



# Teach & Kids Learn

## Guided PLCs Program

### Transforming Learning Communities With Purposefully Designed Frameworks

**TEACHNKIDSLEARN.COM**

**PHONE: 1-855-498-4400**

*Committed to helping teachers  
make real change in the  
classroom.*

*TKL is leading the way with  
solution-based professional  
development.*



# Teach & Kids Learn

The Teach & Kids Learn Guided PLCs Program is a bold, innovative approach for supporting the Professional Learning Communities in schools.

TKL's Guided PLCs Program is a subscription-based model that leverages leading technology to deliver targeted learning opportunities that promote instructional change through a purposefully designed collaborative process.

The Guided PLCs Program looks to meet teachers' individual professional learning needs, provides structured intentional opportunities for peer collaboration, and evolves practice through both individual and group critical reflections.

Through the subscription model, teachers will have access to a wider variety of resources that are typically not available in traditional face-to-face professional development opportunities, without excessive cost and time out of the classroom.

TKL's Guided PLCs Program has expanded the personalized learning space to include structured (intentional) opportunities for peer collaboration and instructional reflection. Throughout the learning process, teachers engage both with their peers and with their students in order to test out new practices and to receive feedback on their implementation.

The Guided PLCs Program provides teams of teachers with a growing catalog of over 50 targeted instructional topics, which are elevated to high priority status in many schools.

## ALLOWING EDUCATORS TO TAKE CONTROL OF THEIR PROFESSIONAL LEARNING JOURNEY

TRANSFORMING EDUCATION, ONE CLASSROOM AT A TIME

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Phone: 1-855-498-4400





# Guided PLCs

## POWERFUL DESIGN

Each member of a professional learning community has their own unique (personalized) professional learning needs. The TKL Guided PLCs Program addresses this challenge by evolving the practice of each individual teacher, while at the same time harnessing the collective strength, knowledge, and experience of the PLC team.

As seen in the TKL Guided PLCs Program model below, as teachers work through the learning process within their selected instructional topic, they will be prompted to discuss the strategies that are being presented with their peers through both site-based, and online professional learning community activities.



## CATALOG

The Guided PLCs Program provides teams of teachers with a growing catalog of over 50 targeted instructional topics found to be of high-priority for schools. Explore our growing catalog of instructional topics available for teachers, schools, and districts. Engage your teachers with a purpose-based professional learning experience.



## TITLE

## DESCRIPTION

### **Building Vocabulary Acquisition**

The focus for this instructional topic is intended for teachers to build and improve vocabulary acquisition with their students. Teachers will consider how different types of words can impact student comprehension of text and will identify 8 characteristics of effective vocabulary.

### **Classroom Level Parent and Family Involvement**

In this instructional topic, PLC teams will review how classroom teachers can facilitate parent and family involvement. Teachers can be especially welcoming and can work to include parents in a variety of ways into their classrooms. It is critical that we analyze how we are helping to bring parents in and how we are working towards a community environment where all are welcomed.

### **Creating Critical Thinkers in the Math Classroom**

In this instructional topic, the characteristics of critical thinking, the ideas behind the importance of critical thinking and the best strategies to implement critical thinking in your math classroom are explored. Since critical thinking skills are not easily defined and harder to ensure that they are being included in the curriculum, we also set out in this course to highlight those challenges and pose solutions for bridging them.

### **Creating Student-Centered Learning Environments**

The goals and priorities for this course are intended to provide opportunities for teachers to proficiently create student-centered learning environments. The primary focus will be for teachers to identify how 21st-century classrooms are transformationally different than traditional classrooms and will identify key characteristics of student-centered learning classrooms.

### **Data-Driven Tiered Instruction**

The primary goal of this instructional topic will be for teachers to review how to design tiered tasks that help build scaffolds for students. This is important to meet students where they are at within a learning context, according to their unique readiness levels, personal interests, and individual student learning styles. Lessons can be tiered in many different ways so that all students have an opportunity to succeed, especially while keeping the students learning profiles in mind.

