Date: 5/9/11

Present: Anda Foxwell, Bette Vander Haak, David Marshall, Hydi Peterson, Jacquie Willson, Jean Hino, Kathryn Lewis, Kim Essenburg, Martie Tarter, Michael Essenburg, Ruth Spalink, Tanya Hall

Absent: Brian Vander Haak, Kathi Weemes, Mieke Sasaki

To celebrate progress this year, we reflected on 4 questions:
- What progress did your PLC make on curriculum?
- What do your PLC members understand more deeply?
- What progress did we make this year as the Learning Team?
- As a Learning Team member, what do you understand more deeply?

We used the baseline checklist to assess and improve our maps.

We approved changes to the baseline checklist (see red text):

Y N	Enduring Understandings: What's critical for students to understand in this unit?
	Reflect big ideas about God's world, including, as appropriate, 1 or more Biblical principles: • Each Biblical principle is supported by 3+ Bible passages listed in the content field • "Bible content:" at the beginning of the Biblical principle(s)
Y N	**Content: What do we want students to know/understand?**
	Unpacks the learning targets and ~~supports~~ unpacks the enduring understandings, including, as appropriate, 1 or more Biblical principles: • Each Biblical principle is supported by 3+ Bible passages • "Bible content:" at the beginning of the Biblical principle(s)

Regarding Rubicon Atlas software:
1. We confirmed that we want to add an enduring understanding field to our map ASAP. Michael will contact Rubicon about this.
2. We decided we want to use the new option in Rubicon (from video) of selecting learning targets in the learning target field (and not the assessment field as we currently do). Michael will contact Rubicon about adding this feature around June 3 (in time for the June 8 PLC meeting).
3. Individual department heads decided to delete the following sets of "old" standards: art, English, math, music, PE, and science. This will be done after this year's maps are archived and before next year starts. Michael will contact Rubicon about this. If you want additional "old" standards taken out, please contact Michael.

We reviewed the proposal for the new staff Moodle course. Department chairs should plan to read what new staff write and feel free to interact. David said he'd be willing to make a video for session 6 on the Understanding by Design framework; Michael will contact David about this.

We considered our Learning Team meeting schedule next year, deciding that we would like to meet 1 time each month Aug.-Dec. and 2-3 times each month Jan.-April.

Next PLC meetings: June 8

Date: 4/18/11

Present: Present: Anda Foxwell, Bette Vander Haak, Brian Vander Haak, David Marshall, Hydi Peterson, Jacquie Willson, Jean Hino, Kathryn Lewis, Kim Essenburg, Martie Tarter, Michael Essenburg,

Absent: Kathi Weemes, Mieke Sasaki, Tanya Hall

PLCs will meet on April 20, April 27, and June 8

We identified reasons we meet together: To develop and maintain plans (professional development, curriculum planning and evaluation), share ideas, provide direction for PLCs, encourage, develop common understanding, increase student learning, get training, and communicate up and down.

We reflected on who does what:
1. *Learning Team* maintains plans.
2. *PLCs* maintain maps, debrief, share information, experience collegiality, select/revise learning targets, and choose department assessments and rubrics.
3. *Principals* ensure that curriculum is taught, provide teacher evaluation, and have final say on textbooks, student objectives, adding/dropping courses, which students can take which courses.
4. *Learning Team/PLCs* address enduring understandings.
5. *Learning Team/Principals* provide supervision.
6. *All* provide support and training, address learning targets, address professional development.
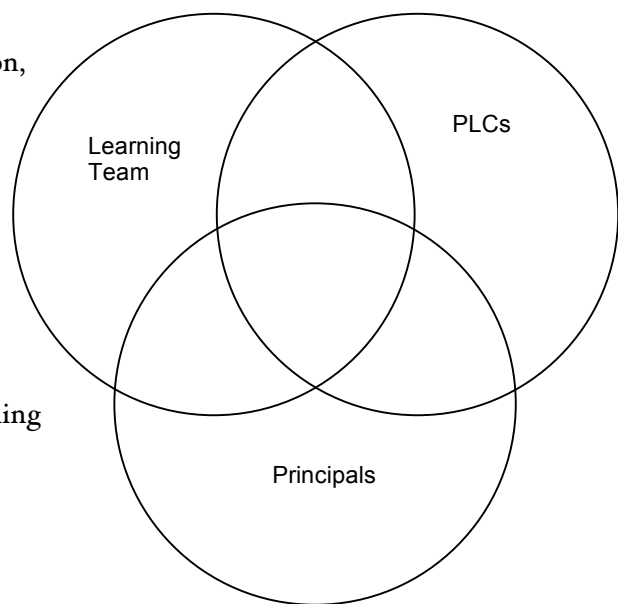
We reviewed and approved the updated professional development plan (which now includes Stage 2 Understanding by Design for next year).

