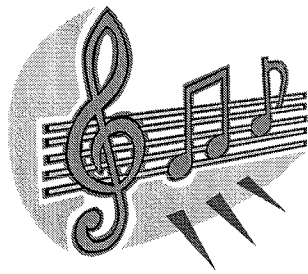


Professional Learning Communities



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TMAC


November 19, 2009

PROFESSIONAL LEARNING COMMUNITIES

Katy ISD
Elementary Music




School Improvement

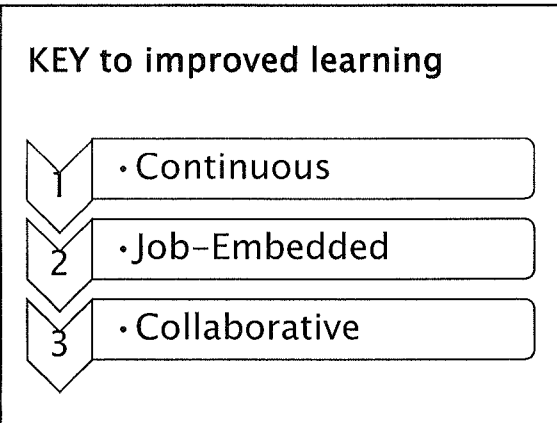


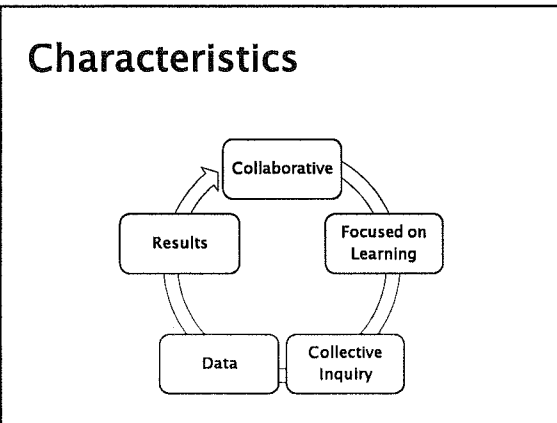
- ◆ Most PROMISING STRATEGY for
**Sustained,
Substantive
School Improvement**
- ◆ Building capacity – **SCHOOL PERSONNEL**

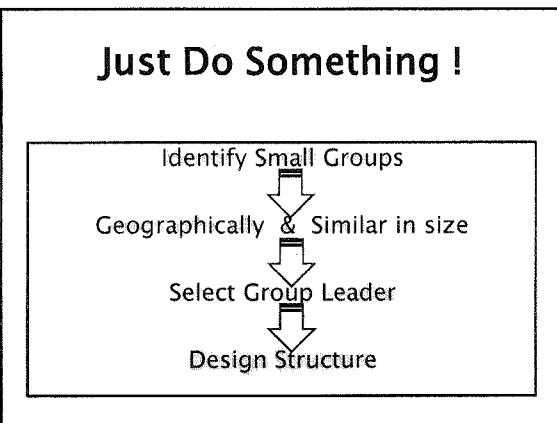
PLC Defined



- ◆ Educators committed to working
- ◆ Collaboratively in ongoing processes
- ◆ Collective inquiry and
- ◆ Action research in order to achieve
- ◆ Better results for the students they serve.







Effective Team Results

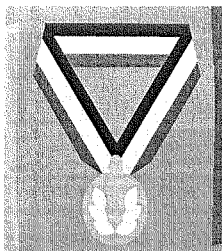
Focus on Learning

- ✓ Common Agenda
- ✓ Common Time
- ✓ Common Goals
- ✓ Pursue-
Student Learning &
Student Outcomes

Products

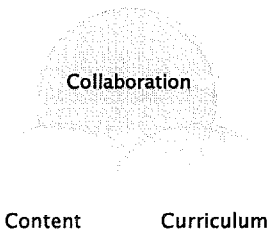
- ✓ Tighter Curriculum
- ✓ Grading Tools
- ✓ Six Wks Newsletter
- ✓ Assessments -
Frequent &
Formative

Common Goals



- Improved Learning
for Students
- Mutually
accountable
- PLCs are NOT an
option!
- Products are
explicit
- Close the gaps

What are the RESULTS?



Power of Collective Team



One is too small a number to achieve greatness.

You cannot do anything of REAL value alone.


There are no problems we cannot solve together,
And very few that we can solve by ourselves.

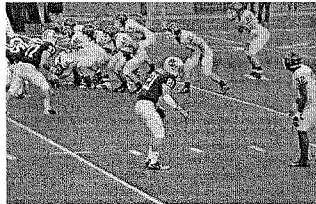
John Maxwell
The Seventeen Indisputable Laws of Teamwork




Moving Ahead



 From "What we can't stand"



 To "What we STAND FOR!"

Student name							
+	V						
conduct							
notes							
MP	Music person	MP	MP	MP	MP	MP	MP

Sample Chart above:

Includes space for Student Name

Markings for graded observations: Boxes 1-6 represent the objective or skill being observed/assessed

Conduct scores/notes: could use to tally the number of times name is on board, discipline note sent home, etc.

“MP” stands for a recognized: Music Person – like an award for the lesson (Star Singer/ Superstar)

Group: Music PLC2
 PLC Leader: Paulette Nemeec
 Date: November 6, 2009

Grade: Kindergarten

Six Weeks: 4

Objective(s): Symbols/Steady Beat

SGO		KMAC objective
2 5 1	Read graphic or symbols used to represent vocal and instrumental sounds and ideas.	
2 5 2	Recognize and track steady beat using pictures and various manipulatives	

Performance based assessment examples:

Source – <i>bk, page, location</i>	Title of item being used	Performance Demonstration Described
Spotlight On Music, K, p. T130, Big Book, p. 27	"Bounce High, Bounce Low"	Students read/track icons for steady beat
SOM: K, T90, BB, p. 18.	"Twinkle, Twinkle"	Read star icons for high and low
SOM: K, T51, BB p. 9.	Fearies and Giants"	Read illustration graphics for high and low
SOM: K, T95, BB p. 19.	"Tug Boat"	Read illustration graphics for high and low
manipulatives/charts	Heart beat charts, other; (teacher created)	Read/touch charts with 4 beat icons while singing/speaking related song or rhyme

Group: 4
 PLC Leader: McGowan
 Date: 11-6-09

Grade: 4

Six Weeks: 4

Objective(s): Writing Fa

SGO	KMAC objective
2 5 17	Write a variety of melodic content containing Fa.

Performance based assessment examples:

Source –bk, page, location	Title of item being used	Performance Demonstration Described
From group 4 – share time	Staff and dots	<ul style="list-style-type: none"> Use individual staff boards and manipulatives (dots) to write passages containing fa. Use a different color for fa. Do melodic dictation on boards including fa.
From group 4 – share time	Melodic relay	Use the classroom dry erase or chalk board. Form two teams. Teacher plays or sings a short melodic passage including fa. One member from each team quickly writes the correct pitches on a staff on the board. The first one to complete the task correctly earns 2 points for their team. If the other team also answered correctly, they earn 1 point.
SOM gr. 4 Teacher's Resource Masters R-19	Identifying Fa and Ti	Circle all the fa's in the song. Have students circle fa's only.