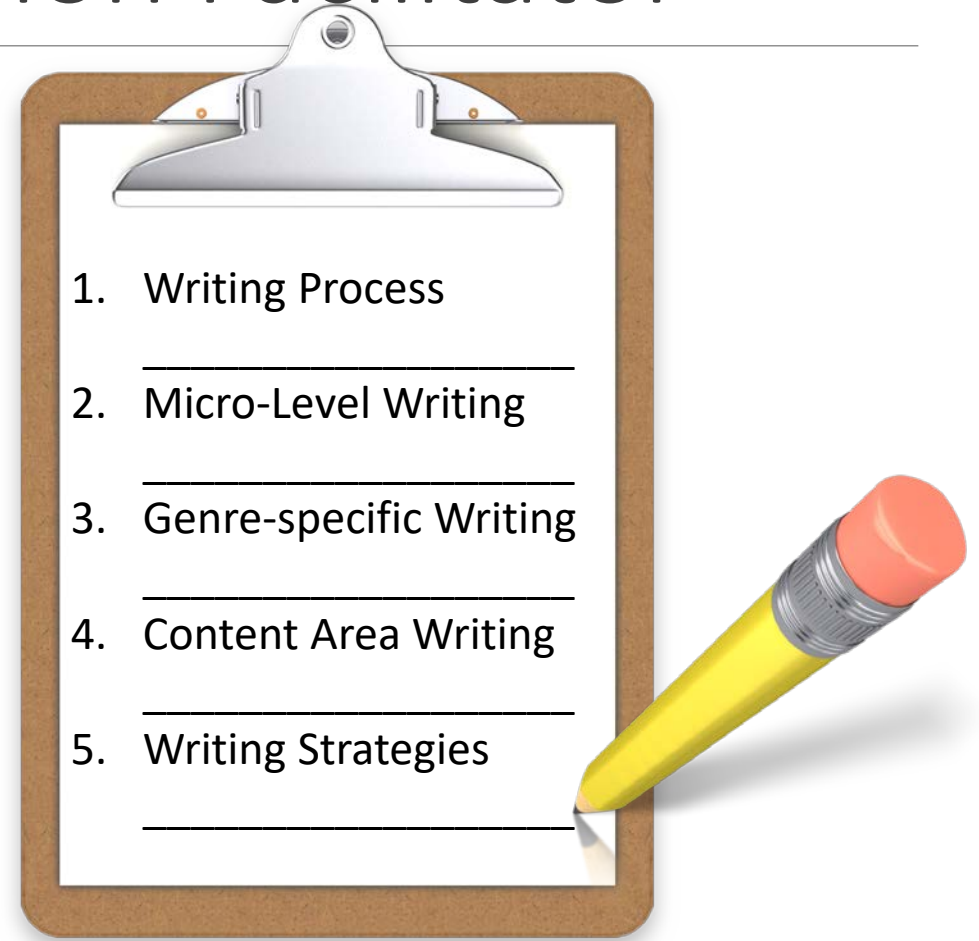
What A Facilitator Does – Before the PLC

➡️ Reviews all content related to the assigned PLC

➡️ Adjusts the timeframes on the agenda, if needed, to reflect PLC scheduling

➡️ Determines if additional resources and/or readings will be referenced or shared at the meeting

➡️ Prepares questions and/or thinks of how to discuss additional resources and/or readings

What A Facilitator Does – During the PLC

→ Facilitates the PLC Agenda
- Keeps time
- Paces each agenda item

→ Supports conversations (asks questions, uses follow-up prompts)

→ Supports collaborative planning

→ Reviews/summarizes next steps at the end of each meeting

How to Implement a PLC Session

What Materials Are Needed

Webinar PowerPoint (Toolkit)

Webinar Resource Packet (Toolkit)

Webinar Viewing Guide

Professional Learning Community Guide

Webinar Viewing Guide

Writing Process
Toolkit

Professional Learning Community
Guide

PLC Guide

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Recommended Readings:

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https://pdfs.semanticscholar.org/906d/198cfabf2c147fed6f0b28e3407c97abaaba.pdf?_ga=2.186603497.137614742.1560713537-1673564133.1554134918

Wolbers, K., Dostal, H. M., Graham, S., Cihak, D., Kilpatrick, J. R., & Saulsbury, R. (2015). The writing performance of elementary students receiving strategic and interactive writing instruction. *Journal of Deaf Studies and Deaf Education, 20*(4), 385-398. https://academic.oup.com/jdsde/article/20/4/385/2392063

PLC Agenda
(first PLC session)