### **Designing Alternative Tasks and Assessments for Advanced Learners**

The primary goal of this instructional topic is for teachers to learn how to design alternative tasks and assessments to meet the needs of all students. It is important to meet students where they are within a particular learning context, according to their unique readiness levels, personal interests, and individual student learning styles.



## TITLE

## DESCRIPTION

### **Designing Coherent Instruction**

In this instructional topic, we will learn how to design coherent lessons that result in steady student advancement at the proper pace and using their preferred learning styles.

### **Designing Student Assessments**

This instructional topic will focus on the variety of assessments used, the focus of the assessments, and the feedback that students receive on their performance. The ability to utilize both formative and summative assessments and the data garnered from those assessments is instrumental to success.

### **Developing Effective Reading Strategies**

This instructional topic will cover reading strategies that teachers can use with their students to increase comprehension of the texts students read. Reading strategies such as asking questions before, during, and after reading, making connections, synthesizing texts, and creating mental images while reading can be used to help struggling readers learn the skills they need to become more mindful and successful readers.

### **Developing Rituals and Routines**

The primary goal of this instructional topic will be for PLC teams to identify how 21st-century classrooms are transformationally different than traditional classrooms and will identify key characteristics of student-centered learning classrooms, and in particular for developing positive rituals and routines for student success.

### **Developing Student Mathematical Expertise**

In this GPLC Instructional Topic, PLC teams will examine the teaching and learning benefits of focusing on a central challenging problem or set of problems within a classroom lesson.

### **Developing Student Responsible Decision Making Skills**

Responsible decision making on the part of students helps keep the classroom running smoothly and helps with classroom management. PLC teams will focus on determining current strengths and challenges, in terms of teaching students responsible decision making.

### **Developing Student Self-Awareness and Self-Management**

In this instructional topic, we will focus on how to help students develop self-awareness and self-management skills in the classroom that will not only serve their educational needs but also help them to be more successful in life.

### **Differentiating Mathematics through the Equalizer Continuum**

The focus for this instructional topic is intended to provide opportunities for teachers to proficiently master the implementation of the foundations of differentiation in their own math classrooms, using a tool called the mathematics equalizer continuum.



## TITLE

## DESCRIPTION

### **Effective Strategies for Building Language for Diverse Learners**

Teachers will identify effective strategies to enhance the skills of special needs populations, such as students who come from high poverty homes, students whose first language is not English and those students who struggle with reading and writing.

### **Effective Strategies for Reading and Writing Across the Content Areas**

The focus for this instructional topic is intended for teachers to build and improve upon literacy across the content areas, including foundational expectations for disciplinary literacy.

### **Engaging Families at Home**

In this instructional topic, PLC teams will review how parents can stay involved in their child's education throughout their schooling years. At home, parents play an important role in setting high expectations for learning. In this course, we will be focusing on providing parents with resources and strategies on how their support can make a difference in their child's overall academic success.

### **Equalizing Access to Mathematics**

The focus of this instructional topic is intended to provide opportunities for teachers to proficiently master strategies for differentiation to ensure all students can succeed, by equalizing access to mathematical instruction.

### **Establishing a Positive Learning Community of Writers**

The primary goal of this instructional topic will be for teachers to review how to build a safe learning community of writers and to ultimately help students build confidence in their own writing capabilities through various conferencing strategies.

### **Facilitating a Collaborative Math Classroom**

In this instructional topic, the ideas behind creating a successful collaborative math classroom are discussed. Research has shown that if we want students to engage in discussing and explaining ideas, challenging and teaching one another, creating and solving each other's questions and working collaboratively that we must create an atmosphere that builds positive relationships, honors risk-taking, and celebrates student interaction.

### **Fostering a Collaborative Learning in the Classroom**

The focus for this instructional topic is intended for participants to identify how 21st-century classrooms are transformationally different than traditional classrooms and will identify key characteristics of student-centered learning classrooms, and in particular for fostering collaborative learning in the classroom.



