

Cutting to the Core

The Building of a Professional Learning Community: Together We are Stronger

Saturday October 26, 2013

Getting to the Core...



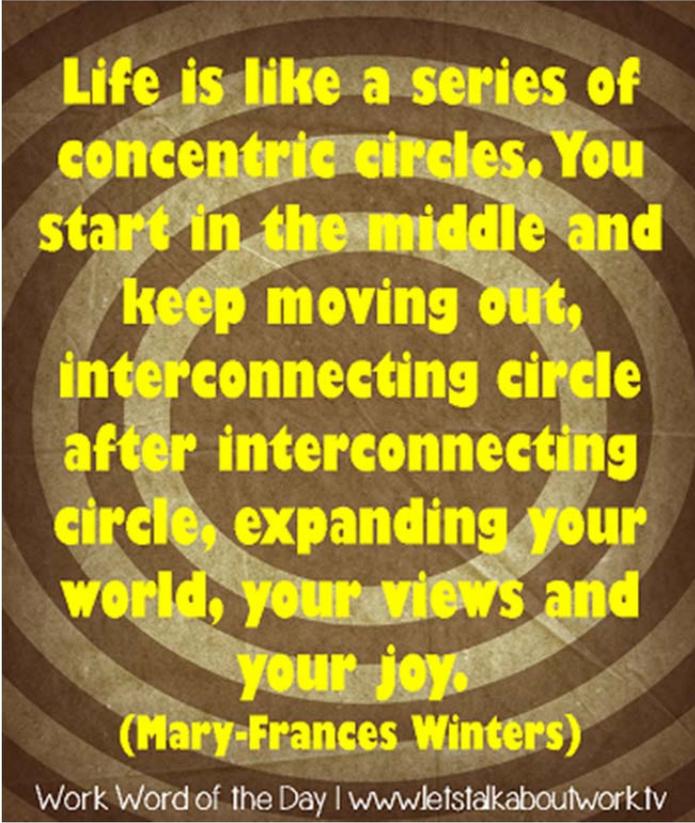
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Why We Are Here



**Life is like a series of
concentric circles. You
start in the middle and
keep moving out,
interconnecting circle
after interconnecting
circle, expanding your
world, your views and
your joy.**

(Mary-Frances Winters)

Work Word of the Day | www.letstalkaboutwork.tv

Group Juggle

Task: The object for the group juggle is for the team to juggle as many objects in the air as possible.

Materials: Tennis balls or other similar object for juggling.

Rules:

1. Each person must throw to the same person and receive from the same person throughout the activity.
2. The ball must be tossed-not handed off or passed.
3. If a ball falls, begin again with one ball.
4. A group is only allowed to use its own objects.

Facilitators

- Asks the group to form a circle.
- Explain that you want to create a pattern of tossing the ball. Begin by making eye contact with a member and calling out their name.
- After a person receives the ball, he/she selects the next person, makes eye contact, calls their name and tosses the ball. This continues until the last recipient catches the ball, makes eye contact with the facilitator (who started the ball toss) calls their name, and tosses the ball.
- Ask the group to remember the pattern and try the pattern again to make sure that they know to whom they throw and from whom they receive the ball.
- After the ball is passed through the group a second time, explain the notion of juggling multiple balls. Invite the group to try again with a second ball.
- Try a 3rd, 4th, etc.
- After 2 or 3 rounds, ask the group to set their own goal of what they believe they can accomplish and invite them to try again.

Processing Questions (adopted for Common Core Presentation)

How would you describe your feelings related to the juggle from the beginning, middle, and end?

How would you describe your group's effectiveness from the beginning, middle, and end?

What did it take for you to be successful as a group?

How did we solve the problems we faced?

How did the establishment of a goal impact our team's ability to work together and solve our problem?

Are there connections between this experience in this activity and our **work in transitioning to the Common Core**?

“You can’t change the fruit without changing the root.”

Steve Covey

Paradigm Shift



The beginning of the journey...

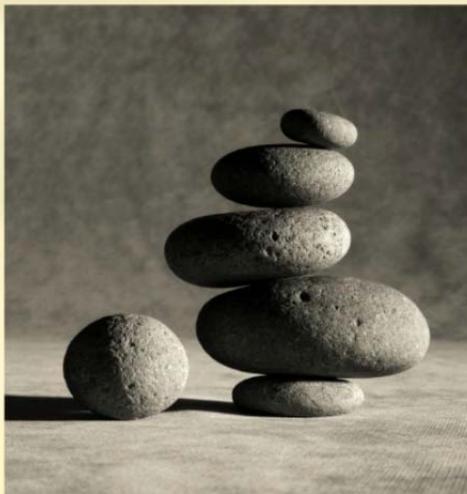
- * The forces converge
- * District joins several others to write curriculum
- * District level supports for mathematics k-12 and ELA/ literacy elementary level
- * Resources and release time
- * RIDE releases Mini-Grant Opportunities

Paradigm Shift (cont.)

Shifting from top-down to bottom-up



Finding the Right Balance



"The best and safest thing is to keep a balance in your life, acknowledge the great powers around us and in us. If you can do that, and live that way, you are really a wise man."
-Euripides

Push and Pull



- Finding the median between collaboration and individualism:

Combining ideas to create cohesive units while still maintaining your own pedagogy and style

PLC

Positive Outcomes:

Common Assessments
+ Shared Resources
+ New strategies
+ Problem Solving =

Student Growth

What are some initial steps you can take to begin building or strengthening a PLC by...

Department

Grade Level

Department	Grade Level