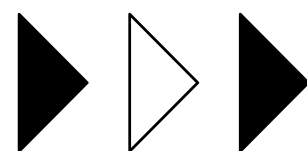




2026-2027

RMS NEW TEACHER ONBOARDING



RMS MISSION AND VISION

MISSION

THE WAKE COUNTY PUBLIC SCHOOL SYSTEM WILL PROVIDE A RELEVANT AND ENGAGING EDUCATION AND WILL GRADUATE STUDENTS WHO ARE COLLABORATIVE, CREATIVE, EFFECTIVE COMMUNICATORS, AND CRITICAL THINKERS.



VISION

ROLESVILLE MIDDLE AIMS TO BE A THRIVING SCHOOL THAT PARTNERS WITH ALL STAKEHOLDERS. WE EMPHASIZE COLLABORATION, COMMUNICATION, AND AUTHENTIC RELATIONSHIPS TO CREATE A SAFE AND POSITIVE LEARNING COMMUNITY. USING EFFECTIVE TEACHING METHODS, WE ADDRESS DIVERSE STUDENT NEEDS, ENCOURAGING CURIOSITY AND CREATIVITY. WE PROMOTE INCLUSIVITY AND WELL-BEING, BY CELEBRATING AND SUPPORTING THE WHOLE STUDENT. AS A RESULT OF COLLABORATIVE EFFORTS, ROLESVILLE MIDDLE SCHOOL IS A PLACE WHERE ALL STUDENTS THRIVE ACADEMICALLY AND SOCIALLY, MAKING OUR SCHOOL A BEACON OF SUCCESS IN THE COMMUNITY.



INCLUSION ACTIVITY: ICE BREAKER

GREETING FRENZY:

- YOU HAVE 2 MINUTES, AND WITHIN THAT TIME YOUR JOB IS TO INTRODUCE YOURSELF, GREET EVERYBODY IN THE ROOM, BY NAME, POSITION, AND MAKE SOME BRIEF PHYSICAL CONTACT. IT COULD BE A HANDSHAKE, HIGH FIVE, FIST OR ELBOW BUMP; THERE MAY EVEN BE SOME HUGGERS IN THE ROOM

02:00



STAND UP, HAND UP, PAIR UP:

- SHARE A SUMMER HIGHLIGHT AND WHY IT WAS IMPACTFUL
- "WHAT ARE YOU LOOKING FORWARD TO AT RMS FOR THE 2026-2027 SCHOOL YEAR?"
- "WHAT MAKES A SCHOOL A PLACE WHERE BOTH STUDENTS AND TEACHERS THRIVE?"

02:00



MEET YOUR ADMIN TEAM



ANGELA COOPER

PRINCIPAL



EMEKA HENDERSON

6TH GRADE
ASSISTANT PRINCIPAL



LAMONT GREGORY

7TH GRADE
ASSISTANT PRINCIPAL



MICHAEL KLINE

8TH GRADE
ASSISTANT PRINCIPAL

CLICK EACH
ICON TO
INTERACT!



BELL SCHEDULES

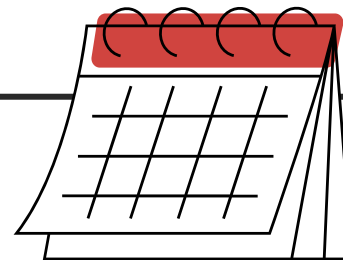
RMS 2026-2027



MASTER SCHEDULE



WEDNESDAY SCHEDULE



A-B DAY SCHEDULE



P2 LESSON SCHEDULE



MEETING SCHEDULE



ROLESVILLE
MIDDLE SCHOOL

Add a little bit of body text



WHOM TO CALL

A. Cooper		M. Kline		E. Henderson		T. Gregory	
Assistant Principals		78h Grade		6th Grade		Staff Supervision Assignments	
Athletics		Science Department		Special Education		7th Grade	
Clerical Staff		Health/PE		Intervention Team		CTE Department	
Instructional Facilitators		Behavior Health Team		Fine Arts/World Language/ESL		Social Studies Department	
Math Department		ALC/ISS		6th Grade Counselor		7th Grade Counselor	
Media		th G8rade Counselor				Custodians	
ELA							
Data Collector/Monitor		Data Collector/Monitor		Data Collector/Monitor		Data Collector/Monitor	
Free and monitor all instructional initiatives		SIP Process Manager		SIP Process Manager		SIP Process Manager	
SIP Process Manager		LEA		LEA		LEA	
LEA		PLC Oversight		PLC Oversight		PLC Oversight	
PLC Oversight		Kid Talk		Kid Talk		Kid Talk	
						NCEES/Observation Manager	
						EVAAS	

 SCHOOL
CULTURE



SCHOOL CULTURE

AT RMS, WE BELIEVE A POSITIVE SCHOOL CULTURE HELPS CREATE A SUPPORTIVE AND ENJOYABLE WORK ENVIRONMENT FOR EVERYONE.

SCHOOL CULTURE INITIATIVES

- MONTHLY SUNSHINE CALENDAR ACTIVITIES TO PROMOTE STAFF ENGAGEMENT AND CONNECTION.
- FUN THEMED DAYS THROUGHOUT THE YEAR (EXAMPLES: CUPCAKE DAY, WEAR POLKA DOTS DAY, WORLD CHILI DAY).
- OPPORTUNITIES TO CELEBRATE STAFF, BUILD RELATIONSHIPS, AND FOSTER A SENSE OF COMMUNITY.
- ENCOURAGEMENT TO PARTICIPATE AND HELP MAKE RMS A POSITIVE PLACE TO WORK AND LEARN.

A STRONG SCHOOL CULTURE IS BUILT WHEN EVERYONE CONTRIBUTES, PARTICIPATES, AND SUPPORTS ONE ANOTHER.

PARENT COMMUNICATION



- RESPOND TO PARENT COMMUNICATION WITHIN 24–48 HOURS. IF RECEIVED OVER THE WEEKEND, RESPOND BY MONDAY.
- SEEK SUPPORT FROM YOUR GRADE LEVEL ADMINISTRATOR IF OR WHEN THE COMMUNICATION BETWEEN THE TEACHER AND PARENT BECOMES CONTENTIOUS.
- ESTABLISH RELIABLE COMMUNICATION METHODS EARLY IN THE SCHOOL YEAR.
- MAKE YOUR FIRST PARENT CONTACT A POSITIVE ONE WHENEVER POSSIBLE.
- FOSTER POSITIVE RELATIONSHIPS THROUGH PROFESSIONALISM, TIMELY COMMUNICATION, AND PARTNERSHIP WITH FAMILIES.
- REMEMBER: POSITIVE COMMUNICATION BUILDS TRUST AND SUPPORTS STUDENT SUCCESS.

● WEBSITE



- ALL TEACHER ARE ASKED TO MANAGE A CANVAS SHELL/COURSE FOR THIS SCHOOL YEAR
- ALL TEAMS ARE ASKED TO MANAGE A TEAM WEBSITE THAT ALLOWS ACCESS TO LINKED CANVAS PAGES AND ANNOUNCEMENTS
- WEBSITE WILL BE LINKED TO THE RMS HOME WEBSITE

● PARENT CONTACT



- PHONE, EMAIL, TALKING POINTS
- DOCUMENT ALL CONTACT AND PARENT MEETINGS
- CREATE A CONTACT DOC./SHEET TO TRACK ALL PARENT CONTACT AND PARENT MEETINGS
- FREQUENT CHECK IN AND CONTACT WITH PARENTS OF STUDENTS WHO HAVE ACADEMIC OR BEHAVIORAL CONCERNS

● TEAM NEWSLETTER



- WEEKLY NEWSLETTER
- FOCUS ON CONTENT, CURRICULUM, ASSIGNMENTS, AND UPCOMING IMPORTANT DATES
- SPOTLIGHT ON STUDENTS

● POD MEETINGS



- WEEKLY POD MEETINGS HELD ON THE FIRST DAY OF EACH WEEK
- REVIEW OF THE FOLLOWING INFORMATION: WEEKLY REMINDERS, GRADE LEVEL EXPECTATIONS, WEEKLY P2 CHARACTER TRAITS, P2 STUDENT RECOGNITION, UPCOMING ASSIGNMENTS, INFORMATION FROM GRADE LEVEL ADMINISTRATION AND COUNSELOR.

BEHAVIOR HEALTH



WCPSS LEVER 3; SEE ME

LEVER 3; SEE ME!

- STUDENT WELLBEING AND RESILIENCE
 - PROMOTING A POSITIVE CLASSROOM CLIMATE THROUGH CLEAR ROUTINE AND PROCEDURES
 - ADVANCING SOCIAL AND EMOTIONAL LEARNING PRACTICES IN CLASSROOMS

WITH A FOCUS ON THE FOLLOWING:

- 3.1 CLEAR ROUTINES AND PROCEDURES
 - AFFIRMATIVE V. CORRECTIVE FEEDBACK
- 3.2 SOCIAL-EMOTIONAL LEARNING PRACTICES
- 3.3 INCLUSIVE CLASSROOM ENVIRONMENTS
- 3.4 BUILDING RELATIONSHIPS AND STUDENT CAPABILITY

Lever 3 Student Well-Being and Resilience Foster a positive and inclusive classroom culture and climate to prioritize students' well-being and resilience.			
Focus 3.1 Clear Routines and Procedures Developing Consistent Routines and Procedures to Maintain a Stable Learning Environment		Focus 3.2 Social-Emotional Learning Practices Fostering a Positive and Collaborative Learning Community	
Look Fors - Classroom expectations for behavior are visible, communicated, and evident. - Classroom routines and procedures are utilized to build relationships, maximize instructional time, and ensure safety. - Teacher provides affirmative feedback to reinforce and corrective feedback to address misbehavior at a 5:1 ratio. - Teacher greets students at the door, uses check-in questions, and calls on students by name to build classroom community and relationships.	Probing Questions - How do you ensure that classroom expectations for behavior are visible and clearly communicated to students? - Can you describe your routines and procedures to build relationships and maximize instructional time? - How do you maintain a balance of affirmative and corrective feedback? - What strategies do you use to build a strong classroom community and relationships with your students?	Look Fors - Teacher explicitly teach, model, and reinforce the WCPSS-aligned social-emotional learning (SEL) curriculum. - Students demonstrate a positive, collaborative, and engaged sense of community. - Student discourse indicates a willingness to take risks in learning (without fear of negative feedback). - Teacher demonstrates congenial, culturally responsive, and supportive relationships with students.	Probing Questions - How do you explicitly teach, model, and reinforce the WCPSS-aligned social-emotional learning (SEL) curriculum in your classroom? - What strategies do you use to foster a positive, collaborative, and engaged sense of community among your students? - How do you create an environment where students feel safe to take risks in their learning without fear of negative feedback? - How do you demonstrate congenial, culturally responsive, and supportive relationships with your students?
Focus 3.3: Inclusive Classroom Environments Supporting Inclusion and Belonging		Focus 3.4 Building Relationships and Student Capability Strengthening Student Connections and Self-Efficacy	
Look Fors - Visual displays reflect diverse cultures and identities. - Classroom discussions include multiple viewpoints and student experiences. - Diverse examples and materials are used in lessons. - Activities allow students to explore and express their identities. - Opportunities are provided for students to share their backgrounds and stories.	Probing Questions - How do you ensure your students feel valued, accepted, safe, and comfortable in the classroom? - Why did you choose the visual displays hanging in your classroom? - What types of diverse examples and materials do you incorporate into your lessons to represent different cultures and perspectives? - What activities do you use to allow students to explore and express their identities? - How do you provide opportunities for students to share their backgrounds and stories with the class?	Look Fors - Teacher uses students' names and shows genuine interest in their well-being. - Teacher praises and encourages student effort authentically, linking it to outcomes and progress. - Teacher helps students identify and use positive coping strategies, including help-seeking. - Teacher conveys warmth and acceptance through eye contact, smiles, and relaxed body language. - Teacher uses cooperative learning opportunities in lessons and is thoughtful and considerate when grouping students.	Probing Questions - What strategies do you teach students to help them manage stress or challenges they face in the classroom? - What body language or non-verbal cues do you use to make your classroom feel welcoming and inclusive? - How do you design group activities to promote collaboration and ensure all students are actively participating? - What considerations do you make when grouping students? - How do you seek to get to know your students as a person, not just as a learner? - How do you utilize praise and feedback to promote student self-efficacy?

