

# Ideas, Suggestions, and Examples of 90-Minute Roundtables at Small Schools

## Fall Semester Guide

### August PLC Roundtable

Focus on school culture. Plan for all participants to read a scholarly article and/or watch a virtual learning video—like [this video](#) on building a “learning for all” culture. Participate in positive discussion around student learning. Practice learning together to create a school culture that defines and supports students performing at grade level or higher every day!

### September PLC Roundtable

Have every teacher bring a collaborative formative assessment (CFA) and provide an overview of how the CFA is aligned with essential learning and state standards or skills. When assessments are shared this way, teachers are able to gain a new perspective of the many types of assessments students are experiencing in their school.

### October PLC Roundtable

At the end of the first quarter, have every teacher bring a pacing guide and talk about whether they are behind pace, ahead of pace, or on track with regard to essential standards. Teachers can share strategies for staying on pace or getting back on pace through peer feedback. They can also explore the different ways their peers create pacing guides and what types of templates or tools may be most effective.

### November PLC Roundtable

November is a good time to have each teacher share a skill-based check for understanding or an analysis of classroom assessment data (completed in October) that drove an intervention/extension cycle within their classroom. Teachers can share tips and tricks for intervening and extending and discuss the impact on students attaining proficiency/mastery of essential learnings.

### December PLC Roundtable

Create a culture of celebration by having each educator sharing a classroom “win” from the first semester. Teachers can share student work samples, student-created products, a picture of a student showcasing their work, or a short video of a student sharing their academic achievement.



## Spring Semester Guide

### January PLC Roundtable

In January, have the whole school begin learning about response to intervention (RTI) through shared readings or videos. Teachers can then begin answering PLC Questions 3 & 4 and visualizing a schoolwide system of supports. Plans should be made to embed the RTI process in the school day during the next school year.

### February PLC Roundtable

Have vertical teams share academic growth or evidence of effectiveness data. Give each team 10–15 minutes to explain how they are monitoring cohort growth data from spring to fall, fall to winter, and what they are predicting cohort growth will be from spring of the previous school year to spring of the current school year on state assessments.

### March PLC Roundtable

Time for spring break! Create a culture that thrives on celebration. Share student learning and staff culture “wins” from this school year. Also, eat some cake.

### April PLC Roundtable

Make a plan for reviewing end-of-year data, evidence of effectiveness, and SMART goal results in May. Make sure everyone knows what the May agenda will include and ensure nobody will be surprised by transparency around student learning data.

### May PLC Roundtable

Bring spring assessment results to the table. This includes progress monitoring data, state assessment data, etc. Areas in need of improvement will be self-evident and can be discussed at the team or individual level—not at the roundtable. Look for the “wins” as you explore specific evidence of student growth. Every “win” should include an opportunity for that individual or vertical team to share how they did it, what worked, and who contributed to their success!

### Roundtable Protocol

Form the tables into a “U” or “O” shape, set the timer for 3–5 minutes per person, or 10–15 minutes per team. Have each teacher or team present their PLC work to their colleagues. PLC work examples are presented on paper or electronically—the visual element is important. As educators see the products of their colleagues, they will notice exemplars and best practices that will influence their own work.

### Next Year

Grading for learning should eventually become a PLC roundtable agenda item. How are we giving students feedback? How are we determining proficiency by skill?

