**Big Ideas of a PLC**

**PLC Definition:** A professional learning community is an ongoing process in which educators work together collaboratively in reoccurring cycles of collective inquiry and action research to achieve better results for every student they serve. PLCs have the unquestionable belief that the key to improving learning for all students is continuous job-embedded learning for all educators.

**Three Big Ideas of a PLC: Ensuring Higher Levels of Learning for All**

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| **Ensuring a Focus on Learning** | **Building a Collaborative Culture** | **Establishing a Focus on Results** |
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| Create a Guaranteed, Viable Curriculum | Shared Vision, Mission, and Goals | Data Mindset: Transparent and Teacher Efficacy |
| Balanced Assessment System (Formative and Summative) | High-performing Collaborative Teams that share a common purpose and learn from each other.  (Collective Inquiry: Relentlessly questioning the status quo, seek new methods of teaching and learning, assess the methods, and then reflect on the results.) | Data Collection and Analysis  (From Common and Summative Assessments) |
| School-wide Enrichment and Interventions Pyramid | Intentional Collaboration (Prepared Focused Agenda) | Taking Action to Improve Results-Make Necessary Changes to Instruction |

**Four Critical Questions:**

1. What do we expect our students to know and be able to do?
2. How will we know if they have learned it?
3. How will we respond when they do not learn?
4. How will we respond when they already know it?

**Mission and Vision Statements**

**Vision:**

Our vision is to function as a safe, nurturing and family-friendly, professional learning community where we sustain a focus on collaboration, high levels of learning for all, and results.

We envision a school in which we:

* Unite to a common purpose and SMART Goals
* Work **together interdependently in** collaborative teams (Leadership Team, Teacher Teams, and Intervention Team)
* Seek and implement promising research-based strategies and interventions for improving student learning on a continuous basis
* Frequently monitor all students’ progress by using common formative assessments (broken down by student by standard/skill/learning target)
* Demonstrate a personal commitment to the academic success and general well-being of each student

**Mission:**

It is the mission of our school to provide a safe and nurturing environment where the faculty, staff, parents, community leaders, and all other stakeholders ensure higher levels of learning for all.

**SMART Goals for Our School**

# Academics

# Goal 1: By May 2023, by consistently implementing PLC at Work processes, improving our instructional agility when responding to students, and using proven effective instructional strategies, we will increase the percentage of students’ performance proficiency in Reading, ELA, Math, and Science by 10% as measured by the Georgia Milestones Assessment(s) and increase achievement and growth to the 65th percentile or higher in Reading and Math according to the NWEA Map Growth Assessment

# Behavior

# Goal 2: By May 2023, by consistently implementing MTSS (RTI, PBIS, and SEL) processes, we will decrease the percentage of minor classroom disruptions and students missing more than 10% of school days by 2% compared to the 2021-2022 data reports from Infinite Campus, and PFI reports.

# Parent Engagement

# Goal 3: By the end of May 2023, by improving our parent communication/notification methods, (daily/Weekly folders, Class Dojo, Parent Conferences, School Messenger reminders and Newsletters), we will increase the percentage of parents participating in parent engagement activities by 5% compared to the percentage of parents participating in events in the 2021-2022 school year.

**\*\*Teacher teams will have collaborative team SMART Goals that will address the school’s vision, mission and goals. Teams will have short and long (EOY) goals. \*\***

**Collective Commitments**

**In order to achieve the shared mission and vision of our school, the faculty and staff will make the following collective commitments:**

* **Teacher teams study, clarify, align and create their own pacing from the units the district has prepared. This may mean that some lessons may be longer or shorter than what has been suggested by the district.**
* **Teacher teams must be sure to teach all standards from the county prepared units by the end of each semester (district recommends completion by county designated pacing window).**
* **Teacher teams must answer the four guiding questions when planning your units:**
* ***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 are being met?