PLC Agenda

Materials: Professional Learning Community Guide; Webinar Viewing Guide; Webinar PowerPoint and Resource Packet

(1) Discuss Research and Webinar

What are Some "Lessons Learned" from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources; 15-20 minutes)

- Why is it important to strategically "balance" lower-order and higher-order (micro- and macro-level) writing skills for deaf and hard of hearing students?
- Why is explicit writing instruction essential for teaching writing to students who are deaf or hard of hearing?
- Why is it important to include visual scaffolds when teaching writing? (See Slide #30)
- What are some "getting ready to write" ideas presented in the webinar? Why is it important to include "getting ready to write" activities in writing instruction? (Hint: See Slide 32)
- Why is it important to define the stages of the writing process?

(2) Collaboratively Plan Take-Away Application (See Planning Template; 20 minutes)

2a. Discuss how you can "take away" and implement an instructional idea presented in this webinar (or that you learned from the research-based reading). You may use the Collaborative Planning Template on the next page to collectively discuss/plan instructional content with your PLC.

2b. Discuss how you can develop a family outreach activity aligned with content presented in this webinar. For example, what family outreach activity can you create that aligns with the "take away" that you plan to implement in your classroom?

(3) Summarize Next Steps – Application Assignment (5 minutes) – Think about/discuss when and how you will implement the instruction and family outreach "take-aways" you discussed during collaborative planning.

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PLC Agenda
(all other PLC sessions)

PLC Agenda

Materials: Professional Learning Community Guide; Webinar Viewing Guide; Webinar PowerPoint and Resource Packet

(1) Review Application Assignment (10 minutes)

- **Share updates on your "Writing Process" application.** How did things go? What worked well? What didn't work as well? (Problem-solve and share suggestions for how to "tweak" and improve instruction and family outreach).

(2) Discuss Research and Webinar

What are Some "Lessons Learned" from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources; 10-15 minutes)

- What are the micro-level (or foundational skills) required for writing? (Hint: See Slide #6)
- How does poor handwriting, spelling, vocabulary, and knowledge of sentence structure influence student writing? If you tried the "My Favorite Vacation Spot" simulation (writing with your nondominant hand), discuss your experience.
- Why is it important to teach handwriting? (Hint: See Slides #27-28)
- How can See the Sound/Visual Phonics be used to support spelling instruction?
- What are the characteristics of effective spelling instruction? (Hint: See Slide #45-46)
- Why is it important to explicitly teach sentence structure? (Hint: See Slide #51)
- List some examples of activities that you can use to support sentence structure instruction. (See Slides #56-70)
- List some examples of how you can support vocabulary use in writing. (See Slides #73-83)

(3) Collaboratively Plan Take-Away Application (See Planning Template; 15-20 minutes)

3a. Discuss how you can "take away" and implement an instructional idea presented in this webinar (or that you learned from the research-based reading). You may use the Collaborative Planning Template on the next page to collectively discuss/plan instructional content with your PLC.

3b. Discuss how you can develop a family outreach activity aligned with content presented in this webinar. For example, what family outreach activity can you create that aligns with the "take away" that you plan to implement in your classroom?

(4) Summarize Next Steps – Application Assignment (2-5 minutes) – Think about/discuss when and how you will implement the instruction and family outreach "take-aways" you discussed during collaborative planning.

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Why Use An Agenda

- **The agenda provides a structure and focus of intent for the PLC.**

- **The agenda is your learning intention to focus on _____.**

- **<u>Considerations:</u>**
  ◦ Implement each of the three or four activities consistently.
  ◦ Use the suggested timelines for each activity as a guide.
    ◦ . . .but it's okay to implement flexibly.
  ◦ The facilitator is responsible for implementing the agenda during a PLC session.

1. Review Application Assignment (10-15 minutes)

- **Share updates on your "Fluency" application.** How did things go? What worked well? What didn't work as well? (Problem-solve and share suggestions for how to "tweak" and improve instruction and family outreach).

Refer to the **Action Plan** completed at your last PLC meeting.

2. Discuss Research and Webinar (10-15 minutes)

- **What are Some "Lessons Learned" from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources)**

Use your **Webinar Viewing Guide** and any **Recommended Readings** to help prompt the discussion.