## TITLE

## DESCRIPTION

### **Holding Students Accountable**

Teachers strive to maintain a positive classroom environment that is well managed, and where student behavior allows for a safe learning environment in which each student can thrive. At times, however, students need to be redirected based on the behavior they are displaying. PLC teams will explore how teachers can provide strong guidance in student behavior.

### **Increasing Student Engagement: Collaboration**

The primary goal of this instructional topic will be for teachers to reflect on the meaning of student engagement, examine root causes of disengagement, identify evidence of positive student engagement within a positive classroom environment and design an effective lesson for engaging students through collaboration.

### **Increasing Student Engagement: Exploration**

The primary goal of this instructional topic will be to help teachers reflect on the meaning of student engagement, examine the root causes of disengagement and identify evidence of positive student engagement within a positive classroom environment. Additionally, teachers will also understand the role of exploration for student learning and design a lesson that promotes exploration through a variety of different ways to promote student engagement.

### **Increasing Student Engagement: Relevant Content**

The primary goal of this instructional topic will be for teachers to review about the meaning of student engagement, examine root causes of disengagement, identify evidence of positive student engagement within a positive classroom environment and design an effective lesson for engaging students through relevant instructional content.

### **Increasing Student Engagement: Rigorous Lessons**

The primary goal of this instructional topic will be for teachers to review the meaning of student engagement, examine root causes of disengagement, identify evidence of positive student engagement within a positive classroom environment and most importantly, design rigorous lessons for high-quality instruction to increase student engagement.

### **Integrating Academic Discourse into Mathematics Lessons**

In this instructional topic, we will cover topics that will help classrooms change from implementing teacher interactions to implementing learning interactions.

### **Key Strategies That Really Work for Differentiated Instruction**

The primary goal of this instructional topic will be for teachers to review how to design quality differentiated lessons using a variety of techniques and strategies, while keeping the elements of differentiation in mind. Specifically, one can differentiate instruction by product, process, and content, according to student readiness levels, learning profiles, and individual interests.



## TITLE

**Mini-Lessons That Inspire Students to Write**

## DESCRIPTION

The primary goal of this instructional topic will be for participants to learn how to design quality mini-lessons, which are concentrated skill-based lessons that are 10-15 minutes in duration. Teachers will learn about the four different types of mini-lessons: procedural writing, the writing process, editing, and the Author's craft. Teachers will also explore mentor texts and how those texts can enhance the meaning of any mini-lesson.

**Perfecting the Revision and Editing Processes for Student Writers**

The primary goal of this instructional topic is for teachers to review the revision and editing process for student writers and to explore a variety of specific revision and editing strategies that allow students to build confidence in their own writing.

**Providing Student Feedback**

In this instructional topic, we will learn how to provide feedback through formative assessments that really help learners self-reflect and grow in their understanding of the content curriculum.

**Scaffolding to Maintain Rigor**

In this instructional topic, we will learn how to provide the instructional design principle of scaffolding support so that all students can engage in deeper levels of cognition.

**School Level Parent and Family Involvement**

In this instructional topic, we will discuss how a school can facilitate parent and family involvement. Schools, as an institution, can be especially welcoming and can work to include parents in a variety of ways. It is critical that schools analyze how they are helping to bring parents into the building and how they are working towards a community environment where all are welcomed.

**Setting Up Your Classroom for Positive Management**

In this instructional topic, we will look at how the classroom is set up in order to create a safe and positive learning space for students. By creating a safe environment for students, both physically and psychologically, we allow the learning process to take place in the most efficient and effective way.

**Strategies for Long Term Vocabulary Acquisition**

The focus for this instructional topic is intended for teachers to build and improve vocabulary acquisition with their students for long-term acquisition and to promote better retention. Teachers will identify 6 research-based recommendations that educators should use to guide effective vocabulary instruction in their classrooms. Teachers will also take a closer look at morphology and how that can help build student comprehension of keyword vocabulary.





