

## **APPENDIX F. PLC Facilitator Form – Post-Session**

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OMB Number:  
Expiration Date:



# Regional Educational Laboratory Mid-Atlantic: Evaluation of A Toolkit to Support Evidence- Based Writing Instruction in Grades 2 Through 4

## Professional Learning Community (PLC) Facilitator Form

**To be completed by PLC facilitators immediately after each PLC session.**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is [xxxx-xxxx]. The time required to complete this information collection is estimated to average 20 minutes, including the time to review and complete the post-session facilitator form. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the content or the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202.

ALL

PROGRAMMER: THIS SCREEN SHOULD ONLY APPEAR UPON FIRST LOGIN BEFORE THE FIRST QUESTIONS. ONCE THEY AGREE, THEY DO NOT NEED TO SEE IT AGAIN UPON SUBSEQUENT ATTEMPTS.

REL Mid-Atlantic is collecting this professional learning community (PLC) Facilitator Form, part of the Evaluation of *A Toolkit to Support Evidence-Based Writing Instruction in Grades 2 Through 4*, for the Institute of Education Sciences within the U.S. Department of Education under contract 91990022C0012 with Mathematica. This form collects information about teachers' attendance, toolkit topics and modules covered, challenges encountered in implementing the instructional approaches, strategies to address them, and any adaptations made or recommended for the toolkit. If you have any questions about the study or your participation, email us at [study email].

**We would like you to know the following:**

- The activity form takes about 20 minutes to complete and you will be asked to complete one form after each PLC session.
- *In reporting the study's results, your answers will be completely confidential; no information that identifies you, your school, or your district will be reported.* Your responses are protected from disclosure per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. REL Mid-Atlantic will present the information collected as part of this study in an aggregate form and will not associate responses to any of the people who participate. We will not provide information that identifies you, your school, or your district to anyone outside the study team except as required by law. Your responses will be used only for statistical purposes. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.
- This form is voluntary, but your response is critical for producing valid and reliable data. You may skip any questions you do not wish to answer or opt out of the entire form without any consequences. However, we hope that you answer as many questions as you can. Your answers to questions will not affect your job or any hiring decisions now or in the future.
- After completing each post-session form, you will receive a \$30 e-gift card via email.
- Participation in this form does not pose any risks to you as a respondent other than accidental disclosure of information. REL Mid-Atlantic has safeguards in place to ensure respondents' confidentiality, including restricted access to survey data and separating identifying information such as school names from form responses. All REL Mid-Atlantic staff sign a confidentiality pledge, and all staff with access to identifiable study data have received clearance from the U.S. Department of Education and are subject to severe legal consequences for any breach of confidentiality. Any data that identifies you will be destroyed at the end of the study. If you have any questions about your rights as a research volunteer, contact the Health Media Lab Institutional Review Board (HML IRB) toll free at 1-202-753-5040 and reference IRB number [insert].
  - o Check here to proceed if you have read and understand the above statements and agree to participate in the PLC Facilitator Form.

Please complete this form that requests some information about today's PLC session.

ALL

**A1. Which session did you complete today?**

*[Drop down menu]*

- Orientation
- Session 1.1 – Facilitate Writing Every Day
- Session 1.2 – Build a Writing Community
- Session 2.1 – Introduction to Teaching the Writing Process
- Session 2.2 – Teach Planning and Drafting
- Session 2.3 – Teach Sharing, Evaluating, Revising, and Editing
- Session 2.4 – Student Independence
- Session 3.1 – Sustain the Practice

ALL

**A2. How many teachers are in the PLC? This should be the number of teachers in the entire PLC. We will ask about session attendance in the next item.**

*Number of teachers*

(STRING 2)

ALL

**A3. Did all teachers in the PLC attend the session today?**

Yes.....1

No.....0

IF A2 = 0

**A4. How many teachers were *not* in attendance for the session?**

**NUMBER OF TEACHERS**

(STRING 3)

ALL

**A5. About how long did the PLC session last? *Your best estimate is fine.***

*minutes*

(STRING 3)