We decided to add an enduring understanding field to our map.

We considered making whether or not to make it possible for teachers to select learning targets through the learning target field (in addition to doing it through the assessment field). We will continue thinking about this.

Next Learning Team meeting: May 9 (Monday), 4:00-5:00, Room 109

Next PLC meetings: April 20 and 27, June 8

Date: 4/12/11

Present: Present: Anda Foxwell, Bette Vander Haak, Brian Vander Haak, David Marshall, Jacquie Willson, Jean Hino, Hydi Peterson, Kathi Weemes, Kathryn Lewis, Kim Essenburg, Martie Tarter, Michael Essenburg,

Absent: Mieke Sasaki, Tanya Hall

For professional development next year, we want to continue focusing on *Understanding by Design,* especially focusing on assessment (see chapters 7-8). Brian and Michael will bring a specific proposal regarding professional development to our April 18 meeting.

We want to use the baseline checklist to get more maps to baseline. To do this well with PLCs, department chairs need to further develop shared understanding on what it takes for a map to meet baseline critieria.

We used the baseline checklist to assess our own maps. We found working in with others to be helpful. Some have scheduled additional work sessions with other team members to get their maps to baseline.

By Thursday at 10:00.m. if possible, please enter your PLC goals for next year and the status of your standards/learning targets into the "Learning Team Planning" Google Doc.

Next Learning Team meeting: April 18 (Monday), 4:00-5:00, Room 109

Next PLC meetings: April 20 and 27, June 8

Date: 3/8/11

Present: Present: Anda Foxwell, Bette Vander Haak, Brian Vander Haak, David Marshall, Jacquie Willson, Jean Hino, Hydi Peterson, Kathi Weemes, Kathryn Lewis, Kim Essenburg, Martie Tarter, Michael Essenburg, Mieke Sasaki, Tanya Hall

Anda opened in prayer.

We watched "Shape Shifting" (from *The Primes*) and reflected on what happens when we as leaders we shift from peer interaction/collaboration to hierarchy. Brian shared that he wants to promote distributed leadership.

We watched "Core Prime" (from *The Primes*) which described how high performance teams have shared understanding about 5 questions (What's the current situation? What's the environment? What's at stake? Where do we want to be? What's the plan to get from here to there?). We reflected on how these questions apply to CAJ and that we can use them to guide our thinking today.

(1) What's the current situation?: Before working on our goals/plans for curriculum development/professional development, we looked at documentation and entered narrative statements into the "Learning Team Planning" google doc. Then we reflected:
- Our curriculum is further developed.
- Individual teachers are more involved in ongoing professional development. The change in our pool of teachers, the greater ease in travel, and the increased professional development opportunities have contributed to this.
- Nice to have schoolwide rubrics that students are used to.
- Using common assessments result in students having skills we want them to have.
- We now look at data collaboratively.

(2) What's the environment?: We brainstormed answers to "What's working for us?" and "What's working against us?" (See "Learning Team Planning" google doc for responses.)

(3) What's at stake?: We brainstormed answers to this question. (See "Learning Team Planning" google doc for responses.)

We decided that instead of meeting on March 15, we will enter in our PLC goals for next year into the "Learning Team Planning" google doc.

Next Learning Team meetings:
1. April 12 (T), 4:00-5:00, Room 109
2. April 18 (M), 4:00-5:00, Room 109
3. June 9, 1:30-3:30, Room 109

Next PLC meetings: March 16 and 23, April 20 and 27

4

Date: 3/1/11

Present: Present: Kim Essenburg, Michael Essenburg, Jean Hino, Kathryn Lewis, Hydi Peterson, Martie Tarter, Bette Vander Haak, Brian Vander Haak, Kathi Weemes, Jacquie Willson

Absent: Anda Foxwell, Tanya Hall, David Marshall, Mieke Sasaki

To prepare for our March 8 meeting in Harvest Hall, please think about goals for your PLC for next year.

