

Creating and Documenting Adult Learning C.A.R.E Cycle Minutes



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Broward County  Public Schools

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Professional Development Support

These instructions will guide the PLC Facilitators and members through the process of creating and documenting Adult Learning CARE Cycle Minutes.

Go to Broward's
***MyLearningPlan* Website**
broward.mylearningplan.com

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 Office of Talent Development

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MLP/PDMS

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News and Info

- Feb 26 - ESE Requirement for Renewal of Professional Educator Certificates
- Dec 11 - Broward Virtual University Online Courses
- Dec 04 - Just in Time Resources for Teachers

My Proposals

Actions	Start Date	End Date	Activity Title	Status
No Active Proposals				

My Requests - ZAK BARBAROSH

Actions	Activity Title	Start Date	End Date	FormName
Save as Draft (0 Record(s))				
No records				
Wait List (0 Record(s))				
No records				
Pending Prior Approval (0 Record(s))				
No records				
Approved and/or In-Progress (8 Record(s))				
Manage	*Justice League 9759	10/01/2014	09/29/2015	Catalog Request - PLC
Manage	*28 BVU Test	09/29/2014	02/27/2015	-No Integration (No Approvals or Tracking Required)
Manage	MPD in MyLearningPlan	01/29/2015	01/29/2015	Catalog Request - Training
Manage	XDemo PLC	10/02/2014	11/18/2014	Catalog Request - PLC
Manage	BTU Minutes	11/01/2014	11/08/2014	Classroom PLC Minutes
Manage	Test PLC	09/30/2014	10/31/2014	Classroom PLC Minutes
Manage	MLP VW	10/27/2014	10/27/2014	Catalog Request - Training
Manage	MLP Training Activity	10/02/2014	10/02/2014	Catalog Request - Professional Learning
Instructor Has Confirmed Attendance (0 Record(s))				

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On the LearningPlan Tab, under Approved and/or In-Progress, find the activity that you would like submit Adult Learning minutes for. Click Manage.

Activity Details

XDemo PLC

Activity Details

XDemo PLC Dates: 10/02/2014 to 11/18/2014
Status: Approved & In Progress

1 Meeting(s)

#	Date	Time	Location
1.	Thu Oct 2, 2014	8:00 am to 9:15 am	tbd

Monica Bianchi
Hours: 27.00 | Program: PLC | Form: Catalog Registration

Directions

Location/Address: TBD
TBD, FL 33301
Directions: testing

Approval Status

Approved and in Progress
Please drop this Activity if you do not plan to attend.

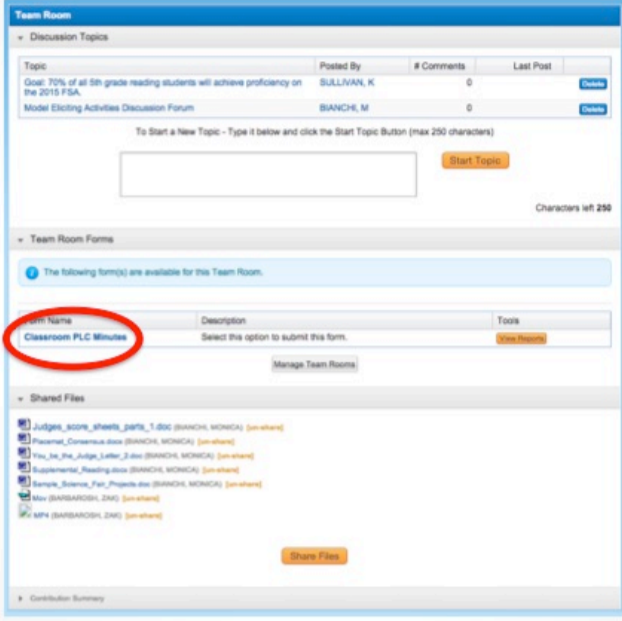
Actions

- View/Print Directions
- Team Room
- Download Calendar File
- Mark Complete
- View/Print Form
- Drop