BEHAVIORAL HEALTH PRACTICES

LEVER 3 LOOK-FORS, EXPECTATIONS, AND NON NEGOTIABLES

- CLASSROOM EXPECTATIONS FOR BEHAVIOR ARE VISIBLE
- CLASSROOM EXPECTATIONS FOR BEHAVIOR ARE COMMUNICATED
- CLASSROOM EXPECTATIONS FOR BEHAVIOR EVIDENT
- TEACHER PROVIDES AFFIRMATIVE FEEDBACK TO REINFORCE DESIRED BEHAVIORS AND CORRECTIVE FEEDBACK TO ADDRESS UNDESIRE BEHAVIOR AT A 5:1 RATIO
- TEACHER GREETS STUDENTS AT THE DOOR DURING ARRIVAL AND DURING EACH CLASSROOM TRANSITION
- TEACHER USES CHECK-IN QUESTIONS
- TEACHER CALLS ON STUDENTS BY NAME
- A CLASSROOM SOCIAL CONTRACT IS CREATED AND REVIEWED PERIODICALLY
- P2 CHARACTER STRENGTHS REINFORCED THROUGHOUT DAILY LESSONS AND SCHEDULE
- P2 LESSONS TAUGHT 3X PER WEEK (TUES, THURS, FRI.) TO REINFORCE THE UNDERSTANDING OF THE CHARACTER STRENGTHS
- P2 RMS RED TICKETS REWARDED TO STUDENTS FOR EXEMPLIFYING P2 TRAITS TO REINFORCE DESIRED BEHAVIORS
- STUDENTS BASED INCENTIVES AND RECOGNITION AWARDED THROUGHOUT THE SCHOOL YEAR TO REINFORCE DESIRED BEHAVIORS (P2 RAMS, FUN DAYS, ETC.)



BEHAVIORAL HEALTH PRACTICES

SEL 3 WELCOMING PRACTICES RESOURCES



1

WELCOMING STUDENTS AT THE DOOR/INCLUSIVE ACTIVITIES PAGE 10

- BRIEF INTERACTIVE EXPERIENCES INTENDED TO CREATE AND PROMOTE A CULTURE OF INCLUSION, CONNECTION, AND SENSE OF BELONGING.

2

ENGAGING STRATEGIES/TRANSITIONS PAGE 19

- SERVE AS AN ANCHOR FOR THINKING AND LEARNING BY DEEPENING RELATIONSHIPS TO BOTH MEMBER OF THE GROUP AND THE CONTENT.

3

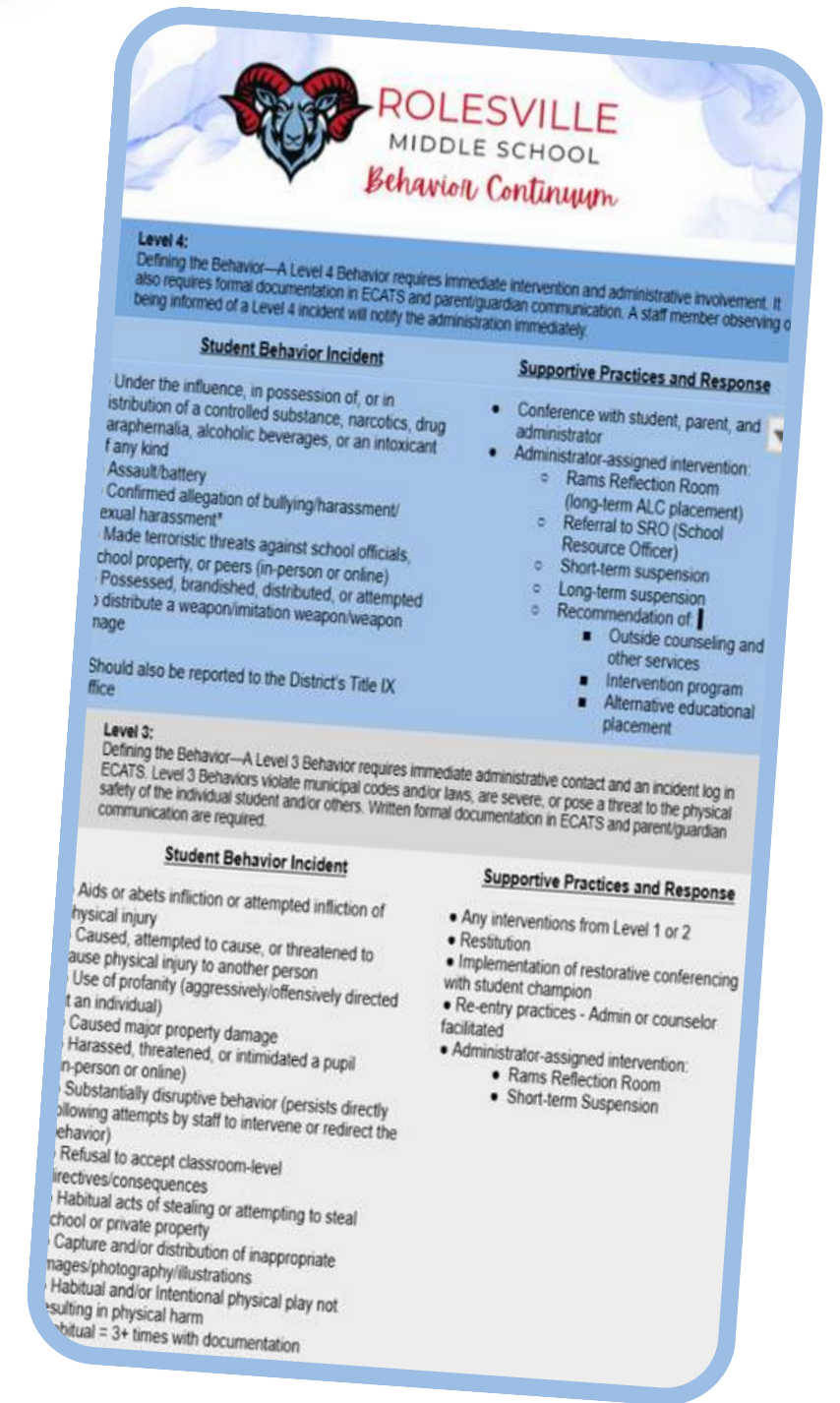
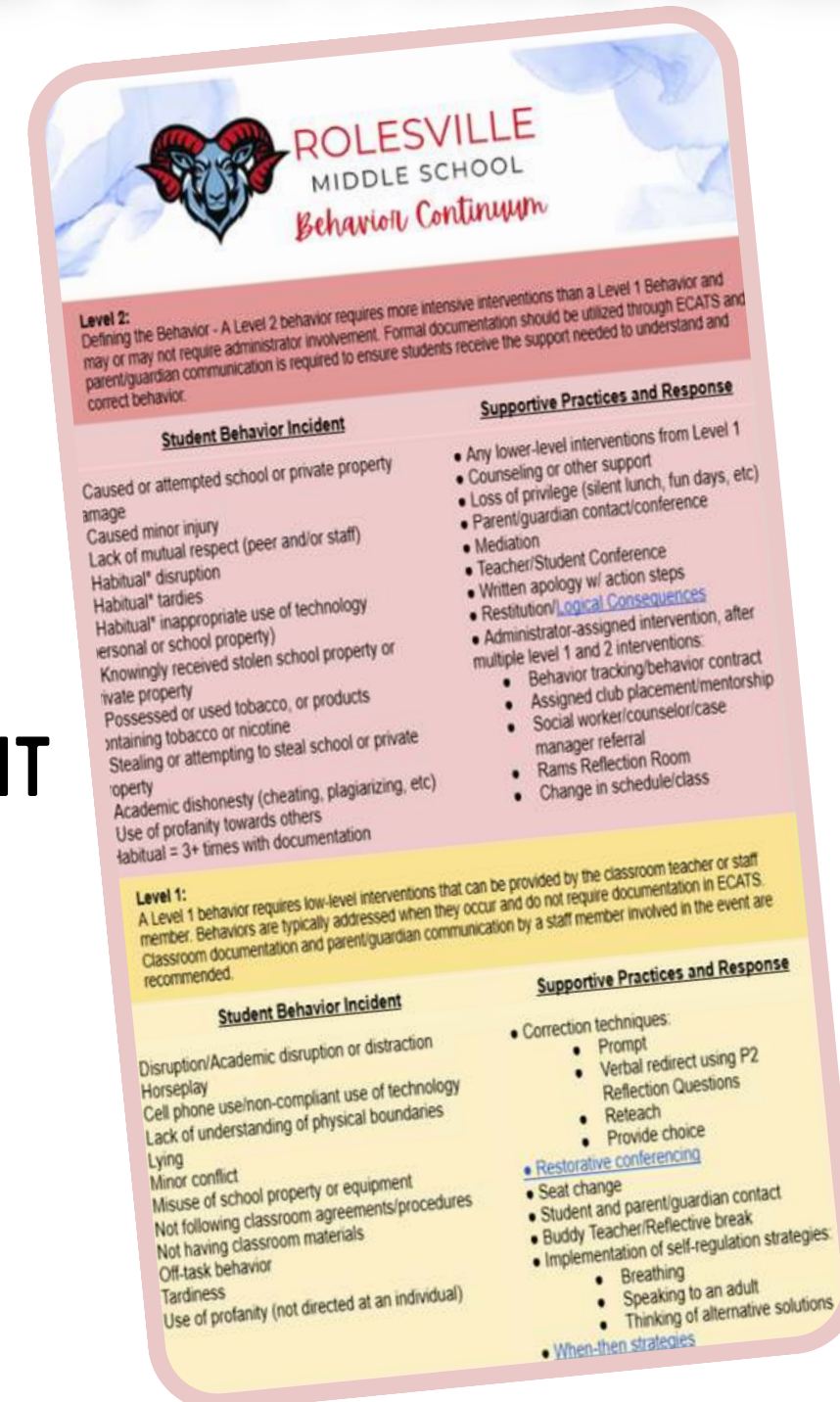
OPTIMISTIC CLOSURES PAGE 36

- HIGHLIGHTS AN INDIVIDUAL AND SHARED UNDERSTANDING OF THE IMPORTANCE OF THE WORK AND CAN PROVIDE A SENSE OF ACCOMPLISHMENT AND SUPPORT FORWARD-THINKING.
- THE CLOSING ACTIVITY MAY BE REFLECTIVE OF THE LEARNING; HELP IDENTIFY NEXT STEPS OR MAKE CONNECTIONS TO ONE'S OWN WORK.



BEHAVIOR CONTINUUM

- TO MAINTAIN AN ORDERLY CLASSROOM AND SCHOOL ATMOSPHERE THROUGHOUT THE SCHOOL YEAR, TEACHERS ARE REQUIRED TO UPHOLD THE FOLLOWING STUDENT BEHAVIOR EXPECTATIONS AS OUTLINED IN THE BEHAVIOR CONTINUUM. THE BEHAVIOR CONTINUUM ALLOWS FOR TEACHERS TO IDENTIFY THE CORRECT ACTION BASED ON STUDENT BEHAVIOR AS WELL AS THE IMPLEMENTATION OF RESTORATIVE PRACTICES TO MITIGATE FUTURE STUDENT BEHAVIORS FROM REOCCURRING.