## TITLE

## DESCRIPTION

### **Student Engagement and Motivation**

In this instructional topic, we will look at how to engage and motivate students to reach their highest potentials. We will focus on creating a rigorous environment for students, through teaching and learning experiences, we promote engagement and motivation in the most natural way.

### **Students Learning Math for Mastery**

In this instructional topic, we will examine ways to actively engaging students in their mathematics lessons by increasing student communication of mathematical ideas and understandings, and addressing how well students are able to demonstrate procedural fluency and relational understanding.

### **Supporting a Problem-Centered Math Classroom**

By participating in the instructional topic, PLC Teams will learn how to plan a lesson that centers on providing students with high cognitive demand math problems. We will examine the instructional strategies that need to be implemented in order for your students to achieve the maximum benefits of learning math.

### **Supporting Productive Student Struggle in Mathematics**

In this instructional topic, we will be looking at the ingredients that make for a rich and effective mathematics classroom. What does good effective math instruction look like?

### **Teaching Behavioral Rules and Expectations**

Rules and expectations: We have all experienced them through our own education and, as teachers, have all developed them to help our classroom run more smoothly. Without expectations for behavior, both in the school and in the classroom, chaos would reign. Teachers may set rules ahead of time or with their students, depending on the grade level of their students, and they may revisit the rules and expectations regularly as a reminder, or perhaps for revision.

### **Thoughtful Discourse to Support Deep Understandings**

In this instructional topic, we will focus on how effective math instruction and how it can be designed to include research-based strategies that promote positive learning outcomes for your students.

### **Understanding Differentiated Instruction**

The goals and priorities for this instructional topic is intended to provide opportunities for teachers to proficiently master the implementation of the foundations of differentiation in their own classrooms. Connections with the Danielson's Framework will be integrated throughout the course with real-life, hands-on application to address diverse student needs.



## TITLE

### **Understanding Giftedness**

## DESCRIPTION

In this instructional topic we will answer such questions as: What is the difference between a truly gifted student and a hard-working, highly-motivated student? Are gifted students all alike?

### **Understanding Instructional Rigor**

In this instructional topic, we will explore the concept of “rigor” and what teachers need to do to help students meet higher academic standards. Teachers will examine issues to increase active student engagement in learning, enhance motivation and learn how to provide scaffolded support so that all students can engage in deeper levels of cognition.

### **Understanding the Three Phase Math Lesson Framework**

In this instructional topic, the phases of the three-part problem-solving math framework are discussed. Authentic problem-solving provides opportunities for students to engage with a central challenging problem or set of problems within a classroom lesson. The three-part framework is designed to help teachers plan these types of lessons in order to maximize the benefits gained from these experiences.

### **Using Data to Inform Instruction**

The goals and priorities for this instructional topic is intended to provide opportunities for teachers to proficiently master the implementation of using data to inform instruction in their own classrooms. In this course, we will focus on how to adjust instruction to meet students’ needs.

### **Using Flexible Grouping to Differentiate Instruction**

The goals and priorities for this instructional topic is to provide opportunities for teachers to learn to proficiently use flexible grouping to differentiate instruction in their own classrooms. Teachers will review how to design respectful tasks by exploring a variety of methods to flexibly group students to differentiate instruction accordingly.

### **Using Pre-Assessments Effectively to Guide Instruction**

The focus of this instructional topic is intended to provide opportunities for teachers to use pre-assessments effectively and to understand how pre-assessment data can be used to differentiate instruction according to student readiness levels, learning profiles, and individual interests.

### **Utilizing Rigorous Problem-Based Math Tasks in the Classroom**

In this instructional topic, PLC Teams will explore how the use of cognitively demanding math tasks can increase your students’ ability to reason mathematically. We will also look at how to assess the level of cognitive demand found in a math task, how to present math tasks to your students effectively, and how to support your students as they engage with math tasks.