We debriefed our 2/28 PLC meetings: What are your goals for your PLC? What progress did your PLC make yesterday toward the goals? What are your next steps?

We continued our discussion of what makes a good map good:
1. How do you use and update your maps?
2. What's satisfying/unsatisfying about how you/your PLC members use and update maps?
3. How might increased map usage/updating impact student learning?
4. How might using the baseline checklist impact map usage/updating?
5. How might using the baseline checklist impact your PLC's knowledge of Understanding by Design?
6. If we targeted getting a significant number of maps to the baseline by March 2012, what would you keep/delete in the baseline checklist? (Explain map changes.)
7. How useful is our baseline checklist? (We field-tested the baseline checklist as we assessed maps.)

We confirmed our baseline checklist (see below), will start using the checklist on our own maps (before using it with our PLCs), and want to add an "enduring understanding" field to our maps.

We confirmed spring meeting dates:
1. April 12 (T), 4:00-5:00, Room 109
2. April 18 (M), 4:00-5:00, Room 109
3. June 9 (Th), 1:30-3:30, Room 109

Next Learning Team meetings:
4. March 8, 1:30-3:30p.m., Harvest Hall
5. March 15, 7:30-8:20a.m., Home Ec Room
6. April 12 (T), 4:00-5:00, Room 109
7. April 18 (M), 4:00-5:00, Room 109
8. June 9, 1:30-3:30, Room 109
As necessary, please request a sub for March 8.

Next PLC meetings: March 16 and 23, April 20 and 27

Teacher name: _____ Course: _____ Unit Title: _____
Reviewer name: _____ Date: _____

Unit Map Baseline Checklist: How do we know when a map reaches the baseline?

Y N	Learning Targets:
	Identify what the students should know, understand, and be able to do as a result of this unit
Y N	**Enduring Understandings: What's critical for students to understand in this unit?**
	Unpack learning targets
	Reflect big ideas about God's world (including 1 or more Biblical principles, as appropriate)
	Help students make sense of the specifics of what they study
	Written as a complete sentence that could follow the stem "The student will understand that…."

Y N	Essential Questions: What questions will drive student inquiry in this unit?
	Engaging and thought-provoking
	Require upper-level thinking about the unit's enduring understandings
	Allow for a variety of acceptable answers
	Connect content, skills, Bible, and life; or content, skills, and life
	Essential (timeless, universal, frame the unit)
	Student-friendly (appropriate vocabulary, 10 words or less)
Y N	**Content: What do we want students to know/understand?**
	Unpacks the learning targets and supports the enduring understandings
	States core concepts, topics, facts, vocabulary
	Simple, clear, specific statements (not non-descriptive words such as "Chapter 1")
	Statements don't start with a verb
	Bullet point and capital letter at beginning of each new content
Y N	**Skills: What do you want students to be able to do?**
	Unpack the learning targets and directly linked to enduring understandings
	Start with present tense verb
	Observable and measurable skills
	Reflect appropriate grade-level thinking and reasoning
	Bullet and capital letter at beginning of each new skill
Y N	**Assessment: How will students demonstrate their learning?**
	Includes all major assessments used during unit of study (not homework or daily quizzes)
	Each assessment has a name, method, type, and task description stated as a specific product or performance
	Aligned (only) to learning targets taught in that unit
Y N	**Resources:**
	Basic unit resources are listed
	Directions for accessing resources given, as appropriate
	Bullet and capital letter at beginning of each new resource

Comments:

Date: 2/15/11

Present: Present: Kim Essenburg, Michael Essenburg, Anda Foxwell, Jean Hino, Kathryn Lewis, David Marshall, Hydi Peterson, Mieke Sasaki, Bette Vander Haak, Brian Vander Haak, Kathi Weemes,

Absent: Tanya Hall, Martie Tarter, Jacquie Willson

We continued our discussion of what makes a good map good:
8. What section of the checklist did you work on last meeting?
9. What's satisfying/unsatisfying about our draft of the unit map checklist?
10. How does the Completion Checklist compare with the Baseline Checklist?
11. How helpful are mapping checklists in making your map even better? ((We used checklists to assess maps.):
    a. Help us develop consistent quality
    b. Develop shared understanding of what makes a good map good
    c. Quick to use
    d. Useful as a guide and provided good feedback
    e. Serves as a checklist

We then worked in groups to revise our unit map checklist (see below).