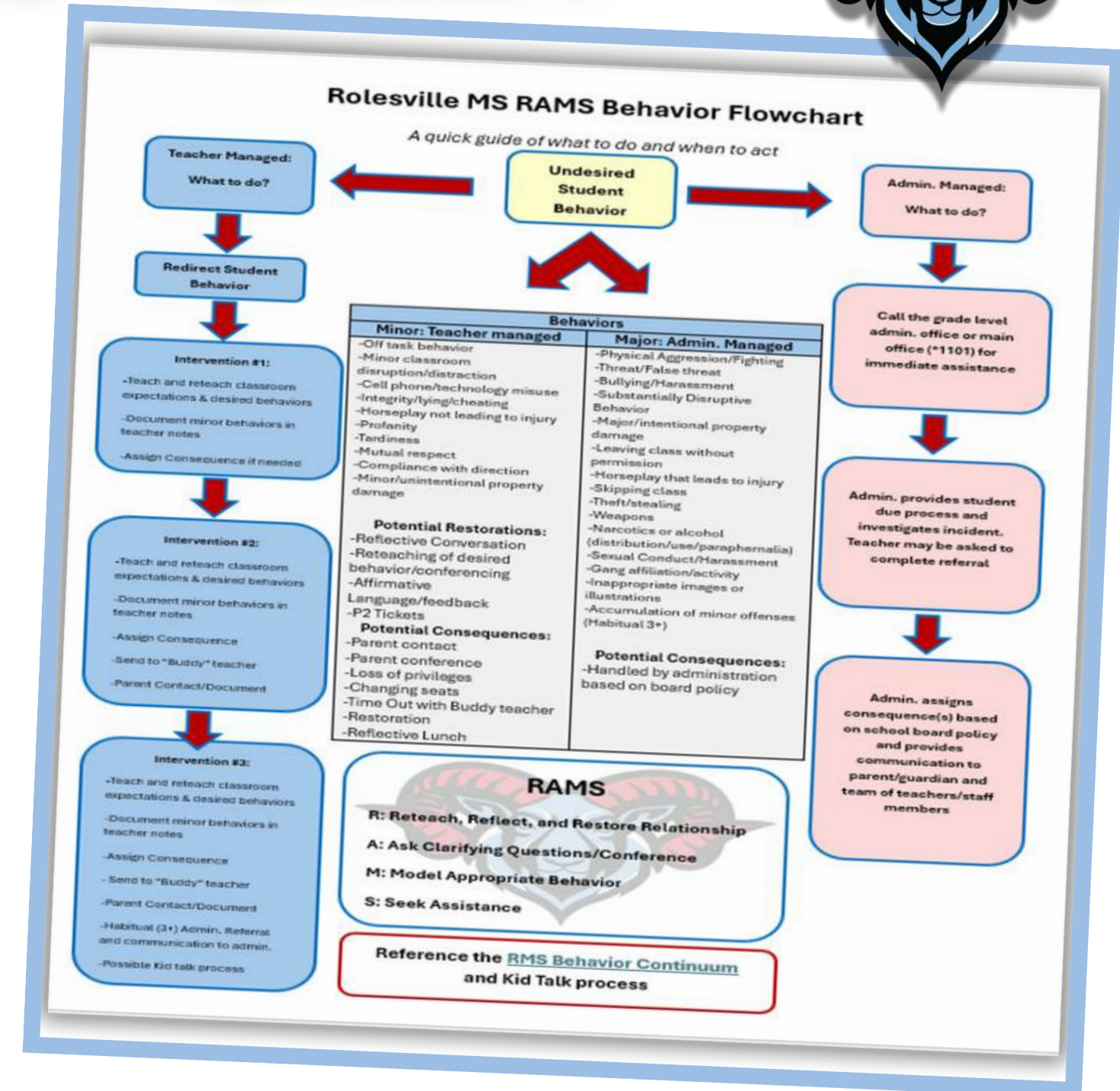
BEHAVIOR FLOWCHART

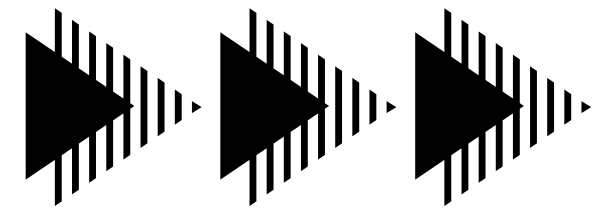


- A QUICK GUIDE OF WHAT TO DO AND WHEN TO ACT BASED ON STUDENTS UNDESIRABLE BEHAVIORS.

MINOR BEHAVIOR V. MAJOR BEHAVIOR

- MINOR: MANAGED BY CLASSROOM TEACHER
- MAJOR: MANAGED BY ADMINISTRATION





GOT QUESTIONS?

STICKY NOTE PARKING LOT



P2 POSITIVITY PROJECT

Appreciation of Beauty & Excellence • Bravery • Creativity • Curiosity • Enthusiasm • Fairness • Forgiveness • Gratitude • Humility • Humor • Integrity • Kindness



THE
POSITIVITY
PROJECT

#PositivityInAction



Leadership • Love • Love of Learning • Open-Mindedness • Optimism • Perseverance • Perspective • Prudence • Purpose • Self-Control • Social Intelligence • Teamwork



click
here!

DUTIES



MORNING AND AFTERNOON DUTY

- ALL STAFF HAVE A MORNING AND AFTERNOON DUTY
- CORE TEACHERS ARE EXPECTED TO SUPERVISE THEIR HOMEROOM CLASS IN THE MORNING AND EITHER THEIR HOMEROOM CLASS OR LAST PERIOD CLASS DURING DISMISSAL.
- ALL OTHER STAFF MEMBERS ARE ASSIGNED TO VARIOUS LOCATIONS THROUGHOUT THE BUILDING AND OUTSIDE OF THE BUILDING TO ENSURE ORDERLY CONDUCT AND SOME TRANSITIONS BY STUDENTS.
- MORNING AND AFTERNOON DUTY ASSIGNMENTS WILL BE SHARED WITH STAFF DURING THE OPENING WEEK.



LUNCH DUTY

- ALL TEACHERS HAVE A DUTY FREE LUNCH
- ELECTIVE TEACHERS, INSTRUCTIONAL COACHES, MEDIA COORDINATOR, AND COUNSELORS ARE ASSIGNED A SPECIFIC LUNCH DUTY TIME (31 MINUTES) TO SUPERVISE STUDENTS EATING IN THE CAFETERIA.



AFTER SCHOOL EVENT DUTY

- ALL CERTIFIED STAFF MEMBERS ARE REQUIRED TO SIGN UP FOR 2 AFTER SCHOOL EVENTS SUCH AS ATHLETIC EVENTS OR FINE ARTS PERFORMANCES

DAILY SUPERVISION & TRANSITION

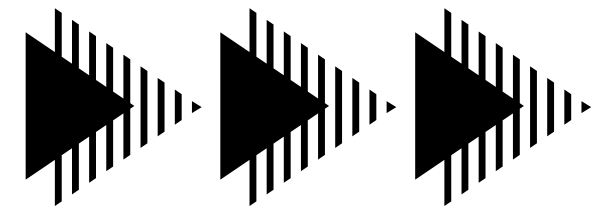
- TEACHERS WILL WALK THEIR CLASS TO AND FROM LUNCH IN A SAFE AND ORDERLY LINE
- STUDENTS WILL TRANSITION FROM CORE CLASS TO CORE CLASS AND LINE UP AT THE CLASSROOM DOOR WAITING TO BE INVITED IN BY THE TEACHER. THE TEACHER WILL GREET EACH STUDENT AS THEY ENTER THE CLASSROOM
- THERE IS NO RESTROOM USE DURING TRANSITIONS
- DESIGNATED LOCKER TIMES DETERMINED BY GRADE LEVEL BASED ON DAILY SCHEDULE IF ANY STUDENTS HAVE A LOCKER
 - EXAMPLE:
 - ARRIVAL (SS GATHER MATERIALS FOR CORE 1 AND 2)
 - BETWEEN CORE 2 AND ELECTIVES
 - AFTER ELECTIVES (SS GATHER MATERIALS FOR CORE 3 AND 4)
 - BEFORE DISMISSAL (2:57)

ELECTIVE TRANSITIONS

- STUDENTS WILL USE THE PROPER STAIRCASE/HALLWAY PER TEAM.
- EACH CORE TEACHER PER TEAM WILL BE STATIONED THROUGHOUT THE ROUTE STUDENTS TAKE TO AND FROM ELECTIVES
 - I.E. POD, STAIRCASE, MAIN HALLWAY NEAR THE GYM, ELECTIVES
- ELECTIVE TEACHERS WILL BE STATIONED THROUGHOUT THE ROUTE STUDENTS TAKE TO AND FROM ELECTIVES
 - I.E. 1 NEAR SUITES, 1 HPE TEACHER AT THE ENTRANCE OF THE GYM, 2 HPE TEACHERS IN THE GYM, 1 TEACHER NEAR BAND/CHORUS, REMAINING TEACHERS AT DOORWAY

WORKDAYS AND LEAVE

- PLEASE INFORM MS. MARSHALL, MS. COOPER, & YOUR GRADE LEVEL ADMIN WHEN YOU KNOW YOU WILL BE OUT.
- IF IT IS A PLANNED ABSENCE, PLEASE GO AHEAD AND SUBMIT YOUR LEAVE ONLINE. FOR UNPLANNED ABSENCES, ONLINE LEAVE FORMS SHOULD BE SUBMITTED NO LATER THAN ON THE DAY YOU RETURN.
- PLEASE REFERENCE PAGES 75-95 ON LEAVE AND ABSENCES IN THE WCPSS EMPLOYEE HANDBOOK IF YOU HAVE QUESTIONS. [WCPSS EMPLOYEE HANDBOOK](#)
- PLEASE CHECK YOUR LEAVE BALANCES EACH MONTH TO ENSURE YOU HAVE THE PROPER LEAVE REQUESTED ON YOUR LEAVE FORM.
- PLEASE TRY, WHEN POSSIBLE, TO SCHEDULE APPOINTMENTS AROUND SCHOOL HOURS.
- LEAVE CAN BE TAKEN IN HALF AND FULL DAY INCREMENTS.

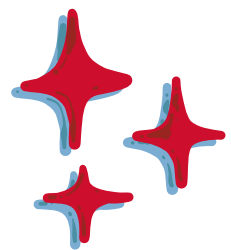


GOT QUESTIONS?

