

*"Teaching without learning
is just presenting."*

*How do we, as a whole department, determine
across grade level student learning and standard mastery?*

Let's redefine our focus:

Professional

Learning

Community

Professional Learning Community



What is it?

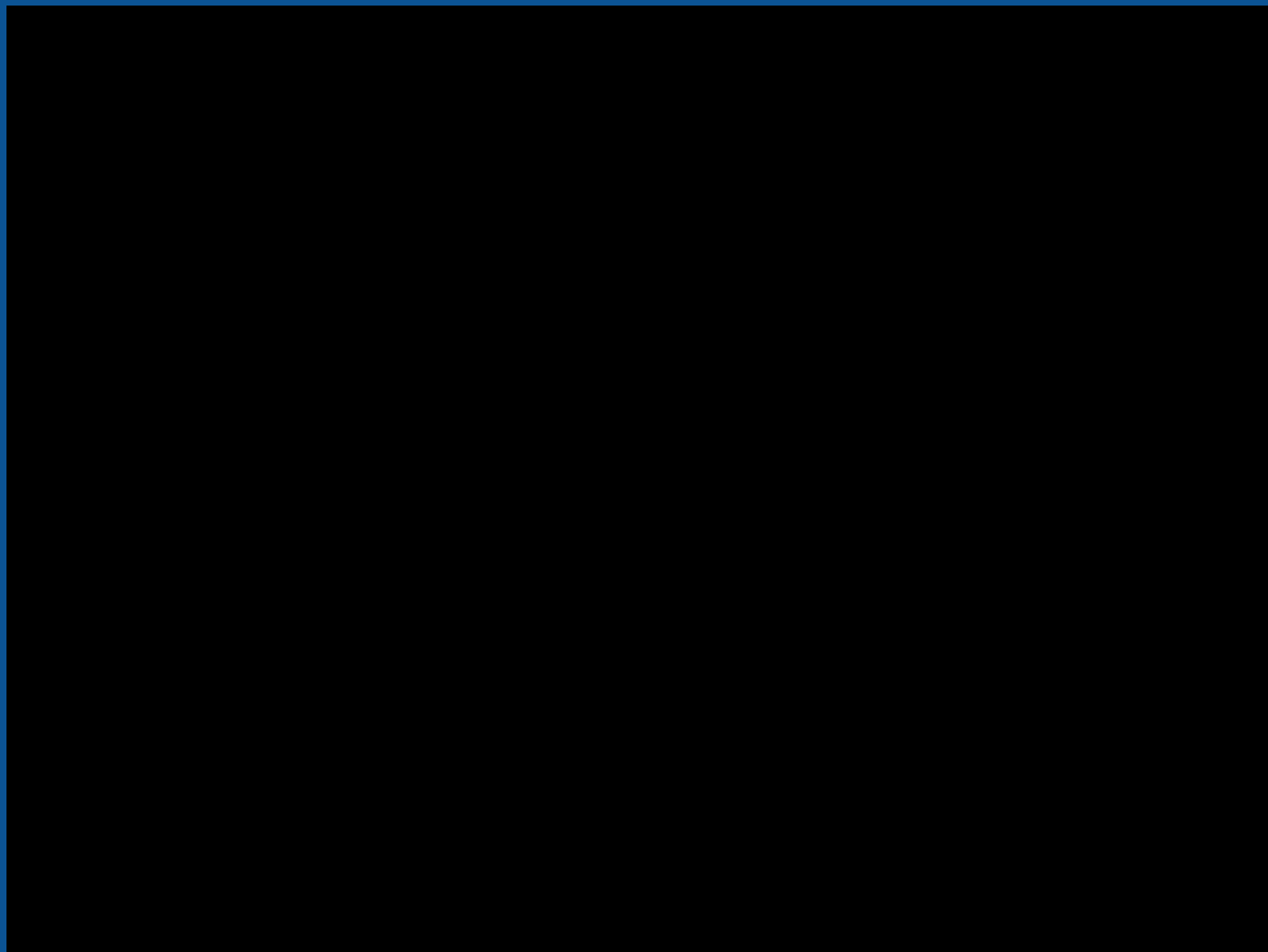


What is it?