Next Learning Team meetings:
1. February 28, afternoon
2. March 1, 4:00-5:00p.m., Room 109
3. March 8, 1:30-3:30p.m., Harvest Hall (training)
4. March 15, 7:30-8:20a.m., Home Ec Room
As necessary, please request a sub for March 8.

Next PLC meetings: Feb. 16 and 23, March 16 and 23, April 20 and 27

Unit Map Baseline Checklist: How do we know when a map reaches the baseline?

Y N	
Y N	**Learning Targets:**
	Identify what the students should know, understand, and be able to do
Y N	**Enduring Understandings: What's critical for students to understand in this unit?**
	Reflect big ideas
	Identifies 1 or more Biblical principles
	Help students make sense of the specifics of what they study
	Written as a complete sentence that could follow the stem "The student will understand that…."
Y N	**Essential Questions: What questions will drive student inquiry in this unit?**
	Grab student attention (engaging, thought-provoking)
	Require upper-level thinking
	Allow for a variety of acceptable answers
	Connect content, skills, Bible, and life; or content, skills, and life
	Essential (timeless, universal, frame the unit)
	Student-friendly (appropriate vocabulary, 10 words or less)
Y N	**Content: What do we want students to know/understand?**
	States key concepts (main topics, facts, vocabulary)
	Simple, clear, specific statements (not non-descriptive words such as "Chapter 1")
	Statements start with a noun
	Bullet point and capital letter at beginning of each new content
Y N	**Skills: What do you want students to be able to do?**
	Directly linked to enduring understandings
	Start with present tense verb

	Observable and measurable skills
	Reflect appropriate grade-level thinking and reasoning
	Bullet and capital letter at beginning of each new skill
	Evidence of cross-curricular and interdisciplinary skills (basic skills, communication/linguistics skills, thinking skills, research/inquiry/investigation skills, study skill, interpersonal/group skills)
Y N	**Assessment: How will students demonstrate their learning?**
	Includes all major assessments used during unit of study (not homework or daily quizzes)
	Includes 1 or more Understanding-by-Design performance tasks: address real-world contexts, written in GRAPS format (Goal • Role • Audience • Situation • Performance • Standards), reflects the 6 facets of understanding (explain, interpret, apply, shift perspective, empathize, and self-assess)
	Each assessment has a name, method, type, and task description stated as a specific product or performance
	Each assessment task description is student-friendly, provides opportunities for student choice, is rigorous, and is even worthy of being taught to
	Aligned to learning targets
	Each cross-curricular assessment is aligned to cross-curricular learning targets
	Provide observable evidence of student learning for enduring understandings, essential questions, content, and skills
Y N	**Resources:**
	All teacher unit resources are listed and identified as teacher resources
	All student unit resources are listed and identified as teacher resources
	All textbooks and novels have title, publisher, and copyright date
	Bullet and capital letter at beginning of each new resource
Y N	**Alignment:**
	Clear alignment of learning targets, enduring understandings/essential questions, content/skills, assessment, and resources
Y N	**Collegial review: How can others help you?**
	Reviewed by department chair
	Reviewed by principal
	Reviewed by PLC member(s)/grade-level colleague(s)

Comments:

Date: 2/8/11

Present: Present: Kim Essenburg, Michael Essenburg, Jean Hino, Kathryn Lewis, David Marshall, Hydi Peterson, Mieke Sasaki, Martie Tarter, Bette Vander Haak, Kathi Weemes, Jacquie Willson