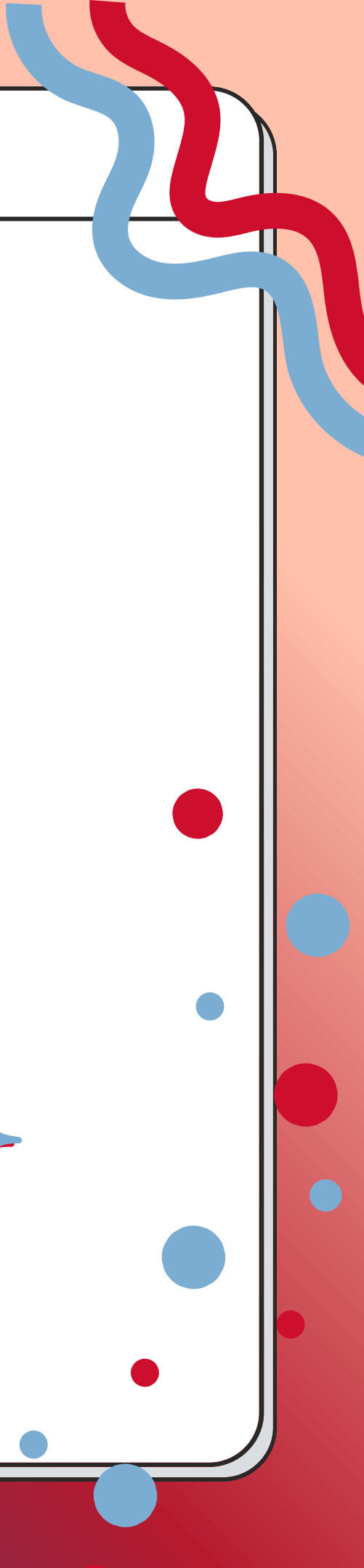
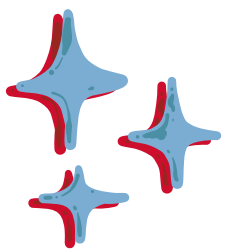
STICKY NOTE OR Q&A GOOGLE FORM







RMS INSTRUCTIONAL EXPECTATIONS



INSTRUCTIONAL & CLASSROOM SUPPORTS

KARA MERRILL
INSTRUCTIONAL COACH



ALLISON BANKS
INSTRUCTIONAL COACH

KIM BOWLING
AIG COORDINATOR



TOM BADEN
ESL COORDINATOR

LEVER 1

STANDARDS-DRIVEN INSTRUCTION

- LEARNING TARGET IS VISIBLE, COMMUNICATED, AND UNPACKED
- INSTRUCTION ALIGNS WITH THE LEARNING TARGET AND GRADE LEVEL STANDARDS
- LEARNING TARGET IS REFERENCED BACK TO DURING INSTRUCTION (LEVER 1)
- WCPSS ALIGNED CURRICULAR RESOURCES ARE UTILIZED
- APPROPRIATE RANGE OF WCPSS PACING
- CHECK FOR UNDERSTANDING/EXIT TICKET ALIGNED TO THE LEARNING TARGET (LEVER 1)
- STUDENTS CAN ARTICULATE THE LEARNING OUTCOME/PURPOSE (LEVER 1)

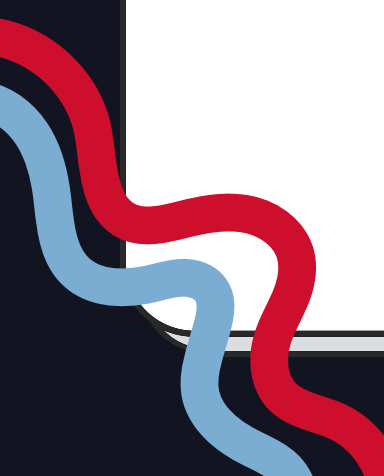
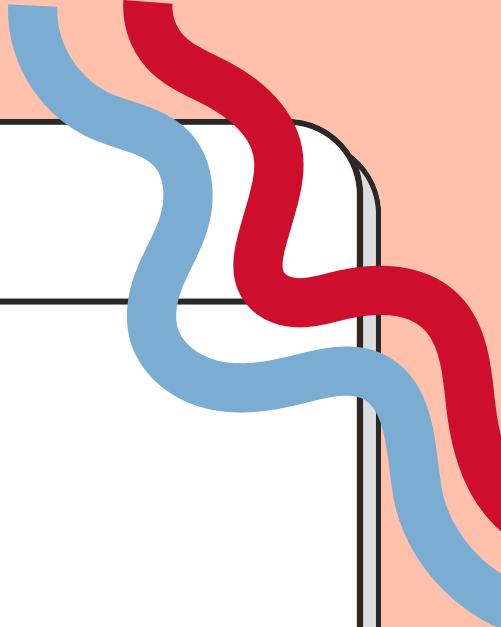
Lever 1 Standards-Driven Instruction			
Ensure students receive standards-based learning targets, grade-level assignments, aligned assessments, and meaningful feedback.			
Focus 1.1 Standards-Driven Instruction Clear and Standards-Aligned Learning Targets/Goals		Focus 1.2 Mastery of Instruction Mastery Through Aligned Instruction and Assessment	
Look Fors - Learning targets, standards, and/or learning goals are visible, communicated, and evident. - Teachers communicate the learning targets/goals, identifying key vocabulary and success criteria. - Lesson learning goals are determined by standards. - WCPSS Aligned curricular resources are utilized. - Instruction is within an appropriate range as outlined in WCPSS Pacing/Scope & Sequence to ensure all learning targets are met.	Probing Questions - How did you determine the learning targets/goals or essential questions for the lesson? - How do students know what they are learning and why? - How do you utilize WCPSS-aligned curricular resources in your instruction? - How do you communicate the learning targets, key vocabulary, and success criteria to students? - How do you ensure your instruction aligns with the WCPSS Pacing/Scope & Sequence to meet all learning targets?	Look Fors - Instruction aligns with the learning targets/goals and grade-level standards. - Formative assessments are used to assess student progress toward mastery of learning targets/goals. - Quality feedback is provided to students about their progress toward learning targets/goals. - Utilize discussion protocols to ensure equity of voice and opportunities to assess each student's understanding of the content. - Strategic observation and listening should occur during discussions to make note of misconceptions and students' mastery of the learning targets/goals.	Probing Questions - How do you make sure your lessons match the learning goals and standards? - How do you check students' progress toward the learning goals throughout the lesson? - What kind of feedback do you give to help students understand their progress? - How do you make sure all students get a chance to speak and share their understanding? - How do you spot and address student misconceptions during discussions?
Focus 1.3 Rigorous Learning Fostering Deep Understanding and Cognitive Engagement		Focus 1.4 Grade-Level Assignments Ensuring Standards-Aligned, Challenging, and Equitable Assignments	
Look Fors - Students are engaged in student-to-student discourse that communicates their understanding to others (Numbered Heads, Think-Pair-Share, etc.). - Grade-level writing standards have been integrated into the assignments and activities. - Assignments and activities directly reflect standards and all sub-elements. - Adjustments are made when needed based on student responses. - Learners do the majority of the cognitive lifting—explaining, making connections, addressing questions, etc.—during written work and discourse.	Probing Questions - How do you encourage students to discuss their understanding with each other? - Can you explain how grade-level writing standards are included in your assignments and activities? - How do you ensure that assignments and activities directly reflect the standards and their sub-elements? - What do you do when you see that instruction needs adjustments based on student responses? - What strategies do you use to ensure students are engaging in higher-order thinking tasks rather than just recalling information?	Look Fors - Grade-level activities align to standards. - Assignments require students to apply knowledge and skills defined by the learning targets/goals of the lesson. - Tasks and assignments align with grade-level standards and involve analysis, comparison, contrast, evaluation, argument construction, and problem-solving. - Activities include opportunities to grapple, collaboratively work with discussion protocols, and/or inquiry. - Teacher uses appropriate scaffolds to ensure equitable and responsive teaching.	Probing Questions - How does the lesson instruction prepare students to complete the assignment? - How are students applying what they learned in the assignment? - How does the assignment align with the grade-level standards and learning targets/goals? - What scaffolding techniques do you use to ensure all students can succeed in grade-level assignments? - How do you incorporate opportunities for students to grapple with concepts, work collaboratively, and engage in inquiry-based activities?

LEVER 2

HIGH-IMPACT INSTRUCTIONAL STRATEGIES

- STUDENTS ACTIVELY PARTICIPATE THROUGH STRUCTURED ACTIVITIES
- STUDENTS COLLABORATIVELY DISCUSS AND SOLVE PROBLEMS, DEMONSTRATING SHARED RESPONSIBILITY AND COOPERATION.
- STUDENTS COMMUNICATE THEIR UNDERSTANDING TO OTHERS.
- PROMPTS USED ENCOURAGE HIGHER-ORDER THINKING, SUCH AS ANALYSIS, SYNTHESIS, AND EVALUATION.
- TEACHER USES OPEN-ENDED AND PROBING QUESTIONS THAT ENCOURAGE CRITICAL THINKING AND ANALYSIS.
- SUFFICIENT WAIT TIME IS PROVIDED FOR STUDENT RESPONSES, PROMOTING DEEPER THINKING.

Lever 2 High-Impact Instructional Strategies			
Ensure students have authentic, experiential learning for higher-order thinking and comprehension.			
ENGAGE ME!			
Focus 2.1 Engagement and Interaction <i>Distributed Summarizing, Discourse Techniques, and Peer Learning</i>		Focus 2.2 Comprehension and Knowledge Building <i>Vocabulary Instruction, Activating Thinking, Formative Assessments, and Visual Supports</i>	
Look Fors - Students actively participate through structured activities (e.g., distributed summarizing, collaborative pairs) to increase comprehension. - Teacher monitors students' thinking/conversations/writing and uses their responses to inform instruction. - Teacher uses a variety of question types, including open-ended and higher-order thinking questions, to stimulate discussion and critical thinking. - Students collaboratively discuss and solve problems, demonstrating shared responsibility and cooperation.	Probing Questions - Can you explain the activities you used today to help students understand the material better? - How do you check what students are thinking or writing during the lesson, and how does it change what you do next? - What kinds of questions do you ask to get students talking and thinking deeply? - How do you make sure students are working together and sharing responsibility when they solve problems? - How do you monitor the conversations when students are talking with a partner?	Look Fors - Students communicate their understanding to others. - Students use graphic organizers and/or strategies to define and explore vocabulary. - Student background knowledge and prior learning are integrated. - Instruction includes scaffolding techniques to build background knowledge and deepen conceptual understanding of the material. - Teachers use formative assessments to check for understanding and adjust instruction accordingly. - Teachers use visual supports (e.g., anchor charts, diagrams, images) to enhance comprehension and retention of material.	Probing Questions - How do you get students to share what they understand with each other? - What tools or strategies do students use to learn and explore new vocabulary? - How do you connect what students already know to the new material? - What steps do you take to help students build their background knowledge and understand concepts deeply? - How do you use students' interests, backgrounds, and cultural heritage in your teaching? - What different assessment prompts are you using and why?
Focus 2.3 Critical Thinking and Analysis <i>Analytical Skills, Scaffolding Techniques, and Effective Questioning</i>		Focus 2.4 Advanced Graphic Organizers and Writing <i>Graphic Organizers, Structured Writing Support, and Writing Development</i>	
Look Fors - Prompts used encourage higher-order thinking, such as analysis, synthesis, and evaluation. - Teacher uses open-ended and probing questions that encourage critical thinking and analysis. - Opportunities for students to reflect on their own thinking processes and learning experiences. - Teachers use strategies such as think-aloud to model thought processes and problem-solving strategies. - Sufficient wait time is provided for student responses, promoting deeper thinking. - Teacher provides immediate, specific, and constructive feedback to students.	Probing Questions - What kind of prompts do you use to get students to think deeply and analyze? - How do you use open-ended and probing questions to encourage critical thinking? - How do you give students a chance to reflect on their own thinking and learning? - Can you explain how you use think-aloud and modeling strategies to show students how to solve problems? - How do you ensure students have enough time to think before they answer? - How are you scaffolding students' learning?	Look Fors - Teachers provide explicit instruction on the use of graphic organizers and structured writing supports, guiding students in their application to enhance learning and writing skills. - Students effectively use various graphic organizers (e.g., concept maps, fishbone diagrams, story maps) to organize and present their ideas. - Students use structured writing supports (e.g., writing frames, summary writing frames, analytical writing templates) to guide their writing and ensure clarity and organization. - Students use writing as a learning tool, reflecting on and consolidating their understanding of the material through written tasks.	Probing Questions - How do students use graphic organizers like concept maps or fishbone diagrams to organize their ideas? - Why did you choose this particular graphic organizer for this lesson? - Can you explain how students use writing frames or templates to structure their writing? - How do students use writing activities to reflect on and understand the material better? - How do you teach students to use graphic organizers and writing supports effectively in their learning and writing tasks?



