Guiding the work: Unit Plan and PLC Processes

Standards

What do we want students to know?
CCSS, Industry (CTE), NGSS, C3

Learning Target & Success

What is the learning progression to reach the identified standards?

What are the learning targets of the unit? How is it meaningful and relevant beyond a specific task/activity?

How are the standards and learning targets communicated and made accessible to all students?

How does the learning target clearly communicate what students will know and be able to do as a result of the lesson?

Scope and Sequence/ Pacing: What is the sequential order and how long for each LT

Success Criteria: What is the learning students need to demonstrate to meet the target. (This means I can.....)

Assessments

How do we know if students learned what we wanted them to know?

How does the teacher gather information about student learning?

How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?

How does the teacher use multiple forms of assessment to inform instruction and decision-making?

Instructional Activities

What is the level and quality of the intellectual work in which students are engaged?

Key Vocabulary: How does the teacher provide all students access to the intellectual work?

What questions, statements and actions does the teacher use to encourage all students to share their thinking with one another, to build on one another's ideas and to assess their understanding of one another's ideas?

How does the instruction provide opportunities for all students to demonstrate learning?

Intervention /Extension

What do we do if students did not learn what we wanted them to know? What do we do if students already know what we wanted them to know?

Intervention: Skills/Pre-requisite skills students need more help in learning (these are not programs such as Hornet Time and Kahn Academy) and should relate to TACA forms

How does the teacher adjust instruction based on in-moment assessment of student understanding?

How does the teacher differentiate instruction for students with different learning needs-academic background, life experiences, culture and language?

How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making?