IF A1 = SESSION 1.2, 2.1, 2.2, 2.3, 2.4, OR 3.1

**A6. Did all of the teachers in attendance complete the Prepare to Share for this session?**

Yes..... 1  
 No..... 0

IF A6 = 0

**A7. Roughly how many teachers did *not* complete the Prepare to Share?**

NUMBER OF TEACHERS

(STRING 3)

ALL

DISPLAY ANSWER OPTIONS 1 TO 7 IF A1 = ORIENTATION  
DISPLAY ANSWER OPTIONS 8 TO 16 IF A1 = SESSION 1.1  
DISPLAY ANSWER OPTIONS 17 TO 28 IF A1 = SESSION 1.2  
DISPLAY ANSWER OPTIONS 29 TO 39 IF A1 = SESSION 2.1  
DISPLAY ANSWER OPTIONS 40 TO 53 IF A1 = SESSION 2.2  
DISPLAY ANSWER OPTIONS 54 TO 69 IF A1 = SESSION 2.3  
DISPLAY ANSWER OPTIONS 70 TO 84 IF A1 = SESSION 2.4  
DISPLAY ANSWER OPTIONS 85 TO 95 IF A1 = SESSION 3.1

**A8. What activities did the PLC complete today?**

*Select all that apply*

**Orientation**

- Watched Video Part 1: Introduction to the toolkit..... 1
- Completed the Video Part 1 activities on the importance of writing ..... 2
- Watched Video Part 2: How the toolkit supports learning about the recommended practices..... 3
- Completed Video Part 2 activities on exploring the toolkit..... 4
- Watched Video Part 3: Reflecting on practices and goals..... 5
- Completed Video Part 3 activities on initial self-reflection and learning goals..... 6
- PLC members set high-level learning goals for the upcoming toolkit sessions..... 7

**Session 1.1**

- Reviewed the goals discussed in the orientation session..... 8
- Introduced the topic of Session 1.1 and defined the session goals..... 9
- Group discussion about when students engage in writing throughout the day, challenges that arise in trying to make daily time for students to write, and what students gain by having time to write daily..... 10

- Group discussion about Recommendation 1, including key takeaways, strengths and areas for improvement, and questions about implementation.....11
- Group discussion about how the recommended structure for daily writing practice compares to their current practices in the classroom.....12
- Group discussion about obstacles experienced in implementing Recommendation 1 and ways in which the group has overcome them.....13
- Group completion of Activity 1.1a: Integrating Writing Across Subjects.....14
- Group discussion about Activity 1.1a: Integrating Writing Across Subjects.....15
- Reflected on providing students time to write, brainstormed .....16

### **Session 1.2**

- Reviewed the major themes covered in Session 1.1.....17
- Used the completed Activity 1.1b: Prepare to Share for Session 1.2 to debrief from Session 1.1.....18
- Introduced the topic of Session 1.2 and defined the session goals.....19
- PLC members wrote down systems and processes in place in their classroom to foster a supportive or collaborative environment and shared their existing practices.....20
- Group discussion about Recommendation 4, including how activities encourage collaboration and feedback and how to model collaboration and feedback to the class.....21
- Group completion of Activity 1.2a: Accountable Talk.....22
- Group discussion of Activity 1.2a: Accountable Talk.....23
- Group reflections and discussion about their current practices in light of new learning in the session, with reference to items 5 to 9 of their Initial Self-Reflection.....24
- PLC members shared their writing prompts in small groups.....25
- Small group brainstorm on ways to publish student writing related to their shared prompts.....26
- PLC members in the small groups selected a collaborative writing activity they want to practice implementing.....27
- Reflection on creating an engaged community of writers .....28

### **Session 2.1**

- Reviewed the major themes covered in Module 1.....29
- Used the completed Activity 1.2c: Prepare to Share for Session 2.1 to debrief from Session 1.2.....30
- Introduced the topic of Session 2.1 and defined the session goals.....31
- Discussed the components of the writing process (planning, drafting, sharing, evaluating, revising and editing, and publishing) and asked PLC members to discuss which components they are focusing on now or typically focus on.....32