START EACH DAY RAM READY

- DAILY AGENDA IS VISIBLE; WHAT'S POSTED ALIGNS TO TASKS
- WARM-UP PREPARED AND VISIBLE
- LEARNING TARGET POSTED, UNPACKED WITH STUDENTS, & REFERENCED BACK TO DURING INSTRUCTION
- DAILY HOMEWORK (ALL TESTED AREAS)
- USE OF WCPSS RESOURCES



ROLESVILLE MIDDLE SCHOOL

Instructional Expectations Blueprint

Updated 7/20/2026

The purpose of this document is to provide school staff with clear expectations for curriculum and instruction, grounded in protocols and effective teacher practices unique to our school. These expectations align with WCPSS guiding documents and are designed to ensure that all students have equitable access to standards-aligned curriculum, engage in high-quality core instruction, and develop the knowledge and skills necessary to be college, career, and future ready.

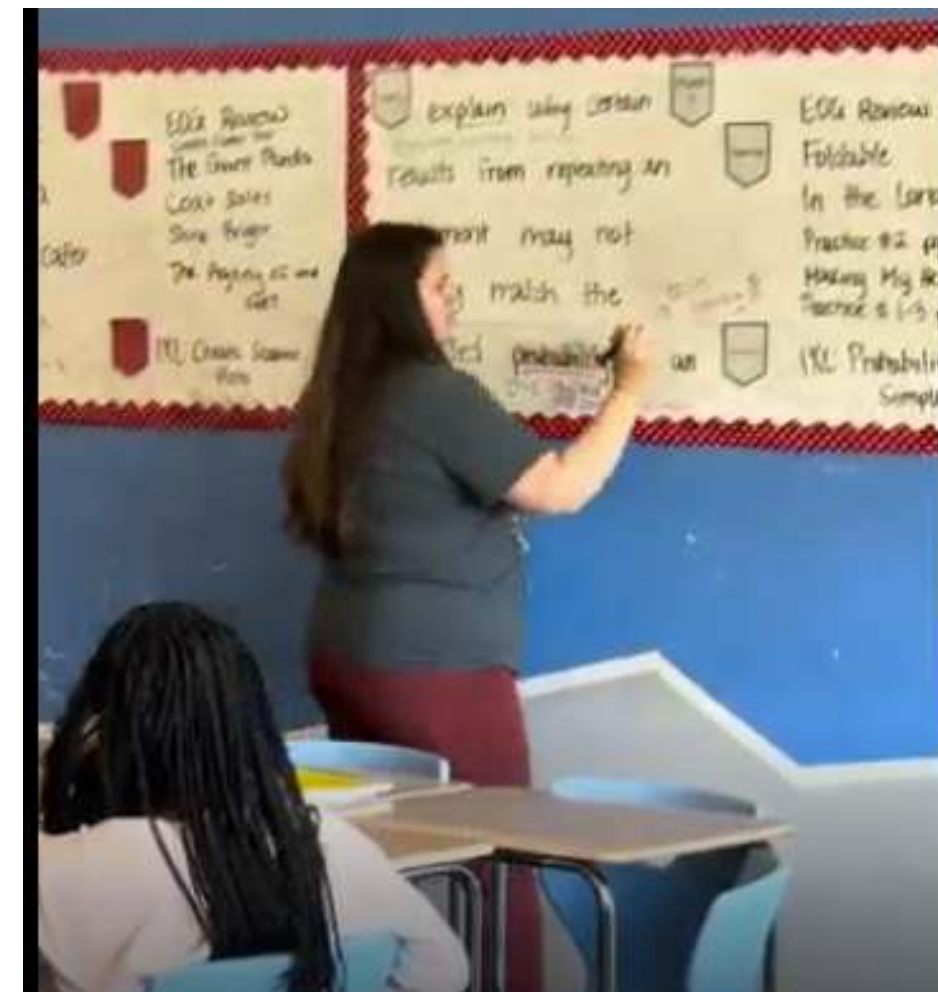
Gradual Release Phase Resource 1 Resource 2	Teacher Actions	Student Actions	Look-Fors	Student Engagement Strategies (TPT, Kagan, EL)
Do Now 5-10 min (Bellringer)	- Greet students at the door - Post and facilitate a standards-aligned warm-up - Connect task to prior learning and today's learning target - Monitor for completion and accuracy	- Begin immediately; independently engage in a focused task - Recall and apply prerequisite knowledge - Prepare to discuss thinking	100% student engagement within 1 minute - Task aligned to prerequisite skill - Students explain thinking - Smooth transition into lesson	Fist to Five (.92) Rally Robin (.92) Round Table (.92) Equity Sticks Numbered Heads (.92)
I Do 15-20 min (Teacher Modeling / Direct Instruction)	- Post, unpack, and reference learning targets + success criteria - Introduce essential academic vocabulary and use in context - Model thinking with clear visuals and scaffolds - Teacher references anchor chart(s) - Embed intentional CFUs (guided notes, whiteboards, hand signals) at key points	- Actively listen and process new content - Track thinking (notes, annotate, respond) - Process and respond to CFUs to demonstrate understanding - Ask clarifying questions	- Learning target is visible and referenced during lesson - Teacher modeling is explicit (thinking is visible) - CFUs occur frequently and inform next instructional move - Students can restate what they are learning and why	Fist to Five (.92) Quiz-Quiz-Trade (.92) Talking Chips (.92)
We Do 10-15 min (Guided Practice - Collaborative)	- Facilitate guided practice with structured support - Ask higher-order questions (justify, explain, defend, analyze) - Provide scaffolds and differentiation (sentence stems, chunking) - Adjust support based on CFU data	- Practice applying new learning with teacher support - Explain reasoning (verbal or written) - Engage in structured academic discourse - Revise thinking based on feedback	- All students actively thinking - Academic language is used - Students justify answers with evidence/reasoning - Teacher responds to misconceptions in real time	Defined Group Roles Numbered Heads (.92) Rally Coach (.92) Round Robin (.92) Chalk Talk Written Conversation

LEARNING TARGETS

AS YOU WATCH

NOTICE:

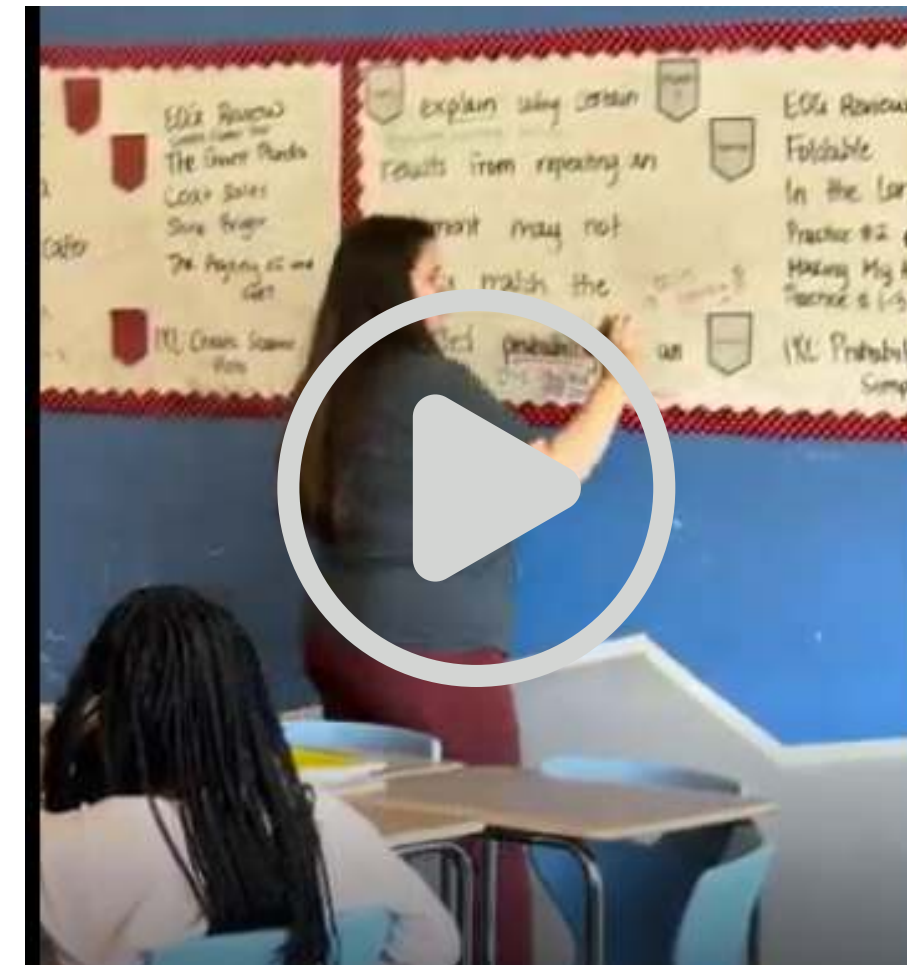
- HOW DID THE TEACHER EXPLAIN UNFAMILIAR VOCABULARY?
- HOW WERE STUDENTS INVOLVED IN UNPACKING THE TARGET LANGUAGE?
- WHAT QUESTIONS DID THE TEACHER ASK STUDENTS?
- HOW DID THE TEACHER CONNECT THE LEARNING TARGET TO THE LESSON AND/OR PREVIOUS LESSON?



● ● ●

ANALYZE:

- ☐ STUDENT-FRIENDLY LANGUAGE
- ☐ CLARIFIED ACADEMIC VOCABULARY
- ☐ CONNECTED TO PRIOR LEARNING
- ☐ EXPLAINED THE PURPOSE ("WHY ARE WE LEARNING THIS?")
- ☐ DEFINED WHAT SUCCESS LOOKS LIKE
- ☐ STUDENTS EXPLAINED THE TARGET IN THEIR OWN WORDS
- ☐ REFERENCED THROUGHOUT INSTRUCTION
- ☐ STUDENTS ASKED QUESTIONS
- ☐ CONNECTED TO THE LESSON ACTIVITIES
- ☐ TEACHER CHECKED FOR UNDERSTANDING



LEARNING TARGETS

APPLY-

IMAGINE THIS HAPPENING IN YOUR CLASSROOM

- ☐ ONE THING I ALREADY DO WELL...
- ☐ ONE CHALLENGE I ANTICIPATE...
- ☐ ONE SUPPORT OR RESOURCE THAT WOULD HELP ME

RoundRobin



ROUND ROBIN SHARE OUT

KAGAN STRUCTURE

ASSIGN ONE DISCUSSION PROMPT TO EACH ROUND.

FOR EACH PROMPT, PARTNER 1 SHARES FOR 30 SECONDS, FOLLOWED BY PARTNER 2, THEN PARTNER 3. (ROTATE WHO STARTS EACH ROUND)

EACH PARTICIPANT SHARES WITHOUT INTERRUPTION WHILE OTHERS ACTIVELY LISTEN.