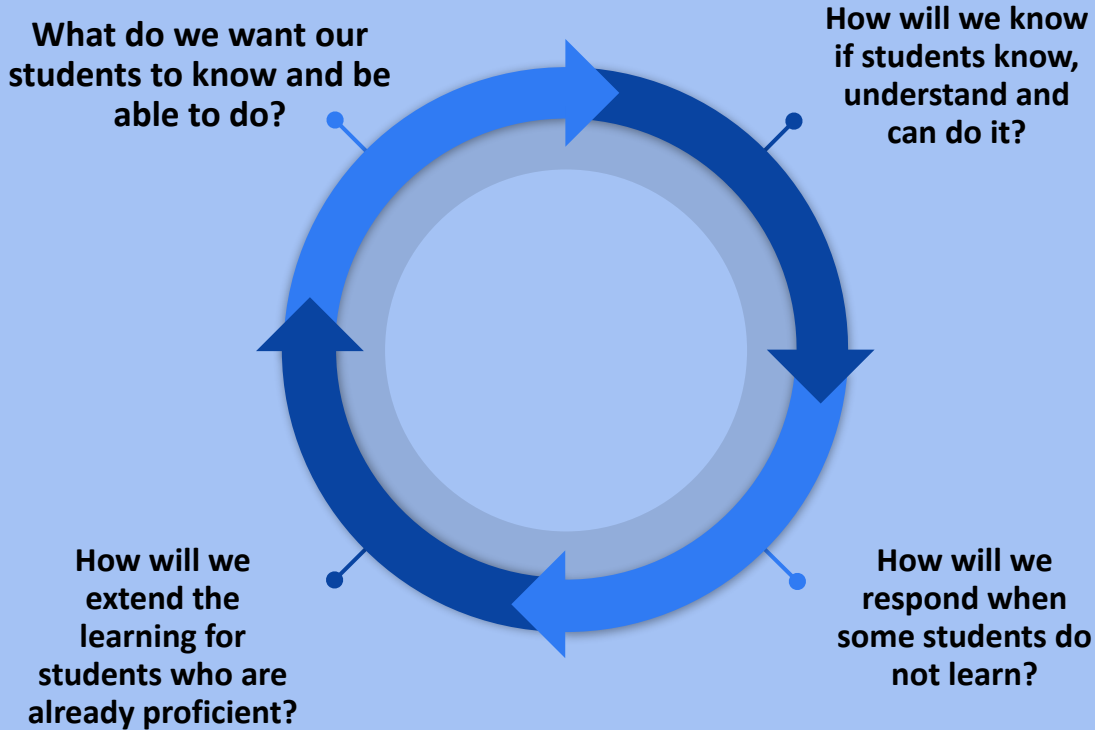
NOT

Professionalism is...	Professionalism is NOT...
Learning looks like...	Learning does NOT look like...
Community, to me, looks like...	Community, to me, looks NOTHING like...

Notice & Note:



PLC Roadmap:



PLC Roadmap:

What do students
 understand and
 be able to do?

How do we extend
 learning for
 students who
 already know?

How do we know
 if students know,
 understand and
 be able to do it?

How do we know
 if students know,
 understand and
 be able to do it?



North Stafford High School
Professional Learning Community Session Log
 839 Garrisonville Road
 Stafford, VA 22554
 Phone: (540) 658-6150 Fax: (540) 658-6158
 School Website: nshs.staffordschools.net

Use this session log to document the work that you are doing in your professional learning community throughout the school year. As you type in the space available next to each corresponding heading, the space will expand. Once completed, you will submit this session log by pointing your Web browser to <http://bit.ly/32Tvc61>.

