

Our Professional Learning Community

PLC Critical Actions Self Assessment

Grade: _____

Team Members: _____

What is it we expect our students to learn?

- We un-wrapped standards.
- We prioritize standards and determine Essential Learning.
- We have paced the essential learnings into our instructional units.
- Each member of our team is clear on the essential learnings.
- We have identified the prerequisite knowledge and skills students need in order to master the essential learnings.
- We identify which students have not mastered the necessary prerequisite knowledge and skills and assist students in acquiring those knowledge and skills at the beginning of the unit.
- We write standards in student friendly “I-Can” learning targets.
- We post the learning target in the classroom and discuss it with a purpose statement at the beginning of a lesson, during the lesson closure, and as needed during the lesson to reinforce.
- We involve students in tracking their own progress toward learning targets.

How will we know when they have learned it?

- We develop frequent CFAs before we begin teaching the unit to help us determine each student's mastery of essential learning.
- We develop a form B for our CFAs.
- We have determined the expected Depth of Knowledge and established the proficiency on the CFA before we begin teaching the unit.
- We design assessment and instruction that is rigorous.
- We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.
- We create and/or collect student exemplars and anchor papers to share a common understanding of each student's level of mastery.
- We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
- We teach assessment criteria to our students and they assess the quality of their own work.
- We use protocols to look at all of our student's work together and to score student work with consistency.
- We have established strong inter-rater reliability in scoring CFAs.
- We celebrate our student's successes.

How will we respond when some students don't learn?

- We dig deep with our PLC team to analyze student misconceptions and other factors that may be impeding learning.
- We communicate results with support staff that work with students in our grade so that we can work interdependently to support each student in mastery of the essential learnings.
- We use the results of our CFAs to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
- We are willing and feel safe to examine our own practices and procedures in light of student learning.
- Members of our team who struggle teaching a skill get help from the team member who is getting the best student results on that skill.
- We reflect on our instruction collectively with a 3R protocol (Retain, Refine, Replace) and record/save our ideas so that we can access them next year before we begin instruction on that unit.
- We use the results of our CFAs to identify students who need additional time and support to master essential learnings, and we plan and execute a WIN time to ensure all students receive the time and support they need.
- When our students do not demonstrate expected levels of proficiency, we have our students revise their work and assessments as an expected first step of the learning process.

How will we respond when they already know it?

- Our systematic WIN time is a grade level coordinated system of intervention and enrichment.
- The system is fluid allowing students to move from intervention and enrichment easily and only stay as remain as long as they benefit from it.
- All students gain access to intervention and enrichment through WIN time.