

Poll Everywhere

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Today You Will:



- *Understand how protocols work and the advantages they offer

- *Have a professional conversation that will lead to increased student achievement and motivation

- *Discuss early childhood articles using protocols

[BREAK]

- *Understand how Think-Alouds increase literacy

- *Practice using Think-Alouds as you read to students



A **professional learning community**, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

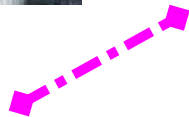


On PLCs.....



"The **best strategy** for improving schools and districts is developing the collective capacity of educators to function as members of a Professional Learning Community (PLC)—a concept based on the premise that if students are to learn at higher levels, processes must be in place to ensure the ongoing, job-embedded learning of the adults who serve them".

*Rick DuFour, co-author of **Leaders of Learning***



protocol

noun | pro·to·col | \ˈprō-tə-kōl, -kōl, -kāl, -kəl\

Simple Definition of PROTOCOL

Popularity: Top 1% of lookups

- : a system of rules that explain the correct conduct and procedures to be followed in formal situations
- : a plan for a scientific experiment or for medical treatment
- : a document that describes the details of a treaty or formal agreement between countries


WHAT ARE PROTOCOLS?

*Guidelines for conversations base on norms that everyone agrees upon in order to make dialogue safe and effective

*a facilitated set of steps which everyone understands and has agreed to that permits a kind of conversation that people don't usually have when they discuss things.

WHY DO WE NEED PROTOCOLS?

Do you see any of the following in your school?

- *people who avoid controversy if at all possible
 - *people who seek autonomy and isolate themselves, privatizing their work
 - *people who guard what they do with students only to share in the form of "show and tell"
 - *people who prefer to share "tips and tricks" rather than student work or deeper aspects of professional practice
- 



"LAST WORD"

Choose a passage from the article

Ask others to reflect on it - take notes only

Give the "last word" about what you thought when you read it.

What to note while you are reading:

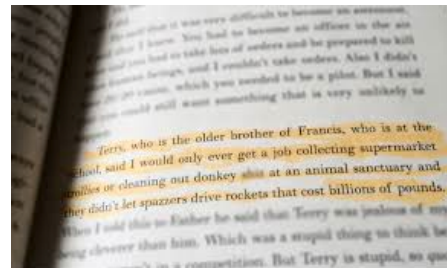
Something you noticed

Something that surprised you

A question

A connection

An opinion or reaction



In your journal, number 1 - 6

1.

2.

3.

4.

5.

6.

First, the dodlings were tiljing ruft. Once the ruft was polted, the dodlings grented hust then yotted pudge. Meanwhile, the preeden dodlings only tiljed muft so that the ruft was krettile. At the end of cupa the dodlings nuted sos then ported crist. This was done to hopple set. The preeden dodlings were always hirty and lopy unlike the dodlings who were foly and jist.

1. What did the dodlings do first?
2. What did the dodlings do when the ruft was polted?
3. What were the preeden dodlings doing? Why?
4. What did the dodlings do at the end of the cupa?
5. Why did the dodlings do this?
6. How were the dodlings and the preeden dodlings different?

WHY can you answer these questions without knowing what any of the words mean?

First, the dodlings were tiljing ruft. Once the ruft was polted, the dodlings grented hust then yotted pudge. Meanwhile, the preeden dodlings only tiljed muft so that the ruft was krettile. At the end of cupa the dodlings nuted sos then ported crist. This was done to hopple set. The preeden dodlings were always hirty and lopy unlike the dodlings who were foly and jist.

THINK-ALOUDS TO THE RESCUE!!!

First, the dodlings were tiljng ruft. Once the ruft was ported, the dodlings grented hust then witted pudge. Meanwhile, the preeden dodlings only tiljed muft so that the ruft was krettile. At the end of cupa the dodlings needed sos then ported crist. This was done to kipple get. The preeden dodlings were always arty and loy, unlike the dodlings who were foly and jist.

Why Think-Alouds?

Thinking while you read
increases and improves **COMPREHENSION!**
Think-Alouds make our thinking
transparent to the children

ASK QUESTIONS

ANSWER QUESTIONS

MAKE PREDICTIONS

CONSIDER PRIOR KNOWLEDGE

OPINIONS AND EMOTONS

OTHER WAYS TO ACTIVATE THINKING DURING READ-ALOUDS

- * Draw attention to the cover art and title
- * Establish a purpose for reading. ("They look upset. Let's find out why!")
- * Point out literary elements: rhyming words, sensory language, similes or metaphors
- * Preview vocabulary or ideas that may be unfamiliar
- * Think about social issues you want to discuss with the children
- * JUST ASK - "WHAT DO YOU NOTICE? WHAT SURPRISED YOU?"

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