* **When teachers are planning for each unit, they must adhere to the following loose and tight processes:**
* Plan for intervention, enrichment, and extension. Initiate individual and small group instructional programs to provide additional learning time for all students.
* Plan for when they are going to administer teacher-made common formative assessments and end-of-unit assessments
* Plan for when they will focus on the essential standards they have identified (guarantee and viable curriculum)
* Plan to use the instructional framework when delivering instruction
* Utilize a variety of instructional strategies to promote success for all students.
* **Teacher teams develop grade level and unit SMART goals.**
* Strategically and Specifically aligned with school and district goals
* Measurable
* Attainable
* Results oriented, that is requiring evidence of higher levels of students’ learning in order to be achieved
* Time-bound

**Team members explore questions such as:**

* Who is getting excellent results teaching this skill?
* How can we learn from each other?
* What is the area in which our students are having the most difficulty?
* What do we need to learn as a team to better address the areas of difficulty?
* Team members create processes to use assessment results to respond to students by name and need- by student, by standard, or by learning target.
* **Provide parents with resources, strategies, and information to help students succeed.**

**\*\*Note: All of these processes are done collaboratively within each teacher team\*\***

**Common Vocabulary**

**Professional Learning Communities**: An ongoing process in which educators work collaboratively in reoccurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

**Collaborative Teams:** Educators are organized into meaningful (collaborative) teams in which members work interdependently to achieve common goals for which they are mutually accountable.

**Guaranteed and Viable Curriculum** -Students will have access to the same essential outcomes regardless of the teacher to whom they are assigned, and that the curriculum can be taught and learning in the amount of time that is available. Team members identify the most essential learning for that unit, translate those skills into student-friendly language, establish the amount of time to be devoted to the unit and promise one another that they will focus their instruction on those essential skills.

**Teacher Feedback:** the process of providing a student with a reaction to his or her product, performance or behavior. Its purpose is to impact future occurrences in a positive way.

Feedback should be FAST:

Fair and use friendly language of the standard the student understands

Accompanied by appropriate support

Specific to one or two elements or learning targets

Timely- Quick

**Common Assessment:** Common assessments in a PLC are developed collaboratively in grade-level teams and incorporate each team’s collective wisdom (professional knowledge and experience) in determining the selection, design and administration of those assessments.

Effective team-developed common assessments provide three forms of feedback:

1. Information about important learning targets that are clear to students and teacher teams
2. Timely information for both students and teacher teams
3. Information that tells students and teacher teams what to do next

When formative assessments are used on an ongoing basis, teachers can see almost immediately what is working and what is not working.

**Understanding Assessments**

**Four Types of Assessments**

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| **Type of Assessment** | **Team Notes** |
| 1. **Diagnostic Assessment:** | Purpose: To determine students’ ability in relation to learning goals    Timing: The beginning of the learning segment (pretests, needs assessments, universal screening) |
| 1. **Formative Assessments:** | Purpose: To provide ongoing feedback to teachers about the effectiveness of their instruction meeting the diverse needs of their students and to students about their progress (or lack of progress) in meeting or exceeding learning goals.  **\*\*Also known as “Assessment for Learning”- which gives a student a chance to improve on his/her learning. \*\***  Timing: Throughout the learning segment |
| 1. **Summative Assessments:** | Purpose: To measure student achievement related to learning goals.  **\*\*Gives students a chance to prove what he/she learned. \*\***    Timing: The end of the learning segment |
| 1. **Evaluation** | Purpose: To make an inference about the student’s ability to meet learning goals using all the assessment data  Timing: The end of the grading period |