Recommended Readings

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Wolbers, K., Dostal, H. M., Graham, S., Cihak, D., Kilpatrick, J. R., & Saulsburry, R. (2015). The writing performance of elementary students receiving strategic and interactive writing instruction. *Journal of Deaf Studies and Deaf Education, 20*(4), 385-398. https://academic.oup.com/jdsde/article/20/4/385/2392063

Recommended Readings
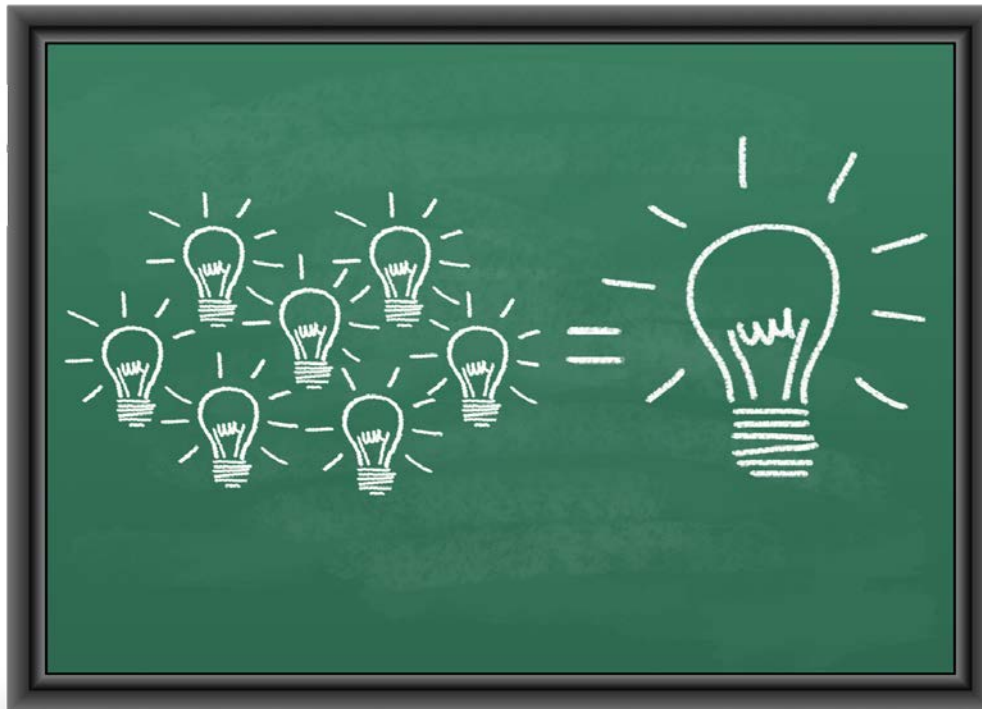
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Recommended Readings:

Santangelo, T., Harris, K. R., Graham, S. (2008). Using self-regulated strategy development to support students who have "trubol giting thangs into werds." *Remedial and Special Education, 29*(2), 78-89.
https://pdfs.semanticscholar.org/4b5e/0d4f65170f82fb3aeaae78661db69cad8295.pdf

Wolbers, K. A., Dostal, H. M., Graham, S., Cihak, D., Kilpatrick, J. R., Saulsburry, R. (2015). The writing performance of elementary students receiving strategic and interactive writing instruction. *Journal of Deaf Studies and Deaf Education,* 385-398.
https://pdfs.semanticscholar.org/d11c/b6f582b37222e5eac563ab3072eede701fa7.pdf?_ga=2.163076607.2130656969.1561057751-1673564133.1554134918

Question and Answer with Steve Graham
http://www.readingrockets.org/article/qa-dr-steve-graham

Think SRSD
http://www.thinksrsd.com/self-regulated-strategy-development/

Why Recommended Readings

- **Content enhances the information presented in the webinar.**

- **Discussions that integrate research-based readings are often richer and more interesting.**

- **Considerations:**
  - Facilitators may also bring additional resources or instructional examples to the PLC session to add depth to the conversation.
  - Recommended readings aren't required! . . .but they can enhance.

3. Collaboratively Plan Take-Away Application (15-20 minutes)

- **3a. Discuss how you can "take away" and implement an instructional idea presented in this webinar (or that you learned from the research-based reading).** You may use the Collaborative Planning Template on the next page to collectively discuss/plan instructional content with your PLC.

- **3b. Discuss how you can develop a family outreach activity aligned with content presented in this webinar.** For example, what family outreach activity can you create that aligns with the "take away" that you plan to implement in your classroom?

Use the **Planning Template** to help guide your Collaborative Planning.

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Planning Templates

Planning Template – Defining the Writing Process

How will you define the stages of writing for your students? What steps will you teach in the writing process?

Stage	Notes on How You Will Define/Teach Each Stage

How will you visually display the stages of the writing process in your classroom? Also consider how the stages of the writing process could become a "Good Writers' Checklist" for students. . . (e.g., *Planning*: Good writers keep lists of possible writing topics. . .use drawing as a pre-writing strategy., etc.)