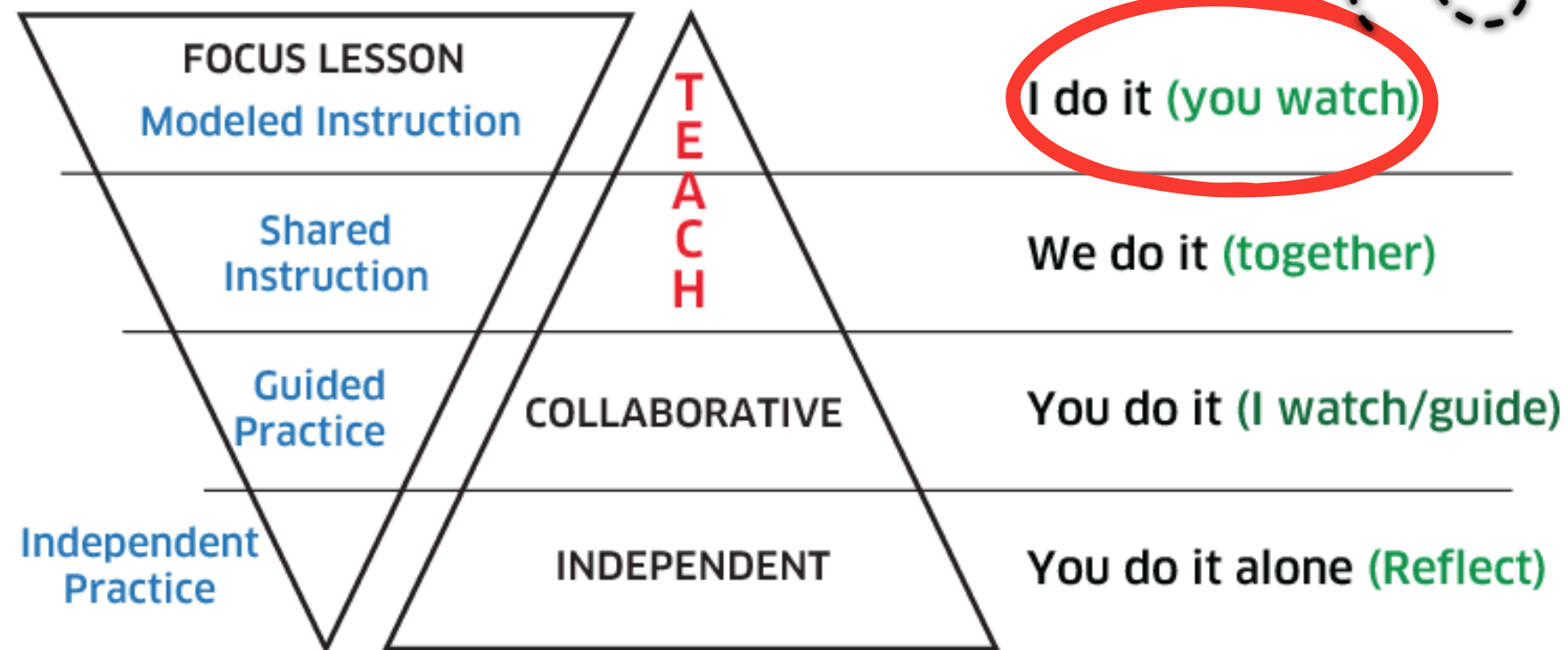
AFTER ALL THREE PARTICIPANTS HAVE SHARED, MOVE TO THE NEXT PROMPT AND REPEAT THE PROCESS.

AT THE CONCLUSION OF ALL THREE ROUNDS, IDENTIFY ONE COMMON THEME OR KEY TAKEAWAY YOUR TABLE WILL SHARE WITH THE WHOLE GROUP.

EFFECTIVE TEACHING

The Gradual Release Model

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

CHARACTERISTICS OF A THINK-ALOUT [MODELING]

- NAME A STRATEGY, SKILL, OR TASK.
- STATE THE PURPOSE OF THE STRATEGY, SKILL, OR TASK.
- USE "I" STATEMENTS.
- DEMONSTRATE HOW THE STRATEGY, SKILL, OR TASK IS USED.
- ALERT LEARNERS ABOUT ERRORS TO AVOID.
- ASSESS THE USEFULNESS OF THE STRATEGY OR SKILL.

Figure 1: The Gradual Release Model

EFFECTIVE TEACHING

A MIDDLE SCHOOL MATH
TEACHER USES THE
GRADUAL RELEASE OF
RESPONSIBILITY (GRR)
FRAMEWORK TO ENGAGE
STUDENTS IN
INDEPENDENT,
COLLABORATIVE, AND
GUIDED WORK TO LEARN
GEOMETRIC
TRANSFORMATIONS.

elMAGAZINE'S
INSTRUCTIONAL INSIGHTS

October 2025
What Makes Educators Stay?

70-MINUTE INSTRUCTIONAL BLOCK



**BRIEF ACTIVITY USED TO
CHECK PRIOR KNOWLEDGE,
REVIEW PREVIOUS LEARNING,
AND INTRODUCE THE DAY'S
LEARNING TARGET.**

HOMWORK CHECK

(IF ASSIGNED)

MODELING (I DO) & GUIDED PRACTICE (WE DO)

INCORPORATE CHECKS FOR UNDERSTANDING TO GUIDE INSTRUCTION

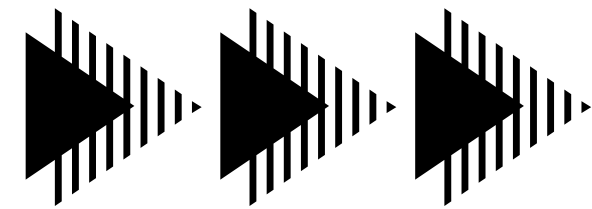
KAGAN DISCOURSE & INDEPENDENT PRACTICE (YOU DO)

UTILIZED CHECKS FOR UNDERSTANDING DATA TO DRIVE THIS PORTION OF THE LESSONS.

EXIT TICKET

A QUICK FORMATIVE ASSESSMENT TO CHECK FOR UNDERSTANDING AND TO GUIDE FUTURE INSTRUCTION.





GOT QUESTIONS?

STICKY NOTE OR Q&A GOOGLE FORM



GRADING EXPECTATIONS

RMS 2026 – 2027 Grading System Expectations

Practice Assignments 10% – 15%	Minor Assignments and Assessments 35% – 45%	Major Assignments and Assessments 40% – 50%
Small or minor practice assignments or checks. Some examples of practice assignments include but are not limited to: • Homework • Daily Tasks ◦ Classwork ◦ Current Events ◦ Bell Ringers / Exit Tickets	Build-upon practices and minor summative assignments that lead to final products that will show mastery. Typically graded for accuracy. Including but not limited to the following: • Quizzes • Skill development ◦ Labs ◦ Essay Papers ◦ Performance activities ◦ (PBL check-points, CPT's, Discussions) ◦ Independent practice • Minor Projects	Major summative, rubric-driven, assessments that help show student mastery. Including but not limited to the following: • Tests / AoL / Midterm • Major Projects • Labs • PBL / CPT • Research Papers • Final Products (written, oral, and/or performance)

***Maximum Total Grades per quarter should not exceed THIRTY (30)**

Research suggests that having an excessive number of graded assignments, such as exceeding 30 grades per quarter, can have mixed effects on student performance and learning outcomes. (Harvard Gazette, Springerlink, and Institute of Education Sciences)

Practice Assignments 10% – 15%	Minor Assignments and Assessments 35% – 45%	Major Assignments and Assessments 40% – 50%						
Minimum of 5 assignments per quarter	Minimum of 7 assignments per quarter	Minimum of 4 assignments Q1/Q3 and minimum 3 in Q2/Q4. (Final Exam is not a Major) <table><tr><th>Q1/Q3</th><th>Q2/Q4</th></tr><tr><td>- At least 3 Major grades</td><td>- At least 3 Major grades</td></tr><tr><td>- Midterm, if</td><td>- Final Exam</td></tr></table>	Q1/Q3	Q2/Q4	- At least 3 Major grades	- At least 3 Major grades	- Midterm, if	- Final Exam
Q1/Q3	Q2/Q4							
- At least 3 Major grades	- At least 3 Major grades							
- Midterm, if	- Final Exam							

GRADING SYSTEM

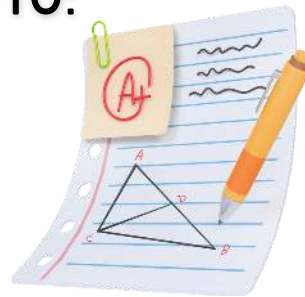
PRACTICE ASSIGNMENTS

10% – 15%

SMALL OR MINOR PRACTICE ASSIGNMENTS OR CHECKS. SOME EXAMPLES OF PRACTICE ASSIGNMENTS.

INCLUDE BUT ARE NOT LIMITED TO:

- HOMEWORK
- DAILY TASKS
- CLASSWORK
- CURRENT EVENTS
- BELL RINGERS / EXIT TICKETS



MINIMUM OF 5 PER QUARTER

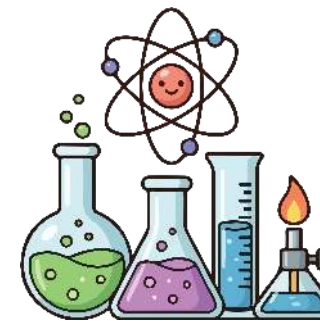
MINOR ASSIGNMENTS AND ASSESSMENTS

35% – 45%

BUILD-UPON PRACTICES AND MINOR SUMMATIVES THAT LEAD TO FINAL PRODUCTS TO SHOW MASTERY – TYPICALLY GRADED FOR ACCURACY.

INCLUDE BUT NOT LIMITED TO:

- QUIZZES
- SKILL DEVELOPMENT
- LABS, ESSAY PAPERS
- PERFORMANCE ACTIVITIES
 - PBL CHECK-POINTS, CPT'S, DISCUSSIONS
- INDEPENDENT PRACTICE
- MINOR PROJECTS



MINIMUM OF 7 PER QUARTER

MAJOR ASSIGNMENTS AND ASSESSMENTS

40% – 50%

MAJOR SUMMATIVE, RUBRIC-DRIVEN, ASSESSMENTS THAT HELP SHOW STUDENT MASTERY.

INCLUDE BUT NOT LIMITED TO:

- TESTS / AOL / MIDTERM
- MAJOR PROJECTS
- LABS / PBL / CPT
- RESEARCH PAPERS
- FINAL PRODUCTS (WRITTEN, ORAL, AND/OR PERFORMANCE)



MINIMUM OF 3 PER QUARTER

MAXIMUM OF 5 PER QUARTER

GRADING POLICY



- WE MUST MAKE SURE THAT WE ARE FOLLOWING THE GRADING POLICY FOR RMS. THIS HELPS ENSURE TRANSPARENCY WITH OUR STUDENTS AND FAMILIES:
 - INFINITE CAMPUS WILL BE SETUP PER CATEGORY WEIGHTS.
 - ALL PLCS WILL HAVE GRADES THAT ARE ALIGNED TO CURRICULUM STANDARDS AND LEARNING TARGETS AND BASED ON AGREEMENT WITHIN PLCS. GRADING EXPECTATIONS WILL VARY BETWEEN CORE AND ELECTIVE COURSES.
 - GRADES MUST BE KEYED INTO INFINITE CAMPUS ON A **WEEKLY** BASIS. GRADES ARE AN ACCURATE REFLECTION OF HOW THE STUDENT PERFORMED ON AN ASSIGNMENT.
 - THIS ENSURES THAT THE STUDENT WILL THEN HAVE THE OPPORTUNITY TO TURN IN THE ASSIGNMENT IF MARKED LATE WITHIN 3 DAYS OF BEING POSTED ON INFINITE CAMPUS.
 - EXTRA CREDIT IS NOT ALLOWED TO BE OFFERED TO ENHANCE GRADES PER WCPSS POLICY.
 - STUDENTS WILL RECEIVE APPROXIMATELY 15-22 GRADES PER QUARTER IN EACH CLASS AND WEIGHTED ACCORDINGLY.
 - 1-2 GRADE PER WEEK
 - I.E. MINIMUM 3 MAJOR CATEGORY GRADES PER QUARTER
 - TEACHERS WILL PROVIDE STUDENTS AND THEIR PARENTS/GUARDIANS WITH CLEAR EXPLANATIONS OF THEIR GRADING PRACTICES.
 - DEPARTMENT GUIDELINES SHOULD OFFER MORE DETAIL PER CONTENT AREA BUT NOT TRUMP OR NEGATE THE OVERALL SCHOOLS GRADING POLICY.