**Common Formative Assessment Protocol**

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| **Steps** | **Team Notes** |
| 1. **Set the stage.**  * Establish the purpose of the meeting. * Review norms (focusing on data norms). | Two minutes |
| 1. **Review the focus of the assessment.**  * Identify the essential learning targets we assessed and which questions we designed to assess each of them. * Review the expectations for proficiency (for example, two out of three correct on a multiple-choice assessment, or a level 3 on the rubric). | Two minutes |
| 1. **Discuss the data.**  * For each target, identify how many students will need additional time and support. | Five minutes  Each team member must participate in this discussion |
| 1. **Determine student misconceptions and errors.**  * For each target, identify how many students will need help. * Once we’ve identified the students who need help, regroup them by specific need (for examples, students who made a calculation error versus students who chose the wrong solution pathway). | Ten minutes  Be careful to do this step one essential learning target at a time. |
| 1. **Determine Instructional strategies.**  * Decided whether we will develop small groups for reteaching or if we will use a re-engagement lesson with the whole class. * Each teacher should share his or her original instructional strategy so that we can see if one strategy worked better for certain students. * For each target and for each mistake or misconception, develop a plan to help students move ahead on their learning of that target. * If necessary, go back to best practices information about how to teach the concept or about what strategies work best for struggling students. Consult instructional coaches or specialists if necessary. | Fifteen minutes  Make sure that all team members have the same understanding of what this will look like. |
| 1. **Develop the items that we will use to monitor whether students met the learning target after this response. This will provide information about which students still need help on this essential target.** | Ten minutes  This reassessment may be done orally or may be a version of the original assessment |

**Common Summative Assessment Protocol**

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| **Steps** | **Team Notes** |
| 1. **Set the Stage**  * Establish the purpose of the meeting. * Determine the desired outcome. * Review norms (focusing on data norms) | Three minutes |
| 1. **Review the assessment, addressing the following questions:**  * How are the data from this assessment organized? * What learning targets or standards were measured? * How do we determine proficiency? | Five minutes  Ensure input from all participants. |
| 1. **Discuss that data.**  * Working individually, each teacher should examine the data looking for fact statements and not drawing any inferences or conclusions. * Take turns sharing the facts; the recorder takes notes. * Once everyone has listed the facts, the group then begins to develop inferences and conclusions.   + How many students were proficient, not proficient, and beyond proficient?   + Discuss patterns in the data such as how clusters of students (by subgroup, by teacher) performed, how many specific interventions affected growth, and how changes in pacing or instructional strategies affected performance. * If we are using this assessment for screening or progress monitoring, identify the students who need continued support and those who need less support. | Fifteen to twenty minutes  Record the facts first and then the inferences and conclusions. |
| 1. **Develop the action plan.**  * Develop the plan for how to use the data to work with flexible student groups, change pacing if needed, and consider any instructional strategies to add. | Fifteen to twenty minutes |
| 1. **Set goals for improvement.**  * Discuss what we learned from these data and what follow-up assessments we will use. * Consider any obstacles or stumbling blocks the discussion identified. * Discuss ongoing efforts and strategies designed to ensure quality initial instruction * If appropriate, review the SMART goal this assessment measures, and tweak as necessary. | Eight to ten minutes  Identify no more than three strategies to directly impact achievement in this area. |
| 1. **Determine agreed-on actions and results indicators.**  * What indicators will we use to determine the effectiveness of the results of this action plan? * How will we know if this plan is effectively improving student achievement? | Five minutes  Record decisions and summarize for the group. |

**Analyzing Results Protocol**

**How can a team most effectively analyze the results from a common formative assessment to develop a strong response for students?**

* ***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?

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| **Strategies** | **Team Notes** |
| 1. **Understanding Learning Progression** | Definition: Sequence set of sub skills and bodies of knowledge it is believed students must master en route to mastering a more remote curricular aim  Teams begin with the expected learning target (proficiency target) as well as the prerequisite targets. They bookend and define the progression with the knowledge and concepts students should already have and what mastery of the target will look like. The prerequisite target is either from the previous year or from earlier in the current year. |
| 1. **Pile and Plan** | Teachers start with a specific learning target they want to analyze and make two piles of student responses: Correct and Incorrect. Once they have all the incorrect student responses in one pile, they can regroup the student work into smaller piles with different student mistakes or misconceptions.  \*\*Works well with constructive response items\*\* |
| 1. **Conduct error analysis** | Error analysis works best for multiple-choice items. With this strategy, the team examines students’ answers to multiple-choice questions. |