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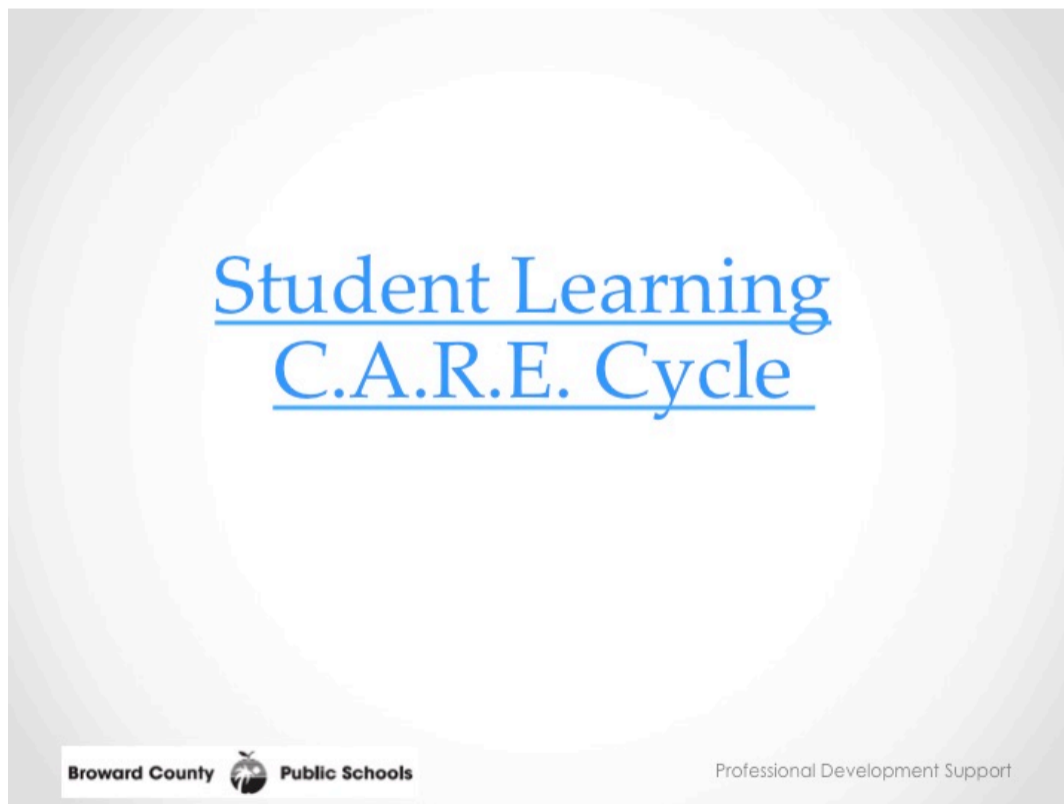
On the Activity Details page. Click the Team Room button.

Team Room – Classroom PLC Minutes



The screenshot displays the 'Team Room' interface. At the top, there is a 'Discussion Topics' section with a table listing topics, their authors, and comment counts. Below this is a form to 'Start a New Topic' with a text input field and a 'Start Topic' button. The 'Team Room Forms' section is highlighted, showing a table with columns for 'Form Name', 'Description', and 'Tools'. The 'Classroom PLC Minutes' form is circled in red. Below this is a 'Shared Files' section with a list of files and a 'Share Files' button. The footer includes the 'Broward County Public Schools' logo and 'Professional Development Support' text.

When presented with the Team Room page, click Classroom PLC Minutes to pull up a blank PLC Minutes form.



The graphic features the text 'Student Learning C.A.R.E. Cycle' in a blue, serif font, centered within a large, light blue circular graphic. The background is a light gray with a subtle circular pattern. The footer includes the 'Broward County Public Schools' logo and 'Professional Development Support' text.

To review how to document the Student Learning C.A.R.E. Cycle minutes, click [here](#). Once you have completed the Student Learning C.A.R.E. Cycle portion of the minutes, please continue reading this document to learn how complete the Adult Learning C.A.R.E. Cycle.

Adult Learning – Prepare to CARE

Adult Learning - Prepare to CARE

Curriculum	
Date	The team determined that they need additional knowledge in developing strategies for chunking content. PLC facilitator will ask literacy coach to model chunking strategies for team. Marzano, DQ2: Element #9
Time on Task	1
Assessment	
Date	Team will collaboratively write CFAs to find out what students know and are able to do to appraise and inform their teaching and adjust instruction. Team will use the FDOE website modules to explore CFA development. www.fdoe.org/ea (Website link is also located in the MLP - Just in Time Resources for Teachers section.)
Time on task	2
Remediation	
Date	Teachers will read How to Differentiate Instruction in Mixed-Ability Classrooms by Carol Ann Tomlinson. Based on what's learned, teachers will implement research-based strategies that align to student differences in readiness, interest, and learning needs.
Time on task	5
Enrichment	
Date	A master teacher will coach the team through reconstructing the standard to prepare and implement performance tasks at Webb's DOK 4 to extend and enrich learning of students.
Time on task	5
Total Number of Hours for This Submission	
Total Hours	8
Old Hours (admin use only)	0.00

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Scroll down below the Student Learning section of the PLC Minutes form to the Adult Learning section.