□ Group discussion about Recommendation 2a, including review and discussion of the strategies in Table 3 of the practice guide.....	33
□ Group discussion about Figure 1 on page 18 of the practice guide focused on gradual release.....	34
□ Group reflections and discussion about their current practices in light of new learning in the session, with reference to items 1, 2, 4, and 6 of Module 2 on the Initial Self-Reflection.....	35
□ Group completion of Activity 2.1a: Selecting Appropriate Strategies.....	36
□ Group discussion of Activity 2.1a: Selecting Appropriate Strategies.....	37
□ Group reflection on teaching the writing process and strategies.....	38
□ PLC members shared strategies they are excited to use with their students.....	39

### **Session 2.2**

□ Reviewed the major themes covered in Session 2.1.....	40
□ Used the completed Activity 2.1b: Prepare to Share for Session 2.2 to discuss introducing the writing process to students and providing a visual anchor to teach the writing process.....	41
□ Introduced the topic of Session 2.2 and defined the session goals.....	42
□ Discussed knowledge of planning or drafting components of the writing process.....	43
□ Reviewed example strategies for each writing component (planning and drafting) and discussed other strategies used to support each component.....	44
□ Discussed signs that students might need support with planning and drafting their writing and how to support students at different stages with their planning and writing.....	45
□ Group reflection on how planning and drafting components are incorporated in their instruction, with reference to items 3a and 3b of Module 2 in the Initial Self-Reflection.....	46
□ Group discussion on characteristics of good modeling for writing and modeling strategies that might work well for planning or drafting strategies.....	47
□ PLC members viewed page 16 of the practice guide and selected one strategy from the planning or drafting components of the writing process.....	48
□ Small group discussion on the planning or drafting strategy that PLC members will introduce to students and how to introduce that strategy.....	49
□ PLC members in the small groups practiced their model for their peers and peers shared feedback .....	50
□ PLC members in the small groups reflected on takeaways and outstanding questions related to modeling or gradual release of strategies for planning and drafting.....	51
□ Group reflection on what was learned about strategies for planning and drafting in the writing process.....	52

- Discussed work related to using Activity 2.2b: Teaching Strategies Lesson Plan Template to develop and implement a gradual release lesson plan to teach a planning or drafting strategy to students.....53

### **Session 2.3**

- Reviewed the major themes covered in Session 2.2.....54
- Used the completed Activity 2.2c: Prepare to Share for Session 2.3 to discuss the gradual release lesson on a planning or drafting strategy, how students responded to teachers' instruction, challenges and successes, and next steps for students.....55
- Introduced the topic of Session 2.3 and defined the session goals.....56
- Discussed knowledge of sharing, evaluating, revising, or editing components of the writing process.....57
- Reviewed example strategies for each writing component (sharing, evaluating, revising and editing) and discussed other strategies used to support each component.....58
- Discussed signs that students might need more support with sharing, evaluating, revising, and editing their writing and how to support students at different stages with their sharing, evaluating, revising, and editing.....59
- Group reflection on how sharing, evaluating, revising, and editing components are incorporated in their instruction, with reference to items 3c to 3e of Module 2 in the Initial Self-Reflection.....60
- Group discussion on characteristics of good think-aloud modeling and modeling strategies that might work well for sharing, evaluating, revising, or editing strategies.....61
- PLC members viewed page 16 of the practice guide and selected one strategy from the sharing, evaluating, revising, or editing components of the writing process.....62
- Small group discussion on the sharing, evaluating, revising, or editing strategy that PLC members will introduce to students and how to introduce that strategy.....63
- PLC members in the small groups practiced their model for their peers and peers shared feedback .....64
- PLC members in the small groups reflected on takeaways and outstanding questions related to modeling or gradual release of strategies for sharing, evaluating, revising, or editing.....65
- Group reflection on what was learned about strategies for sharing, evaluating, revising, or editing in the writing process.....66
- Discussed work related to using Activity 2.3b: Teaching Strategies Lesson Plan Template to develop and implement a gradual release lesson plan to teach a sharing, evaluating, revising, or editing strategy to students.....67
- Assigned Activity 2.3c: Prepare to Share for Session 2.4.....68
- Assigned participants page 19 and Example 1 on page 20 of the practice guide to read for the next session.....69