**Responding to Students**

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| **Terms** | **Definition** |
| **Tier 1** | Represents the support most students will need in order to be proficient on grade-level curriculum. |
| **Tier 2** | Represents the amount of targeted support students will need to be proficient on grade-level curriculum- additional small group support usually two or three times a week for a period of time. |
| **Tier 3** | Represents the intensive support a small number of students will need either one-to-one or in a small group. |
| **Intervention** | Anything a school does above and beyond what all students receive to help certain students succeed academically and behaviorally. |
| **Enrichment** | Students having access to the subjects that specials or electives teachers traditionally teach, such as music, art, drama and physical education. These subjects often teach essential core curriculum through different modalities. |
| **Extension** | When students are stretched beyond essential grade-level curriculum or levels of proficiency. Can be done in different ways:   * Ask students to demonstrate mastery of essential standards at a level beyond what is deemed grade-level proficient. For example, adding an additional level to a rubric to show extension. * Give students access to more of a required grade-level curriculum deemed important but not essential |

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**Selecting Essential Standards (R.E.A.L)**

**Why select essential standards?**

Teacher teams, that prioritize or select the essential standards they teach, learn the significant importance about the process. They come to learn that the process is just as important as the final product - proof of student learning. Carefully and thoroughly analyzing the standards, skill or learning targets, debating the merits of the standards (skill/learning target) and coming to an agreement on the most essential standards/skills/learning targets help teachers gain a clearer understanding of what teachers should teach and what students should learn.

Identifying essential standards/skills/learning targets for each subject is the heart of the process of a PLC when they answer the question “What do we want our students to learn?”

Below is a strategy we will use at our school for teacher teams to select essential standards/skills/learning targets. This is from *Power Standards: Identifying the Standards That Matter the Most.*

**The Four R.E.A.L Criteria are:**

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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. |

**Intervention Team Roles**

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| **Intervention Team Roles and Responsibilities**  **Academic Focus** |
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| 1. Determine the specific learning need of the identified students who are in need of intensive academic support. |
| 1. Diagnose the root causes of identified students’ weaknesses in Tier 1 and Tier 2 core content subject(s). |
| 1. Determine next actions steps that specifically address the weakness/root cause. |
| 1. Identify/ determine the best intervention for the student. |
| 1. Create SMART goal(s) for the students that identifies the desired outcomes of the implementation of the intervention. |
| 1. Develop a plan to frequently monitor the student’s progress to see if the interventions are improving or achieving the desired outcome. |
| 1. Revise the intervention if the students are not meeting the desired outcome/SMART Goal. |
| 1. Meet with host teacher and Intervention Team to determine next steps or if additional services are needed. |

**Assessment for Learning**

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| **Designing an Assessment in a PLC** |
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| 1. Determine the Essential Standards   **The Four R.E.A.L Criteria are:**     |  |  | | --- | --- | | **Criteria** | **Explanation** | |  |  | | **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. | |
| 1. Unwrap the Standards   The goal of the unwrapping process is twofold:   1. It builds a shared or collective understanding of what the standard asks students to know and do 2. It helps to identify the smaller increments of learning or learning targets, that will create a step-by-step path leading to the learning of the standard |
| 1. Discuss what proficiency looks like and assign a rigor level for the standards or learning targets   DOK 1: Recall and Reproduction  DOK 2: Basic Reasoning- Skills and Concept  DOK 3: Strategic Thinking and Complex Reasoning  DOK 4: Extended Thinking |
| 1. Discuss the assessment type, type of items to be used and how many item to write/create |
| 1. Look at the assessment vertically. Examining the expectations for learning by reviewing the grade level before and the grade level after to shed light on the progression of learning |
| 1. Review the plan to consider how much time the assessment will take. |
| **Note:**  To be fully engaged in the PLC process, collaborative teacher teams must use evidence of student learning to inform and improve their individual and collective professional practice. Common assessments are not to use solely to identify which students need additional support or interventions. |

