

Pathways for Coaching Collaborative Teams in a PLC: The Five Prerequisites of a PLC

| Prerequisite one: Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning. | Prerequisite two: Collaborative teams implement a guaranteed and viable curriculum, unit by unit. | Prerequisite three: Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, common formative assessments. | Prerequisite four: Educators use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene and enrich on behalf of students. | Prerequisite five: The school (or each team) provides a systematic process for intervention and extension. |
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| What are the keys to promoting the development of highly effective collaborative teams? | What knowledge, skills, and dispositions should every student acquire as a result of this class, course, or grade level? | How will we know when each student has acquired the essential knowledge, skills, and dispositions? | How will we use assessment data or samples of student work to monitor student learning and reflect on our professional practice? | How will we respond when some students do or do not acquire the essential knowledge, skills, and dispositions? |
| 1.1: Determine the focus or purpose of the team meeting. | 2.1: Prioritize the most essential standards. | 3.1: Identify the appropriate depth of knowledge (DOK) for each target. | 4.1: Analyze assessment data. | 5.1: Ensure all students have access to the same core curriculum. |
| 1.2: Use structures to promote team productivity. | 2.2: Identify the highest-leverage learning targets. | 3.2: Choose item types and distractors. | 4.2: Analyze samples of student work. | 5.2: Ensure all students have access to interventions when they struggle to meet essential standards. |
| 1.3: Clarify roles and responsibilities. | 2.3: Create student-friendly / <i>can</i> statements. | 3.3: Develop a test plan that includes assessment logistics. | 4.3: Analyze the impact of instructional strategies on learning. | 5.3: Ensure all students have access to extension when they have already mastered essential standards. |
| 1.4: Build relationships between and among members. | 2.4: Determine age-appropriate proficiency levels. | 3.4: Create valid and reliable common assessments. | 4.4: Identify student proficiency levels. | |
| 1.5: Choose processes and protocols to facilitate team decision making. | 2.5: Select teaching strategies and pacing for the unit. | 3.5: Collect and organize results in ways that align with the three rules of data. | 4.5: Reflect on the quality of assessment items and answer choices. | |