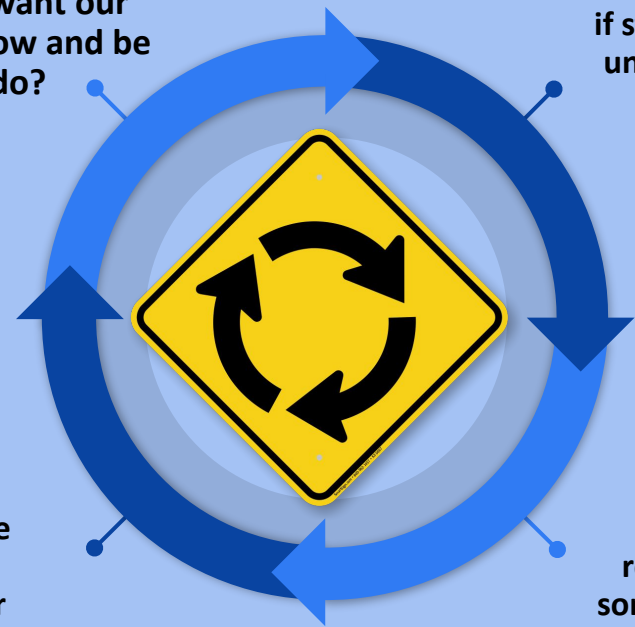
Session Date:	Session Time:	Place an X in the correct time of day			
			AM		PM
PLC Group Name:					
Attendees (Full Names):					
Focus Questions					
What do we expect our students to learn?					
How will we know they're learning?					
How will we respond when they don't learn?					
How will we respond if they already know?					
Thoughts to Consider:					
<ul style="list-style-type: none"> • Which data did we focus on this week? • Which other data might we consider analyzing? • What were our responses to the data analysis? • In what area can we do better? 					
Discussion Notes:					
Action Items/Next Steps:					

PLC Roadmap:

start here →

What do we want our students to know and be able to do?

How will we know if students know, understand and can do it?



How will we extend the learning for students who are already proficient?

How will we respond when some students do not learn?

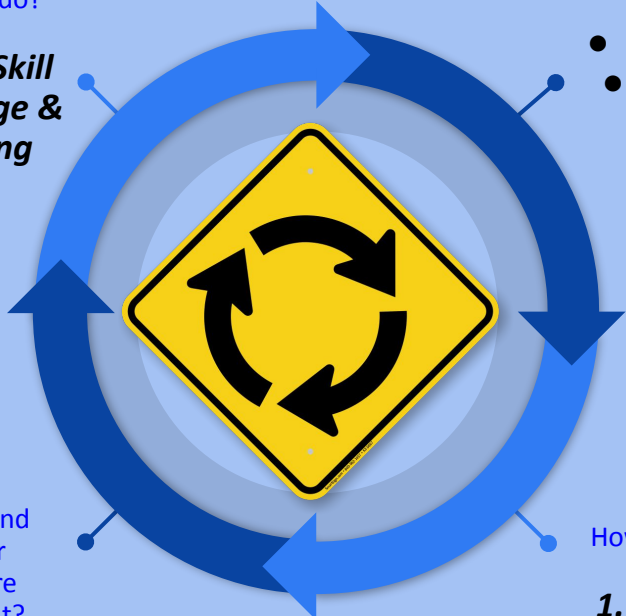
Before you enter:
CTNA to determine grade-level essential standards



PLC Roadmap:

What do we want our students to know and be able to do?

Unpack Standard, Skill Level, Key Knowledge & Determine Learning Targets



How will we know if students know, understand and can do it?

Determine & Build:

- **CFA** (*common formative assessment*)
- **Instructional Strategies**
 - **Pre-assessment**
 - **Unit Formation**
 - **Remediation Techniques**
 - **Intervention groups**
 - **Enrichment Activities**

Before you enter:
CTNA to determine grade-level essential standards



How will we extend the learning for students who are already proficient?

Examine CFA data: so what-now what?

How will we respond when some students do not learn?

1. **Review student pre-assessment data**
2. **Solidify & give CFA**
3. **Modify instructional practices**

PLC Roadmap:

What do we want our students to know and be able to do?

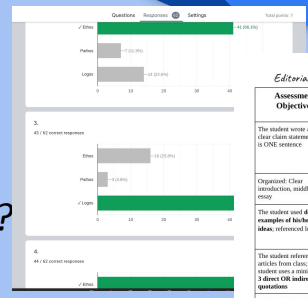
Unpack Standard, Skill Level, Key Knowledge & Determine Learning Targets