**Creating Common Formative Assessment Protocol**

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| **Steps** | **Team Notes** |
| 1. Determine which essential learning targets to include on the assessment and list them. | Three minutes  For a common formative assessment, there should be a maximum of three learning targets. |
| 1. Review the DOK level associated with the learning target | Three minutes |
| 1. Decide what type of assessment item to use and how many will be necessary to ensure reliability.   Match the rigor and type of learning target to the type of items that will best assess it. | Five minutes |
| 1. Decide how many questions the student must get correct or what level of the rubric the student must achieve in order to be considered proficient. | Five minutes |
| 1. Review the plan to consider how much time the assessment will take. | Five minutes |

**Reteaching Versus Re-Engagement**

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| **Reteaching** | **Re-Engagement** |
| 1. Teach standards in the unit again in the same way as the original presentation | Revisit student thinking using focused tasks that represent content standards for the unit. |
| 1. Address basic skills that are missing | Address conceptual understanding that is missing. |
| 1. Do the same or similar problems over. | Examine the same or new tasks or different perspectives. |
| 1. Practice more to make sure students learn the procedures | Critique student approaches and solutions to make connections the tasks. |
| 1. Focus mostly on students in need of additional support. | Focus on engaging both students in need of support and students in need of enrichment. |
| 1. Lower students’ cognitive demand expectations. | Raise students’ cognitive-demand expectations. |

**Alternate Team Common Formative Assessment Protocol**

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| **Steps** | **Team Notes** |
| 1. Identify the essential standards being assessed. Next, consider the assessment task. | What worked well?  What did not work well?  How might you revise the assessment to make it more effective? |
| 1. Analyze these data and identify areas for targeted response. | As a team, which learning targets require more attention?  As a team, which students did not master which targets?  As a team, which students mastered which targets?  As a team, which classroom or classrooms require additional support?  As a team, which classroom or classroom performed well?  What strategies were used by teammates who students performed well?  As an individual teacher, which area was my lowest and how can I improve? |
| 1. Create a team plan of action to address the needs these data identify including assessment modification curricular changes, and instructional response. | How will we provide the additional time and support?  What is our plan to enrich and extend the learning for student who are highly proficient? |

**Defining Learning**

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| **Defining Learning** |
| 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.  |  |  | | --- | --- | | **Criteria** | **Explanation** | |  |  | | **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. | |
| 1. Unwrap standard to identify learning targets |
| 1. Plan and design the End-of-Unit Assessment |
| 1. Plan and design Common Formative Assessment |
| 1. Plan, discuss and design how to formatively assess each learning target/skill |
| 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? |

**(Unwrapping Protocol) Defining Learning**

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| **Unwrapping Standards** |
| **Guiding Questions**   * What will we prioritize in our teaching during this time period or instructional unit (Which standards?) * What do we want students to know and be able to do at the end of this time period or instructional unit? (What are the learning targets?) * What evidence will we see if students successfully learn these skills and concepts? (What will the assessment items show?) |
| **Step One: Focus on the Key Words** |
| **Step Two: Map It Out**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | What Will Students Do? (Skills) | With What Knowledge or Concepts? | In What Context? | **Step Three: Analyze the Target**  **(Level of Thinking)** | Type of Assessment Item (Written, Response, Multiple Choice and So On) | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   **Implied learning targets:** |
| **Vocabulary:** |
| **Step Four: Determine the Big Ideas** |
| **Step Five: Establish Guiding Questions to be Answered in Your Instruction** |

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| **Bloom’s Taxonomy (Revised)** | **Marzano’s Taxonomy** | **Webb’s Depth of Knowledge** |
| Remembering  Understanding  Applying  Analyzing  Evaluating  Creating | Level 1: Retrieval  Level 2: Comprehension  Level 3: Analysis  Level 4: Knowledge utilization  Level 5: Metacognition  Level 6: Self-system thinking | Recall and reproduction **(DOK 1)**  Skills and concepts **(DOK 2)**  Strategic thinking/ complex reasoning **(DOK 3)**  Extended thinking/ reasoning **(DOK 4)** |