Why Planning Templates

- **Help provide a structure and focus for collaborative planning.**

- **Provides a frame to help get planning started.**

- **Considerations:**
  ◦ You must plan, but you don't have to use the Planning Templates provided.
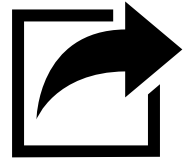
4. Summarize Next Steps – Application Assignment (2-5 minutes)

- **(4) Summarize Next Steps – Application Assignment (2-5 minutes)** – Think about/discuss when and how you will implement the instruction and family outreach "take-aways" you discussed during collaborative planning.

Complete the **Action Plan** as a commitment to implement and try out an instructional practice or strategy.

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Action Plan

Action Plan

Classroom Implementation
What instructional strategies or techniques will I implement for the Application Assignment?:

How will I use these strategies or techniques? (How? When? Where?. . .):

Family Outreach
What tools, resources, or instructional strategies will be included in my family outreach?:

How will I implement family outreach? (How? When? Where?. . .):

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Why Action Plan

- **It's a commitment to implement the Application Assignment.**

- **Requires a decision about what classroom application and family outreach will be implemented.**

- **Considerations:**
  ◦ Make a commitment to implementation, but approach your Application with the mindset of "experimentation."
  ◦ If you have more time for your PLC Sessions, also consider using peer observations. In other words, have one of your PLC members come watch you (informally) when you implement your Application Assignment.

How to Use Other PLC Supports

How to Use Other PLC Supports

➡ Peer Observations

➡ Frequently Asked Questions

➡ Implementation Checklist

Peer Observations

- Consider the use of peer observations.
  - "Classroom-based Peer Exchange"
  - "PLC Peer Exchange"
- Peer observations, especially when implemented in an informal, supportive way, enhances the PLC experience and increases the collaborative feel of your group.

"I love watching other teachers!"

Frequently Asked Questions

Frequently Asked Questions

Q1: Do you think having students who are deaf write what we said to them is the best technique to use since many students do not like to write?

A: Whether or not to include writing should be based on your instructional goals. Writing can be minimized, however, by focusing on the use of spoken or signed retells (versus written retells). If using retell organizers to help prompt student retells (see Slides #47-57 for examples), any writing used on the retell organizer can be done in a simple, note-taking format. Younger students can also draw pictures or simple sketches on the retell organizer. That way, the retell organizer serves as a prompt for a spoken or signed retell versus a written retell.

Q2: Do you have suggestions for classroom interventions and team teaching?

A: A team teaching approach is a wonderful way to teach retelling. While one teacher presents the instruction and teaches the critical components of retelling, for example, the other teacher can help students take notes on their retell organizers or monitor students while they point to the components of the retell organizer during group practice. A team-teaching approach is also an ideal way to support students during retell practice when students practice retells with a partner. Team teaching provides additional opportunities for teachers to circulate, monitor, and assist students during their partner practice.

Q3: Do you have any examples of retelling rubrics? I am not happy with the one I am using to do progress monitoring for an IEP goal I have.

A: An example is provided on Slides #73 and 75. Note that you can create a rubric that directly aligns with your instruction. See Slide #74 for some ideas.

Q4: How does one go from the "I do" to the "we do" in a smooth manner?

A: A smooth transition from "I do" to "we do" is best facilitated with careful instructional scaffolding. For example, retell organizers that allow students to point to, check off, or move colored tiles on the critical components on the retell organizer help make the retelling process more concrete as instruction shifts from "I do" to "we do." Also note that instruction doesn't have to move completely from "I do" to "we do" in one single step. If there are challenging components of the retell, the teacher can continue to model those aspects of instruction, while other aspects of instruction shift to "we do" and "you do." See Slides #37-39 for additional information on scaffolding.

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Q5: Where would I find the Narrative retell organizers?

A; Narrative retell organizers are discussed on Slides #46-52 and found on pages #12-17 in the Resource Packet. Don't forget that the 5 "Ws" + How can also be used for narrative text.

Q6: Looking at the informational structure, I notice that there are really difficult language concepts that students need to know before they can even begin to use the KWL strategy. Do you have any organizers or ideas to utilize for these particular needs? For ex., How to describe...; Finding lists of concepts...; Cause/effect cue words...; how to compare/contrast...