Absent: Anda Foxwell, Tanya Hall, Brian Vander Haak

In partners, we used a set of questions to reflect on what makes a good map good:
1. What map do you want to assess?
2. What excites/concerns you about determining what makes a good map good?
   a. Excites: will make is easier for new teachers to understand/use maps, having a simple tool based on common understanding, be able to get an overview of a map in 30 seconds
   b. Concerns: alignment of learning targets/assessments, students objectives not in learning targets, making a tool that is too long/unusable/might get changed again, make a tool and not use it
3. How could you make your map even better?: show how maps are integrated (elementary Bible and language arts, fill in all the fields with quality content
4. How helpful are mapping tools in making your map even better? (We used mapping tools from UbD, St. Mary's, and CAJ to assess maps.)
   a. Like from Ubd: focus on big picture, connects essential questions/enduring understandings to content and make content subservient to essential questions/enduring understandings, not another thing (we are already reading UbD)
   b. Like from St. Mary's: interdisciplinary emphasis, collegial reivew, overarching question per section, specifics for a given field written as short statements, asks "Have we made it?"
   c. Like from CAJ: starts with essential questions, 1 page, rating scale of YMN?, emphasis on biblical perspective assessments (SCORE), specifics for a given field written as questions

We then worked in groups to develop a unit map checklist of given fields. We gave our input to Michael, who used it (and who developed input for fields we didn't address—learning targets, resources, alignment, and collegial reivew) to produce a draft of a unit map completion checklist (see below).

Next Learning Team meetings:
9. February 15, 4:00-5:00p.m., Room 109
10. February 28, afternoon
11. March 1, 4:00-5:00p.m., Room 109
12. March 8, 1:30-3:30p.m., Harvest Hall (training)
13. March 15, 7:30-8:20a.m., Home Ec Room
As necessary, please request a sub for Feb. 8 and March 8.

Next PLC meetings: Feb. 16 and 23, March 16 and 23, April 20 and 27

Unit Map Completion Checklist: How do we know when a map is finished?

Y N	
Y N	**Learning Targets**
	Identify what the students should know, understand, and be able to do
Y N	**Enduring Understandings**
	Reflect big ideas
	Help students make sense of the specifics of what they study
	Written as a complete sentence that follows the stem "The student will understand that...."
Y N	**Essential Questions**
	Grab student attention (engaging, thought-provoking)
	Require upper-level thinking
	Allow for a variety of acceptable answers
	Connect content, skills, Bible, and life; or content, skills, and life
	Essential (timeliness, universal, frame the unit)

		Student-friendly (appropriate vocabulary, 10 words or less)
Y N	**Content** Teacher: What do we want students to know/understand? What is the purpose of the learning? Student: What specifically should I know at the end of this unit?	
		States key concepts (main topics, facts, vocabulary)
		Simple, clear, specific statements (not non-descriptive words such as "Chapter 1")
		Statements start with a noun
		Bullet point and capital letter at beginning of each new statement
Y N	**Skills** Teacher: What do you want students to be able to do? What skills will students learn? Student: What specifically should I be able to do at the end of this unit?	
		Key skills directly linked to enduring understandings
		Starts with present tense verb
		No sentences
		Observable and measurable skills
		Reflects appropriate grade-level thinking and reasoning
		Bullet and capital letter at beginning of each new skill
		Evidence of cross-curricular and interdisciplinary skills (basic skills, communication/linguistics skills, thinking skills, research/inquiry/investigation skills, study skill, interpersonal/group skills)
Y N	**Assessment**	
		Includes all reported assessments used during unit of study
		There is 1 or more Understanding by Design performance tasks
		Each assessment has a title, prompt stated as a specific product or performance, and type
		Each assessment prompt is student-friendly, provides opportunities for student choice, is rigorous, and is even worthy of being taught to
		Aligned to learning targets and student objectives
		Each cross-curricular assessment is aligned to cross-curricular learning targets
		Provide observable evidence of student learning for enduring understandings, essential questions, content, and skills
Y N	**Resources**	
		All teacher unit resources are listed
		All student unit resources are listed
		All textbooks and novels have title, publisher, and copyright data
		Bullet and capital letter at beginning of each new resource
Y N	**Alignment**	
		Clear alignment of learning targets, enduring understandings/essential questions, content/skills, assessment, and resources
Y N	**Collegial review**	
		By PLC members
		By department chair
		By grade-level colleague(s)
		By other

Date: 2/1/11

Present: Present: Kim Essenburg, Michael Essenburg, Anda Foxwell, Jean Hino, Kathryn Lewis, David Marshall, Hydi Peterson, Martie Tarter, Bette Vander Haak, Brian Vander Haak, Jacquie Willson

Absent: Tanya Hall, Mieke Sasaki, Kathi Weemes

How are we using data?
Kim Essenburg shared how she uses data. She looks at how students performed on rubric lines she emphasized (like thesis). She compares overall department data with her English 10 data and then reflects on the gaps. She has PLC members use a set of questions to reflect on a set of data, for example: What was the prompt? How did you prepare students for the assessment? What excites/concerns you about the data? What do you want to target for next time? How will you target that?