**Collaboration Protocol**

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| **Steps** | **Team Notes** |
| 1. Set the stage.   \* Establish the purpose of the meeting (Have a prepared agenda-created prior to collaboration)  \*Review the norms-focusing on one or more of the Four Guiding Questions:  **Q1: What do we want students to know and be able to do?**  **Q2: How will we know if they have learned it?**  **Q3: How will we respond when some students do not learn?**  **Q4: How will we extend the learning for students who are already proficient? (How will we respond when some students have learned?)**  \*\* What quality instructional practices will result in high levels of student learning? | Two-Three minutes |
| 1. Review the focus of the collaboration. (This can be in the Plan-Do-Study-Act Cycle) | Three- Five minutes  \*Where are we in the Plan-Do-Study-Act cycle? What did we plan to accomplish today?  \*What will we walk away having done or created (decisions, products, plan of action)?  \*What process will we be using (brainstorming, examining protocol for reviewing student work, identifying assessment items)? |
| 1. Discuss and Determine Actions- Create a team plan of action to ensure higher levels of learning for all students.   **Team may chart the following responses:**   |  |  |  | | --- | --- | --- | | Support for Students Not Proficient | Reinforcement for Students at Near Proficiency | Extensions for Students Above Proficiency | |  |  |  | |  |  |  | | Thirty-five minutes (majority of the meeting)  **Collaboration Management Processes**  \*Facilitator guides the team through the process  \*Recorder takes notes on key decision and products made  \*Timekeeper helps to monitor the progress of the team during the allotted time.  **Resources:**  Grade level essential standards (guaranteed and viable curriculum), district pacing guides, data notebooks, & PLC Protocols |
| 1. Review agenda items and norms.   \*Discuss what the team accomplishes and determine next steps and assignments (time varies)  \*Collaboratively establish the next agenda | Five-Seven minutes |

**Collaboration Plan-Do-Study-Act Protocol**

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| **Steps** | **Team Notes** |
| **Big picture look for the year** | Team determine:  \*Essential Standards (Q1: What do we want students to know and be able to do?)  \*Example of proficiency (Q2: How will we know if they have learned it?) |
| **For each unit of Instruction:**  **Plan** | Teams backward **plan** to identify and design:  Essential standards each unit addresses and unwrap them to build common clarity and reveal specific learning targets (Q1: What do we want students to know and be able to do?)  Summative and formative assessment items and timing (Q2: How will we know if they have learned it?), using SMART (strategic and specific, measurable, attainable, results oriented, time bound) goals for the end-of-unit-assessments  Sequence of Instruction, including best instructional practices that increase student learning of the essential standards (What quality instructional practices will result in high levels of student learning?) |
| **Do** | Teams implement or **do** the plan. They collect evidence of student learning at key times as planned through the use of common assessments |
| **Study** | Teams **study** evidence of student learning to identify general strengths and error patterns, specific student levels (for differentiated response), and effective practices. They develop a game plan to support students who do not achieve proficiency and strategies for re-engaging and extending the learning for all students. (Q3: How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?) they also evaluate the effectiveness of the assessment items, pacing, and instructional strategies to make adjustments in future implementation. |
| **Act** | Teams **act** on their game plan to support and gather additional evidence of student learning to ensure that their support resulted in higher levels of student learning |

**Collaboration Checklist**

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| **Collaboration Checklist Items:** |
| * Prepared Agenda |
| * Norms |
| * Essential Standards and Learning Targets |
| * Guaranteed and Viable Curriculum Notebook (Unwrapped Standards) |
| * Collaboration Protocol and Plan-Do-Study-Act Cycle |
| * Assessment Protocols: * Common Formative and Summative   Creating Assessments   * Analyzing data |
| * Assessment(s) Data   \*Data Must be displayed/tracked in a uniformed way across the team\* |
| * The Team Teaching-Assessing Cycle |
| \*\*All items and additional support documents/protocols are found in the PLC document or notebook\*\* |

**Four Guiding Questions of a PLC**

1. What do we expect our students to know and be able to do?

2. How will we know if they have learned it?

3. How will we respond when they do not learn?

4. How will we respond when they already know it?