The Adult learning section of the PLC minutes form memorializes the learning that members of the PLC undergo to improve teaching that will impact student learning. Similar to the Student Learning CARE section, the four components of CARE are prefaced with a guiding question for team members to discuss and make plans to enhance teaching and learning. Understanding that the needs of individual PLCs are unique to the specific team, this Brainshark presentation is designed to provide you with a general overview and examples for the Adult Learning section of the PLC Minutes form.

Please note that the expectation of the Adult Learning section is that you minimally address a least one area of adult learning per cycle. For example, during your first Cycle, a team may choose to address learning in the area of Curriculum. In the second Cycle, the team may choose to address learning in the areas of Remediation, as so on. Please work with your PD Administrator to determine what the Adult Prepare to CARE learning will look like in your building.

Curriculum

Curriculum

What do the adults need to know and be able to do to implement CARE? (Ex. - Content, Instructional Strategies, RtI Procedures)

The team determined that they need additional knowledge in developing strategies for chunking content. PLC facilitator will ask literacy coach to model chunking strategies for team. Marzano, DQ2: Element #9

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Date: 9/19/14 (Note: Multiple dates and times can be included in these sections.)

Time on Task: 1

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The Curriculum section of the Adult learning section focuses on what you as a practicing professional choose to learn to improve your expertise specific to curriculum or content.

Consider a math team that has been charged with delivering the content for an updated math curriculum. The guiding question in this section asks: “What do the adults need to know and be able to do to implement CARE?” Here the team will document the plans and actions taken to to enhance adult learning as it pertains to curriculum or content. In this example, the team determined that they need additional knowledge in developing strategies for chunking content. The team has requested that the literacy coach model chunking strategies specific to their curriculum for the team. The team will then implement and monitor their success with chunking strategies and analyze the impact on student learning.

Assessment

Assessment


How will we determine mastery by adults of the required content, instructional strategies and procedures necessary to implement CARE? (Ex. - Peer or Administrator observations, work product, lesson plans)

Team will collaboratively write CFAs to find out what students know and are able to do to appraise and inform their teaching and adjust instruction. Team will use the FDOE website modules to explore CFA development: www.fldoe.org/sso (Website link is also located in the MLP - Just in Time Resources for Teachers section.)

ASC
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Date:

Time on task:


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In the Assessment section, the team can focus on the development of assessments, the analysis of assessment data, or any other component of adult learning as it pertains to assessments. Many teams are focusing on the use of the different types of formative assessments.

In the example, the team has entered comments that state that they want to create Common Formative assessments to find out what students know and are able to do to inform their teaching and adjust instruction. The example indicates the team will review the FL DOE formative assessments modules accessible through the Just in Time Resources for Teachers located in MyLearningPlan's homepage under News and Info.

Remediation

Remediation


How will we address adult learning gaps? (Ex. - Book study, lesson study, college and career readiness (CCR) webinars, modeling by coaches, support from District staff)

Teachers will read *How to Differentiate Instruction in Mixed-Ability Classrooms* by Carol Ann Tomlinson. Based on what's learned, teachers will implement research-based strategies that align to student differences in readiness, interest, and learning needs.

ASC
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Date:

Time on task:


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In the Remediation Section of Adult Learning, the team determines the Adult Learning needs for the team to meet the needs of students that do not meet mastery of the intended learning outcome. In this example the team members have chosen to do a book study by reading Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*. The team will implement research-based strategies and collaborate on the effectiveness and impact of the learning on the adults on the team.

Enrichment

Enrichment


How will adults respond when they meet/exceed mastery? (Ex. - Targeted Investigations, Modeling for team)

A master teacher will coach the team through reconstructing the standard to prepare and implement performance tasks at Webb's DOK 4 to extend and enrich learning of students.


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Date:

Time on task:

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In the Enrichment Section of Adult Learning, the team determines the Adult Learning needs for the team to meet the needs of students that meet or exceed mastery of the intended learning outcome. Here, our sample team will select a master teacher from the team to coach and model for the team how to develop performance tasks at Webb's DOK level 4.

- ## Professional Learning Activities Samples:
- MyLearningPlan Just In Time Resources for Teachers
 - College and Career Ready Resources
 - BEEP Resources
 - Mentoring novice teachers on the team
 - Sharing proven practices with the team
 - Book Study
 - Learning Walks
 - Coach as a resource
 - Lesson Study
 - MyLearningPlan
 - Webinars
 - Research best practices
 - Collaborate to design lesson plans, strategies, skill-sets
 - Conferences
 - Online resources, learning modules, journals, etc.
 - CPalms
 - Sharing and building on each other's ideas/best practices
 - Modeling for each other
 - Visiting other schools/classrooms
 - Observing each other and providing feedback on targeted instructional practices
 - Collaborative planning sessions
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Here are additional sample suggestions for professional learning that your team may choose. Please keep in mind that there are other Professional Learning activities that are not listed here.