Unpacking the Standards <small>What do we want our students to know and be able to do?</small>		
VERTICAL CONNECTION <small>What prior knowledge and skills should students have? What are the standards connections?</small>		
3.1 The student will participate in, collaborate in, and make meaningful presentations both independently and in small groups.		
Prior Standard <small>The student will analyze and define broad, service-provision categories collaboratively and individually.</small> 3) Choose vocabulary and use appropriate to be audience, topic, and purpose.	Current Level Standard <small>3.1 The student will participate in, collaborate in, and make meaningful presentations both independently and in small groups.</small> 1) The vocabulary appropriate to the topic, audience, and purpose.	Future Standard <small>3)1 The student will state personal needs, interactive presentations collaboratively and individually.</small> 3) Choose vocabulary, language, and use appropriate to be topic, audience, and purpose.
SKILL LEVEL <small>What do students need to be able to do? What cognitive skill is required? Consider verbs from Bloom's Taxonomy.</small>		KEY KNOWLEDGE <small>What do students need to know and understand? Include academic language and vocabulary.</small>
<ul style="list-style-type: none"> Evaluate for audience and rhetorical setting Evaluate the best time for talking on purpose in the communication Identify those vocabulary that most effectively fulfill the purpose 		<ul style="list-style-type: none"> The definition of audience, topic, rhetorical setting and purpose How do those elements impact vocabulary choices
LEARNING TARGETS <small>What specific skills and knowledge do students need to demonstrate to meet the standard? Use student-friendly language.</small>		
Students will know... I can write persuasively and effectively for a particular audience and purpose. I can choose the words I use in a communication to be more	Students will do... I will plan and present a persuasive communication including words with an	



How will we extend the learning for students who are already proficient?

Examine CFA data: so what-now what?



How will we know if students know, understand and can do it?

Determine & Build:

- **CFA (common formative assessment)**
- **Instructional Strategies**
 - Pre-assessment
 - Remediation
 - Intervention
 - Enrichment
 - Activities

UNPACK the Standard		
CONTEXT AND CONNECTIONS <small>Where is this standard located? How is this context relevant to the learner?</small>	CONTENT <small>What is the content of the standard? What do students have to know and understand?</small>	COGNITIVE LEVEL <small>What do students have to be able to do? What cognitive level is required? Look at the skill in the standard and consider BLOOM'S TAXONOMY FOR CLASS.</small>
	HOW	VERB
PICK the Assessment		
ASSESSMENT <small>Pick a measure student progress through student evidence and/or current formative assessment. Consider test frequency and subsequent assessment tools.</small>	CRITERIA FOR SUCCESS <small>What specific skills, behaviors, understanding do students need to demonstrate to meet the standard? Who does this skill need to be mastered?</small>	
	ICAN STATEMENTS	
PLAN the Instruction		
STRATEGIES <small>Pick appropriate instructional strategies that address the content and cognitive level of the standard. Consider ACCESS/EL/Support/ELL.</small>	RESOURCES <small>Consider the resources found in district curriculum maps and other content resources.</small>	DIFFERENTIATION <small>Identify strategies for differentiated support groups. Use the DICE, PLOUCE, Consider former accommodations to ensure par-ticipation. Also consider accommodations to ensure</small>

How will we respond when students do not learn?

1. **Review student pre-assessment data**
2. **Solidify & give CFA**
3. **Modify instructional practices**

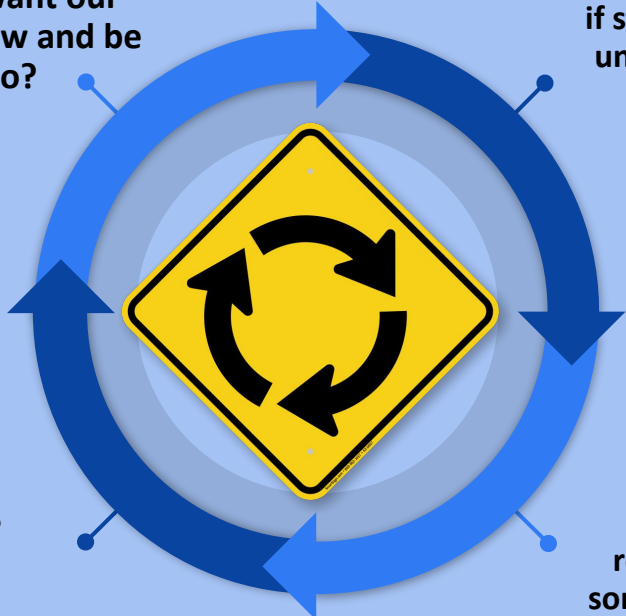
Before you enter: CTNA to determine grade-level essential standards



PLC Roadmap:

What do we want our students to know and be able to do?

How will we know if students know, understand and can do it?



How will we extend the learning for students who are already proficient?

How will we respond when some students do not learn?

Before you enter:
CTNA to determine grade-level essential standards



Before you leave:
Make your grade-level portfolio/curriculum map from the year/semester's work

*"Perfection is not the goal;
ACTION is!"*

Thank you!