### **Session 2.4**

□ Reviewed the major themes covered in Session 2.3.....	70
□ Used the completed Activity 2.3c: Prepare to Share for Session 2.4 to discuss the gradual release lesson on a sharing, evaluating, revising, or editing strategy, how students responded to teachers' instruction, challenges and successes, and next steps for students .....	71
□ Introduced the topic of Session 2.4 and defined the session goals.....	72
□ Discussed the ways PLC members are currently encouraging student independence.....	73
□ Highlighted How-To Step 3 on page 19 of the practice guide and discussed questions related to independent use of writing strategies.....	74
□ Highlighted How-To Step 4 on page 19 of the practice guide and discussed questions related to flexibility and use of different components in the writing process.....	75
□ Group reflection on their current practices in light of new learning in the session, with reference to item 5 of Module 2 in the Initial Self-Reflection.....	76
□ Discussed Activity 2.4a: Goal Cards, including how to select an appropriate goal for a student and current data that can be used to help make appropriate goal selections.....	77
□ Individuals started Activity 2.4a: Goal Cards.....	78
□ Group discussion on introducing individualized writing goals to students, including students in goal-setting process, tracking progress toward writing goals, and using goals to increase student independence.....	79
□ Group reflection on what was learned that confirms or challenges what was already known about student independence in writing.....	80
□ Assigned PLC members to choose an upcoming writing lesson to adapt to focus more on student independence.....	81
□ Assigned Activity 2.4b: Prepare to Share for Session 3.1.....	82
□ Assigned participants pages 34-39 of the practice guide to read before the next session.....	83
□ Asked participants to come prepared with 1-2 writing prompts for the next session.....	84

### **Session 3.1**

□ Reviewed the recommendations covered by the Toolkit and what practices PLC members have learned so far.....	85
□ Used the completed Activity 2.4b: Prepare to Share for Session 3.1 to discuss how they encouraged more student independence in their lesson, how students responded, and any successes seen.....	86
□ Introduced the topic of Session 3.1 and defined the session goals.....	87
□ Reviewed high-level learning goals in the initial self-reflection and had small group discussion on question 1 and question 3 in the high-level learning goals.....	88
□ Small group share out of successes, challenges, and growth and whole group discussion related to this topic.....	89

- Discussed how the recommendations in the Toolkit build on each other and what can be done in the classroom to ensure recommendations are carried out in an integrated way.....90
- PLC members completed Activity 3.1a: Developing a Classroom Vision.....91
- Discussed gaps that exist between their classrooms' current state of writing and their vision and what needs to happen to close those gaps.....92
- Reflected on the goals set during orientation on the initial self-reflection.....93
- Used Activity 3.1b: Goal Setting to develop new short-term and long-term goals related to writing instruction.....94
- Completed Activity 3.1c: Roadblocks.....95

ALL

**A9. What proportion of teachers were engaged with the content covered during the session?**

*By engaged, we mean that teachers were actively participating in conversations, offering feedback and/or examples, and otherwise attentive and interested in the content.*

- All teachers were engaged with the content.....1
- Most teachers were engaged with the content.....2
- A few teachers were engaged with the content.....3
- No teachers were engaged with the content.....4

ALL

**A10. Which of the following challenges did you encounter when implementing the content covered during today's session?**

*Select all that apply*

- Keeping the group on track when moving through the session activities.....1
- Facilitating productive conversations with the teachers.....2
- Uncertainty on how to respond to challenges or issues flagged by teachers during the session.....3
- Inadequate support from the implementation support staff.....4
- School administration asked us to cover topics not related to the toolkit and it impacted our ability to complete activities for this session.....5
- Competing school-related events or duties were scheduled during the session for some participating teachers.....6
- Technological challenges (e.g., internet connectivity) affected our access to the content.....7
- The content was not sufficiently differentiated for teachers to understand how to implement it with their specific population of students.....8
- Not all content could be covered in the PLC session.....9
- Other (Please specify).....99

(STRING 150)

- I did not encounter any challenges when implementing the content in today's session.....0

IF A10 NE 0 OR M

**A11. How, if at all, did you address the challenges you encountered?**

(STRING 500)

- I was not able to address the challenge(s).....0

ALL

**A13. Based on the content covered in today's session, do you have any recommendations for changes to the writing toolkit?**

- Yes.....1
- No.....0

IF A13 = 1

**A14. Please describe the specific recommendation(s) you have for changing the writing toolkit.**

(STRING 500)

**Thank you for completing the form!**