A: Looking at the informational structure presented on Slide #53, there are many different forms of informational text with potentially difficult language concepts (the "What"). To address these challenges, a K-W-L can be used to help introduce students to informational text (the "How"). In other words, the K-W-L can help students interact with ANY form informational text without the need to teach all of the different types and structures (the "What"). If students learn to use a K-W-L approach, it doesn't matter what type of informational text they are reading. Of course, there are many organizers that can help teach each form of informational text, but the K-W-L is a great starting point because students will get lots of mileage with this strategy due to its wide applicability across different forms of informational text.

Q7: Do you have any ideas on how to work with a student to learn this retelling intervention from a teacher in an itinerant setting who only sees a student once a week?

A: When working with a student in an itinerant setting, follow the same instructional procedures discussed in the Toolkit presentation. The only difference in an itinerant setting is how the instruction might be scaffolded (See Slides #37-39). Due to the 1x a week instruction and limited instructional time, there may not be the "luxury" of "deeply" scaffolding the retell instruction across multiple lessons. Of course, instruction should be designed and scaffolded based on student needs; but *because retelling is such a powerful skill (in terms of building comprehension), it is well-worth the priority in instructional time.* Overall, retelling requires practice. At the very least, practicing a partial or full retell at the beginning or end of each instructional session would be an important instructional routine to include in the 1x a week schedule.

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Implementation Checklist

Implementation Checklist

Consider the following when teaching the writing process:

Getting Ready to Write
- ☐ Touchstone and/or mentor texts are used to highlight critical features of narrative, informative/explanatory, opinion/argumentative writing.
- ☐ Examples and non-examples are presented when introducing narrative, informative/explanatory, opinion/argumentative writing.
- ☐ Students are explicitly taught to identify the critical features of narrative, informative/explanatory, opinion/argumentative writing.
- ☐ Key vocabulary/phrases are highlighted to help students learn what narrative, informative/explanatory, opinion/argumentative writing "looks like."

Explicit Writing Instruction
- ☐ All stages of the writing process are clearly defined.
- ☐ Stages of the writing process are outlined for students and visually displayed in the classroom.
- ☐ All stages of the writing process are explicitly taught (with an "I do-We do-You do" approach).
- ☐ A structured, sequential, and cumulative approach is used to teach writing.
- ☐ Think Sheets are strategically used to teach the planning and organizing phases of the writing process (e.g., only a couple graphic organizers are used with focus and purpose).
- ☐ Edit/Revise Sheets are used to teach the editing and revision phases of the writing process.
- ☐ All materials, including Think Sheets and Edit/Revise Sheets, align with instructional goals and the critical features use to define narrative, informative/explanatory, opinion/argumentative writing.
- ☐ When teaching the writing process, all phases are explicitly taught, but not all writing samples are developed through each phase of the writing process.
- ☐ Organizational frames are used, when needed, to help scaffold the writing process.
- ☐ All materials (e.g., Think Sheets, Edit/Revise Sheets) and organizational frames are considered temporary instructional support as students transition from assisted to independent writing.

Planning and Organizing
- ☐ Think Sheets are strategically used to teach the planning and organizing phases of the writing process (e.g., only a couple graphic organizers are used with focus and purpose).
- ☐ When planning, students are taught to generate ideas, brainstorm, obtain information (if needed) and consider other sources of information (if applicable).
- ☐ When organizing, students are taught to review their ideas and organize their thinking (e.g., cross out, connect ideas, number ideas in sequence).

Writing
- ☐ Draft paper is used for writing (e.g., colored paper, special draft paper, drafting notebook).
- ☐ Writing a rough draft is emphasized (e.g., "Flash Drafts," "Sloppy Copies").

Editing and Revising
- ☐ Instruction emphasizes that "editing is part of revision." For example, editing occurs at content and structure levels and there is proofreading at the mechanics, spelling and convention levels.
- ☐ Achievable goals are set for student revision. For example, "find something irrelevant you can cross out," or "look for wording that you can change."
- ☐ Teacher conferencing and feedback is provided to all students individually.
- ☐ Peer collaboration is incorporated into the editing and revision process.
- ☐ Lots of editing and revision practice is provided!

Rewriting
- ☐ Students rewrite drafts (. . .sometimes multiple times).
- ☐ A strategy for final proofreading is explicitly taught.
- ☐ Final proofreading is kept simple when rewriting a final copy. For example, only glaring errors are corrected to help give writing its polish and correctness.

Publishing
- ☐ Not all work is published.
- ☐ When publishing, other media is considered –technology, art, music, drama, etc.

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Getting Started

What are Next Steps

- Select one of the Toolkits and implement a PLC series!

- Enjoy the experience and have fun!

- Use the structure provided, but make it your own!

- Let us know how you're doing!

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