

Prepared to Ready Staff PLC Activity

PLC Guide: The following is a sample protocol that school-wide or teacher PLC teams might use to begin to analyze the difference between prepared students and ready students.

Background:

Topic for Discussion: Creating Common Language for Ready Students

Step 1:	<ul style="list-style-type: none">• Obtain copies of the prepared to ready slides including the Prepared to Ready, the four categories of Ready, and Ready Teachers slide. These slides can be found here.• Ensure everyone has a copy of the T Chart of Prepared versus Ready. This T Chart can be digital, a handout or used with chart paper.
Step 2:	<p>Frame the term ready with your staff. We have TN Ready, TN Promise, Ready to Read, and Reading to be Ready. What is ready? How does this term differ then prepared?</p> <p>You may want to frame the discussion with statistics or other components to help your staff understand the importance of readiness with their students. The TN Succeeds presentation can be found here.</p>
Step 3:	<ul style="list-style-type: none">• If you are doing this activity with an entire faculty, have your teachers sit in mixed groups. (Don't have all math teachers sit together or all third grade teachers sit together). It is important to have teachers with diverse perspectives discuss these two terms.• Have teachers discuss what a prepared student is and what a ready student is.• As teachers discuss, have table groups chart their definitions. These definitions can be analogies or descriptions.• Give teachers five to ten minutes for clear definitions.• Then, encourage teachers to provide concrete examples of what characteristics define a prepared student.• Finally, encourage teachers to provide concrete examples of ready students.• Have each group share out.
Step 4:	<ul style="list-style-type: none">• Then, show the slide of the four categories.• Have each group label their lists by Knowledge, Thinking and Problem Solving, Goals and Dreams, and Actions/Self Accountability.
Step 5:	<p>Ask your staff, what categories did we focus on? What did we skip?</p> <p>Then, lead your staff in defining each category so that the staff has a common language around each category when discussing students.</p>
Step 6:	<p>Extension: In teams, start to provide clear expectations and goals for each category to help your staff focus moving students toward readiness.</p>