We got in partners and used the set of questions to reflect on the data for 10 minutes. What did we learn from this exercise?
- The data gathering needs to be done accurately/completely.
- We have two high school lab report rubrics, and we need to have one.
- I can show PLC members how gaps make it difficult to use data.
- Looking at data shows us what we need to target.
- I need data divided by division (not just K-12), by choral/instrumental, and by more that 3.5+/3/less 3.
- How usable is using questions for your department? Look for quick wins.

Jean shared that the new elementary report card allows her to see/use the data more effectively. Jean showed the teachers the summary of student objectives and identified that one or more lines may not be aligned with the correct student objective indicator.

David uses the data to look at trends to see if the prompt is cognitively appropriate (and if it is, how to help students get there) and to see what skills can be taught. Looking at data is helping me see what we need to target and raising questions to inform planning.

Next Learning Team meetings:
14. February 8, 8:00-10:00 a.m., Harvest Hall (training)
15. February 15, 4:00-5:00p.m., Room 109
16. February 28, afternoon
17. March 1, 4:00-5:00p.m., Room 109
18. March 8, 1:30-3:30p.m., Harvest Hall (training)
19. March 15, 7:30-8:20a.m., Home Ec Room
*As necessary, please request a sub for Feb. 8 and March 8.

Next PLC meetings: Feb. 16 and 23, March 16 and 23, April 20 and 27

Date: 1/25/11

Present: Kim Essenburg, Michael Essenburg, Anda Foxwell, Jean Hino, David Marshall, Bette Vander Haak, Brian Vander Haak, Kathi Weemes

Absent: Kathryn Lewis, Hydi Peterson, Mieke Sasaki, Martie Tarter, Jacquie Willson

What do you want to be able to do/know from data we collect from common assessments?

Tool for…	What we want to do/know	Questions
Dept. chair, teachers	Look at data over time by class to identify which rubrics lines to focus on (assumes use of same rubric). How can we use data to drive instruction?	How do we assess the assessments?
	Compare class scores with overall department averages	
	Monitor compliance of rubric usage, one way being by assessing which rubric lines were used/not used	
	Teachers reflect on data to set targets	
	Monitor goal completion/assess impact of efforts to increase learning for a standard/rubric line	
	Track individual growth	
	Answer questions	
	Help new staff get up to speed (student results, rubrics…)	
	Look at student performance across departments. For example, compare scores on presentations/projects across departments. Talk about what affected student performance.	

How far are we from having a staff that values data collection/retrieval process?
1. People have made peace with data collection, since it's been around for a long time. People are compliant, given that we haven't really used the data.
2. Getting quick wins helps.
3. The English assessments fit with English standards. The English Dept. has talked through the rubrics and data. There's room for staff to improve on valuing data collection/usage.
4. Looks like we can do what we want (see chart above) with our existing data.
5. Elementary has made efforts to benchmark the student objectives.
6. Let's focus on quality use of data to build momentum.

Nate…
- Showed us how to use filters to find desired data (for example, students in grade 11 who have been in ESL and who have been at CAJ for 5 years).
- Showed us how data can be grouped (for example, by # of times a given rubric line was scored, by teachers…). Nate said that in the future, it will be possible to see data results for an entire class (instead of just for the individual sections of a class—3 sections of English)
- Aims to install basic filters (like grade levels) by the end of this schol year. Then department chairs will be able to ask Nate for the additional filters they want.

Next Learning Team meetings:
20.   February 1, 7:30-8:20a.m., Home Ec Room
21. February 8, 8:00-10:00 a.m., Harvest Hall (training)
22. February 15, 4:00-5:00p.m., Room 109
23. February 28, afternoon
24.   March 1, 4:00-5:00p.m., Room 109
25. March 8, 1:30-3:30p.m., Harvest Hall (training)
26. March 15, 7:30-8:20a.m., Home Ec Room
As necessary, please request a sub for Feb. 8 and March 8.

Next PLC meetings: Jan. 26, Feb. 16 and 23, March 16 and 23, April 20 and 27