

**Lindsey Elementary**

**Instructional Plan for PLC Process at Work**

**Defining Learning in ELA at Lindsey**

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| **Defining Learning in ELA**  |
| 1. Identify the essential skill (s) we want readers to be able to do to ensure higher levels of learning in reading. Correlate the skills to standard.

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| **Criteria** | **Explanation**  |
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| **Readiness** | This standard may be essential if it provides students with essential knowledge and skills necessary for success in the next grade level. |
| **Endurance** | This standard may be essential if it provides students with knowledge and skills that are useful beyond a single test or unit of study. |
| **Assessed** | This standard may be essential if it is likely to be assessed on upcoming state assessment (examine content weights). |
| **Leverage** | This standard may be essential if it provides students with knowledge and skills that will be of value in multiple disciplines. |

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| 1. Unwrap standard to identify learning targets
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| 1. Plan and design the End-of-Unit Assessment
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| 1. Plan and design Common Formative Assessment
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| 1. Plan, discuss and design how to formatively assess each learning target/skill
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| 1. Map out the unit and answer the Four Guiding Questions:

***What do we expect our students to know and be able to do?*** As a team/teacher identify the strategies and tools that will be used to teach each standard. What knowledge, skills, and dispositions must all students acquire as a result of this unit we are about to teach? What systems have we put in place to ensure we are providing every student with access to a guaranteed and viable curriculum? ***How will we know if they have learned it?*** How can we check for understanding on an ongoing basis in our individual classrooms? As a team, identify what mastery of the standard looks and sounds like. List/discuss how or what will be used or gathered as evidence of student learning and mastery of the standard. What criteria will we establish to assess the quality of student work? How can we be certain we can apply the criteria consistently? ***How will we respond when they do not learn?*** What steps can we put in place to provide students who struggle with additional time and support for learning in a way that is timely, direct and systematic? How will we provide students with multiple opportunities to demonstrate learning? ***How will we respond when they already know it?*** How can we differentiate instruction among the team so that the needs of all students being met?  |