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| --- | --- | --- | --- | --- | --- | --- | --- |
| PLC Grade/Content: | | School: | | | Principal: | | |
| PLC Leader: | | Date: | | | Start/End Time: | | |
| Attendees: | | | | | | | |
| **Agenda Item** | | ***For each agenda item, identify the major talking points, areas of consensus, and agreed actions.*** | | | | | |
| What do we expect our students to know and be able to do? | **PRIORITIZE** student learning by identifying which standard(s) will be the focus of our upcoming (next) unit of study. As we move forward, consider our students’ learning histories. Identify and integrate those standards requiring continued focus and support. |  | | | | | |
| **UNPACK** each prioritized standard. Clearly articulate our shared understanding of proficiency and by doing so define our learning goals. |  | | | | | |
| **SCAFFOLD** our learning goals into specific learning targets (content and language objectives) that will define the learning progression of this unit of study |  | | | | | |
| How will we know they are learning? | **INFORM** a more responsive instruction by identifying the critical checks for understanding that need to occur. Identify the types of evidence that will enable us to better understand and problem solve student learning. Create CFAs. |  | | | | | |
| How will we [proactively] respond? | **DESIGN Part 1 our Unit of Instruction:**  Critically review (and supplement) our curriculum material to identify the vocabulary and content we’ll activate such that all proficiency levels are represented. |  | | | | | |
| **DESIGN Part 2 our Unit of Instruction:**  Discuss how we will engage our students in their learning. How will we differentiate our instruction to benefit the individual needs and learning histories of our students such that all students are able to apply what they are learning and demonstrate proficiency? |  | | | | | |
| **DESIGN Part 3 our Unit of Instruction:**  Anticipating that our students will learn at different rates, what intervention and extension strategies will I have ready? |  | | | | | |
|  | **Moving Forward.** Discuss expectations for our next PLC Common Planning meeting. What will we have ready to review and discuss? What is the date and time of our next meeting? |  | | | | | |
| **Potential Areas of Improvement** | | **Identify any needed coaching and/or leadership support. Be specific.** | | | | | |
| 1. Improve our preparedness for the conversations / discussions in each of the above agenda items. | |  | | | | | |
| 1. Improve the quality of each discussion: the degree to which ideas, concerns, and suggestions are thoroughly explored and examined. Improve our team’s ability to collaboratively problem solve. | |
| 1. Improve our ability to reach consensus and/or a course of action that is mutually agreed and clearly articulated. | |
| **Evaluate this PLC meeting.**  Pick one or more question. Record the number of team members indicating each rating. Discuss the implications. | | *4*  *Highly effective. Eye opening!!* | *3*  *Effective. Solid. Builds on our progress* | *2*  *Emerging. Has some possibilities* | | *1*  *Ineffective. This really isn’t helping* | *0*  *Actually, I am more confused now* |
| 1. Do I have a better understanding of how to plan and design my instruction? | |  |  |  | |  |  |
| 1. Did we create and make available critical documents that I can refer to and from which we can continue to collaborate (e.g., revision and refinement of documents on a shared drive or platform)? | |  |  |  | |  |  |
| 1. Will the things we’ve worked on and reached consensus on help us when it is time to problem solve student learning? | |  |  |  | |  |  |