SUMMATIVE ASSESSMENTS

AOL ASSESSMENTS

- UNIT OR QUARTERLY ASSESSMENTS WILL BE CREATED IN SCHOOLNET BY PLCS.

PRE-PLANNING AGREEMENTS

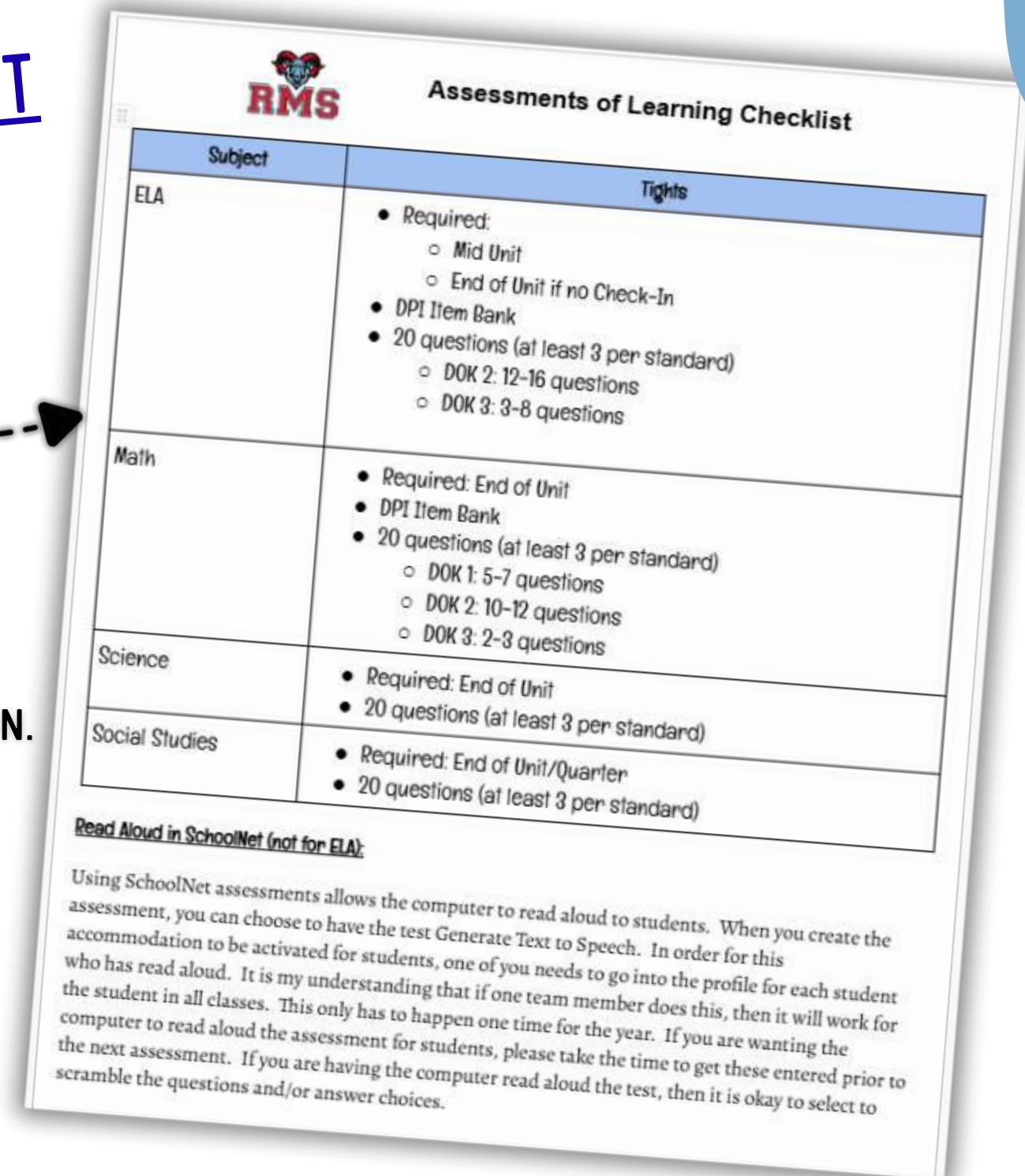
- DURING PRE-PLANNING, PLCS WILL COLLABORATE TO DETERMINE TEST ADMINISTRATION PROTOCOLS AND ENSURE CONSISTENT, VALID DATA COLLECTION.

POST-ASSESSMENT DATA MEETINGS

AFTER AOLS, PLCS WILL:

- CELEBRATE STUDENT SUCCESSES ("GLOWS")
- ANALYZE SUBGROUP PERFORMANCE
- REFLECT ON INSTRUCTIONAL PRACTICES
- SET GOALS AND ACTION STEPS FOR NEXT STEPS
- ESTABLISH A PLAN FOR STUDENT/CLASS DATA CHATS AND CELEBRATIONS.

AOL ASSESSMENT CHECKLIST



The image shows a document titled "Assessments of Learning Checklist" with the RMS logo. It contains a table with columns for "Subject" and "Tights". The table lists requirements for ELA, Math, Science, and Social Studies. Below the table, there is a section titled "Read Aloud in SchoolNet (not for ELA):" which provides instructions on how to use SchoolNet for read-aloud assessments, including text-to-speech options and timing considerations.

Subject	Tights
ELA	● Required: ○ Mid Unit ○ End of Unit if no Check-In ● DPI Item Bank ● 20 questions (at least 3 per standard) ○ DOK 2: 12-16 questions ○ DOK 3: 3-8 questions
Math	● Required: End of Unit ● DPI Item Bank ● 20 questions (at least 3 per standard) ○ DOK 1: 5-7 questions ○ DOK 2: 10-12 questions ○ DOK 3: 2-3 questions
Science	● Required: End of Unit ● 20 questions (at least 3 per standard)
Social Studies	● Required: End of Unit/Quarter ● 20 questions (at least 3 per standard)

Read Aloud in SchoolNet (not for ELA):

Using SchoolNet assessments allows the computer to read aloud to students. When you create the assessment, you can choose to have the test Generate Text to Speech. In order for this accommodation to be activated for students, one of you needs to go into the profile for each student who has read aloud. It is my understanding that if one team member does this, then it will work for the student in all classes. This only has to happen one time for the year. If you are wanting the computer to read aloud the assessment for students, please take the time to get these entered prior to the next assessment. If you are having the computer read aloud the test, then it is okay to select to scramble the questions and/or answer choices.

DATA MEETINGS

WHEN DO DATA MEETINGS OCCUR?



DATA MEETINGS ARE HELD DURING PLCS, FOLLOWING KEY ASSESSMENTS:

MATH

AFTER EACH UNIT

ELA

AFTER MID- & END- MODULE

SCIENCE

AFTER EACH UNIT

SS

AFTER EACH QUARTERLY

WHO ATTENDS PLC DATA MEETINGS?

- GRADE-LEVEL OR CONTENT PLC MEMBERS
- ICR TEACHERS
- INSTRUCTIONAL FACILITATORS (IFS)
- ADMINISTRATOR(S)

DATA MEETINGS PROVIDE PLCS WITH A DEDICATED TIME TO ANALYZE STUDENT DATA BY SUBGROUPS, REFLECT ON AND SHARE EFFECTIVE INSTRUCTIONAL PRACTICES, AND COLLABORATIVELY PLAN TARGETED INSTRUCTIONAL RESPONSES TO MEET THE DIVERSE NEEDS OF ALL LEARNERS.

DATA MEETING FOCUS

DURING DATA MEETINGS, PLCS:

- ANALYZE RESULTS BY SUBGROUPS
- CONDUCT ITEM ANALYSIS, IF NEEDED
- REFLECT ON INSTRUCTIONAL STRATEGIES THAT INFLUENCED PERFORMANCE
- COLLABORATIVELY DETERMINE NEXT STEPS AND INSTRUCTIONAL RESPONSE

DATA SUBMISSIONS

★ TEACHERS DOWNLOAD THE SCHOOLNET STANDARD ANALYSIS REPORT (EXCEL)

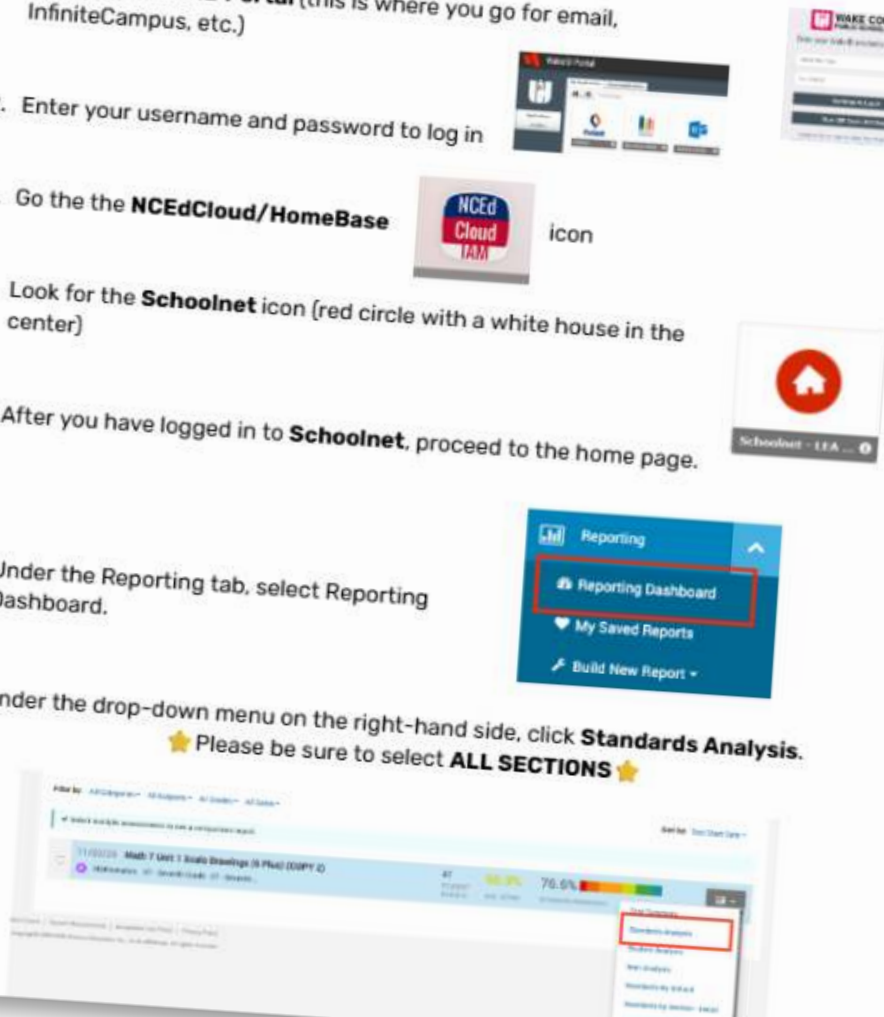
★ SUBMIT DATA VIA THE DESIGNATED
 Google Forms  *click here!*

★ ONLY FIRST-ATTEMPT SCORES SHOULD BE REPORTED

★ DO NOT INCLUDE SCORES WITH CORRECTIONS OR REATTEMPTS

Schoolnet Instructions

1. Visit your **Wake ID Portal** (this is where you go for email, InfiniteCampus, etc.)
2. Enter your username and password to log in
3. Go to the **NCEdCloud/HomeBase** icon
4. Look for the **Schoolnet** icon (red circle with a white house in the center)
5. After you have logged in to **Schoolnet**, proceed to the home page.
6. Under the Reporting tab, select Reporting Dashboard.
7. Under the drop-down menu on the right-hand side, click **Standards Analysis**.
★ Please be sure to select **ALL SECTIONS** ★



Rolesville Middle School
Every student. Every day.

