COMMIT to the specific intervention and extension strategies each teacher will employ (with whom and when) such that each of our students are better able to "stay on track" with the pacing of their grade and content level requirements and **COMMIT** to improving the quality and effectiveness of our new Problem Solving
Student Learning

This PLC cycle must occur we to ensure that our instruction?

This PLC cycle must occur we to ensure that our instruction? IMPROVE the instruction.

STRATEGIZE how we will

Moving Forward ... What data or information will we need to have ready for our next PLC meeting?

EVALUATE. As a result of this PLC

- (1) Do I know my students better?
- Do I have a better understanding of how to teach them; how to model. scaffold, differentiate, and support
- Do I have a better understanding of how to structure their classroom environment?(describe)

PRIORITIZE student learning by identifying which standard(s) will be the focus our shared understanding of of our <u>upcoming (next)</u> unit of study. As we move forward, consider our and of the expect our students to know and book students' learning histories. Identify and integrate those standards requiring continued fogus and

UNPACK each prioritized standard. Clearly articulate proficiency and by doing so

> Building consensus on the most critical elements of our instructional design

This PLC Cycle normally happens in

"clumps" of time rather than weekly,

such as during SNAD days or specific

days where larger chunks of time are reserved to work on one or several

SCAFFOLD our learning goals into specific learning targets content and language objectives) that will define the learning progression

of this unit of study

Identify t

Critically review (and supplement) our curriculum material to identify the vocabulary and content we'll activate such that all proficiency levels are

represented.

respond to the observed student learning. How can we better **IDENTIFY** the types, frequencies, connect students with the learning that should have occurred and reinforce and mistakes evident in student work in extend the learning that did relation to our instructional and occur?

Daily Classroom Experience

EVALUATE. For each completed PLC task ...

upport.

- reservant var design Do I have a better understanding of how to plan and design my instruction?
- 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)?
- Will the things we've worked on and reached consensus on help us when it is time to problem solve student learning?

Anticipating that our students will learn at different rates, what intervention and extension strategies will I

have ready?

DESIGN #2 our UI: 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 #1 our Unit of Instruction (M):