AoL Data Upload

Hello! Please upload your AoL data here.

anbanks@wcpss.net [Switch account](#)

The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

* Indicates required question

Teacher *

Your answer

Subject and Unit Name *

Your answer

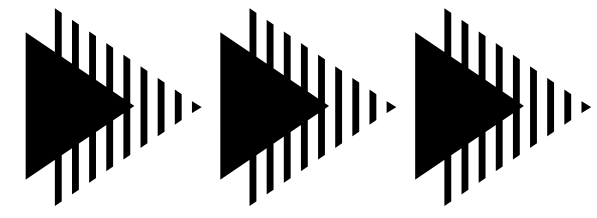
Assessment *

Upload 1 supported file. Max 100 MB.

[Add file](#)

PLEASE
SUBMIT
EXCEL
ONLY

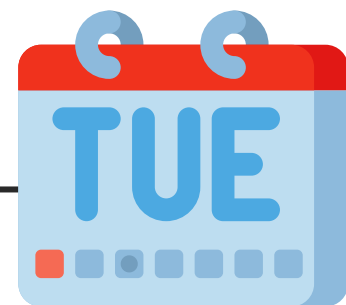
XLS



GOT
QUESTIONS?



PLC STRUCTURE



TUESDAYS

ALL PLCS IN PLC
FACILITATOR'S ROOM

FOCUS: STANDARDS-DRIVEN INSTRUCTION

- UNPACKING STANDARDS
- IDENTIFY/WRITE DAILY LEARNING TARGETS
- SELECT RESOURCES FOR ALIGNED TASK
- PLAN WARM-UPS AND EXIT TICKETS
- DATA MEETINGS (AS NEEDED)
- PRE-ASSESSMENTS



THURSDAYS

ALL PLCS / ROOM 2202

FOCUS: WCPSS LEVERS 1 & 2

- COLLABORATIVE WORK TIME TO PLAN HIGH-IMPACT STRATEGIES
- ENGAGEMENT: KAGAN STRATEGIES
- DISCOURSE: DISCUSSION PROTOCOLS
- QUESTIONING THAT WILL ELICIT STUDENT CRITICAL THINKING
- CHECKS FOR UNDERSTANDING:
- WHAT KNOWLEDGE WILL YOU BE CHECKING THROUGHOUT THE LESSON?
 - HOW WILL YOU TRACK STUDENT PROGRESS TOWARDS MASTERY?
 - HOW WILL YOU RESPOND TO CHECKS FOR UNDERSTANDING?
- ENVIRONMENTAL SUPPORTS: ANCHOR CHARTS, WORD WALLS, ETC.

PLC COMMITMENTS

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Professional Learning Communities (PLC) Guidance
Office of Professional Learning

The purpose of this document is to provide specific **administrative guidance** in support of [WCPSS Board Policy](#). It serves as a framework for Professional Learning Communities (PLCs) that foster a culture of continuous improvement and collaborative inquiry to ensure district expectations are met.

PLC Overview

At the heart of a great PLC is a **collective inquiry cycle**—a continuous loop where we stop guessing and start looking at the evidence. Instead of working in isolation, we come together to ask the hard questions about our teaching and our students' growth. To support this work, PLCs draw on two complementary frameworks that guide inquiry from both student and instructional perspectives.

Two Frameworks

DuFour PLC Critical Questions	PLC Critical Questions
Focuses on student outcomes and our systematic response when they struggle or excel.	Focuses on teacher practice and the intentional moves we make to move learning forward
- What do we want all students to know and be able to do? - How will we know if they learn it? - How will we respond when some students do not learn? - How will we extend the learning for students who are already proficient?	- Where are we going? - Where are we now? - How do we move learning forward? - What did we learn today? - Who benefited from our efforts, and who did not?

By blending these two perspectives, our inquiry cycle becomes more than just a meeting—it's a strategic engine. We use the **DuFour** questions to stay relentless about student mastery, while the **PLC** questions ensure we are reflecting on our own impact and equity. Together, they help us turn data into action and action into better results for every student in the building.

Collective Inquiry Process

PLCs engage in an ongoing cycle of inquiry centered on a shared **problem of practice** or common challenge. This work can occur within grade-level, content-area, vertical, cross-disciplinary, or singleton teacher PLCs.

Core Components of the Inquiry Cycle:

- Focus Area Standards**
Identify priority standards and clarify expected student learning.
- Data and Common Challenge**
Use multiple data sources to determine specific areas of need.
- Key Strategies**
Explore and apply high-impact strategies and aligned materials.
- Monitor Strategies and Learning**
Analyze student learning data regularly to refine instruction and accelerate progress.
- Determine Impact**
Evaluate outcomes across multiple data points to determine effectiveness, identify gaps, and plan responsive actions.

This is a continuous, iterative cycle. PLCs may emphasize different components at different times, but all elements should be revisited throughout the year.



Structures

PLC Operational Guidelines

- Documentation:** Use a consistent agenda structure for every meeting. This should be maintained either as a [running agenda](#) or in a shared, accessible location (e.g., Google Drive) to ensure easy access for all members.
- Accountability & Minutes:** Capture clear meeting notes, decisions, and action steps. This ensures follow-through and keeps all members informed. This practice fosters collective accountability, ensures commitment to follow-up tasks, and provides a vital resource for absent members to catch up.
- Protected Meeting Time:** Dedicate at least **one hour of protected time** each week for PLC activities. While this hour should be prioritized, it may be split into multiple sessions if scheduling constraints prevent a single continuous block.

Roles & Responsibilities

PLCs should identify necessary roles and responsibilities for members. Possible roles might include:

- Facilitator;
- Recorder;
- Chat moderator (if the meeting is virtual);
- Norm moderator;
- Timekeeper; and
- Activator/Engaged participant.

Teams may adapt roles as needed and are encouraged to **rotate responsibilities** to build collective ownership.

Collaborative Norms

- Establish norms that reflect the team's shared values and goals.
- Revisit norms regularly to ensure they remain relevant and are actively upheld.
- Consider assigning a norm monitor to support accountability.

Office of Professional Learning Support

For additional support, consider the following:

- Submit a [Request for Support](#) or additional resources.
- Check out the following courses in [WakeLearns](#):
 - Powering PLC [Course 15099](#)
 - Facilitating PLC [Course 15097](#)

Recommended Reading:

- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by Doing*
- Garmston, R. J., & Wellman, B. M. (1999). *The Adaptive School*
- Hattie, J. (2019). *Visible Learning for Teachers*
- Hord, S. (2004). *Professional Learning Communities: An Overview*
- Fisher, D., Frey, N., Almarode, J., Flores, K., & Nagel, D. (2019). *PLC+: Better Decisions and Greater Impact by Design*

PLC LEADERS (AREA + GRADE LEVEL)

6 TH GRADE	7 TH GRADE	8 TH GRADE	ELECTIVE/SPED
KAILA YOUNG 6 TH ELA	LATOYIA KINSEY 7 TH ELA	TYRESE PERRY 8 TH GRADE ELA	PAMELA FIELY CTE
KASMIRA ARMSTRONG 6 TH MATH	JANA BURKHARDT 7 TH MATH	CHARLENE ADAMS 8 TH MATH	TERRI BRODNICK HEALTHFUL LIVING
ANDREW BOUCHARD 6 TH SOCIAL STUDIES	ROBERT WALKER 7 TH SOCIAL STUDIES	JUSTIN GREGORY 8 TH SOCIAL STUDIES	PAULA HALES FINE ARTS + WORLD LANGUAGE
KIMBERLY BOLEN 6 TH SCIENCE	LAUREN DURLAK 7 TH SCIENCE	DESTENEE SMITH 8 TH SCIENCE	

**COMING
SOON**

INQUIRY CYCLE

	Step 1	Step 2	Step 3	Step 4	Step 5
Focus	Key Standards	Data & Common Challenge	Key Strategies	Monitor Strategies & Learning	Determine Impact
Data Reviewed	No	Yes	No	Yes	Yes
Actions	- Identify what students need to know, do, and show to demonstrate mastery on quarterly power standards. - Review/define key vocabulary and how to reinforce during instruction. - Identify assessments to use before, during, and after instruction. - Reach consensus on exemplar responses to assessment items.	- Analyze baseline data. - Find student exemplar(s). - Identify the most common errors or misconceptions. - Name the highest-leverage skill or strategy to address gap(s). - Plan scaffolds/ learning experiences for all groups of learners. - Identify how/when to collect learning next.	- Explore a high-impact instructional strategy. - Implement a new strategy or enhance an existing one. - Intentionally plan how it will look / sound during instruction. - See it live: demonstrate around PLC table, go on a building walk, watch online.	- Analyze monitoring data. - Find student exemplar(s). - Identify lingering common errors or misconceptions. - Name the highest-leverage skill or strategy to address gap(s). - Plan scaffolds/ learning experiences for all groups of learners. - Identify how/when to collect learning next.	- Analyze impact data. - Find student exemplar(s). - Identify lingering common errors or misconceptions. - Name the highest-leverage skill or strategy to address gap(s). - Plan reteaching for students who have not yet mastered quarterly power standards. - Celebrate/Reflect!
Strategic Partners	Please consider including our invaluable colleagues in PLC conversations: AIG, CCR, ESL/ML, Intervention/Extension, Literacy Coaches, SIP Chairs				
	- Aligned learning targets - Vocabulary - Success criteria	- Baseline data - Misconceptions - Document baseline	- Align strategies to setting - Collaborate on differentiation	- Identify learning need - Adapt strategies to meet all needs - Document progress	- Impact data - Quarterly review alignment

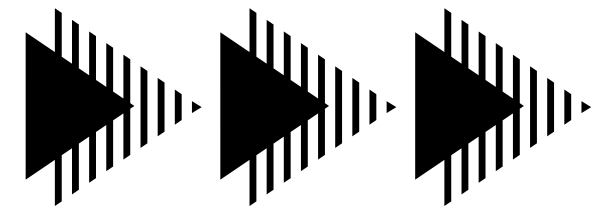


POWERING PLCS STRUCTURE

GOOD
things
ARE
COMING

💡 Powering PLC Middle School Dashboard 💡				
Getting Started	Facilitator Moves	Inquiry Cycle	Leveraging Data	High-Impact Strategies
PLC Self-Assessment	Reaching Consensus	Inquiry Cycle at a Glance	PLC Data Protocol	Powering PLC High-Impact Menu
Personality Inventory	Shared Decision-Making	Power Standards for Inquiry	Data Warehouse Templates	Harrie's High-Impact Strategies
Norm Creation		Digital Binder (Frequently Used Resources)	Data Comparison Tool	Academic Advancement Learning Model
1-min Learner Shorts	Pacing and Planning	Teacher Clarity	Testing Calendars	8-8 Documents
Step 1: Standards	MTYR Planning 26-27 Calendar	Know - Do - Show	26-27 Benchmark Windows	ELA Comprehension Resources
Step 2: Baseline Data & Common Challenge	Track 4A Planning 26-27 Calendar	Lesson Internalization	26-27 STAR Math and Reading Assessment Windows	ELA Learning Progressions
Step 3: Strategies	Modified Planning 26-27 Calendar		Check-in Windows 26-27 6-8 Reading 6-8 Math 8 Science	Mathematical Language
Step 4: Monitoring & Adjusting	Traditional Planning 26-27 Calendar		Academics Assessment Data Calendar	ELA Key Vocabulary
Step 5: Determine Impact	School PLC Landing Page			Math Quarterly Resources

 *click here!*



GOT
QUESTIONS?



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✦ ✦ ✦

READY

TO

RISE!

✦ ✦ ✦

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CMAPP 3.0



**DELEGATED TO PLC LEADERS
– DETERMINE HOW THEY
WILL FACILITATE THIS**

