

Granite School District

Core PLC Responsibilities

We work together to plan our lessons. Each PLC team should have extended periods of time scheduled each semester to plan their instruction. Common Planning time works best when done in “chunks” of time rather than weekly. You need time away from the activities and stresses of the regular school day to immerse yourself in the curriculum and in your ideas of how to engage your students in their learning. SNAD days or days where large chunks of uninterrupted time are reserved to work together are ideal. During this time, we address the following DuFour PLC questions:

- 1. What do we expect our students to know and be able to do? Anchoring your instruction to the standards**
 - Prioritize student learning by identifying which standard(s) will be the focus of each unit of study. Consider your students’ learning histories. Identify and integrate those standards requiring continued focus and support into your lessons.
 - Unpack each prioritized standard. Clearly articulate your shared understanding of proficiency and by doing so define your learning goals.
 - Scaffold your learning goals into specific learning targets (content and language objectives) that will define the learning progression of each unit.

- 2. How will we know they are learning? Making sure that your grading is proficiency-based**
 - Inform a more responsive instruction by identifying the critical checks for understanding that need to occur during each unit.
 - Identify the standard(s) being assessed and the types of evidence that will enable you to better understand, and problem solve student learning. Create the Checks for Understanding (CFUs) and Common Formative Assessments (CFAs) you will use to assess student learning and thereby inform your instruction.
 - For each standard being measured, clearly define how each level of proficiency is demonstrated and scored.

- 3. How will we [proactively] respond when they do not learn or if they already know it? Designing your lessons**
 - Critically review and supplement your curriculum material, identifying the vocabulary and content you will activate. Be certain that all proficiency levels are represented.
 - Discuss how you will engage your students in their learning. How will you differentiate your instruction to benefit the individual needs and learning histories of your students such that all students are able to apply what they are learning and demonstrate proficiency?
 - Anticipating that your students will learn at different rates, what intervention and extension strategies will you have ready?

- 4. Evaluate the effects of what you have been doing together on your professional growth.**
Remembering some of the reasons why you work together in a PLC
 - Did I anchor my instruction to the Utah Education Standards?
 - Did I create assessments that measure levels of proficiency?
 - 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., we use a shared drive or platform to store the things we’ve been working on)?
 - Does working together like this reduce my stress and make my workload more manageable?

Granite School District

Core PLC Responsibilities

We work together to improve student learning. Each PLC team should meet weekly for 45-60 minutes to review the progress their students are making, and problem solve for improved learning. We keep our instruction responsive to the learning needs of our students by addressing the following Dufour PLC questions:

1. How will we know they are learning? informing your instruction

- Use the Check for Understanding (CFU) or Common Formative Assessment (CFA) your team agreed to use.
- Before the meeting, review the results. Come prepared to talk about student performance and be prepared with ideas of how you can improve or adjust your instruction to better support your students' learning.
- In your meeting, share what you have learned. Talk about the types, frequencies, and distribution of learning, learning errors, language errors, and mistakes evident in your students' work.
- Identify students with similar learning patterns and challenges.

2. How will we respond when they do not learn or if they already know it? keeping student learning on track

- Develop intervention and extension strategies by examining and improving upon the scaffolding represented in your lesson plans. Differentiate your instruction for each group of students by considering the following questions:
 - How can you better model or demonstrate what is being learned?
 - How can you better prompt and facilitate student learning during small group learning activities?
 - How can your students better practice the content with their peers, organize their materials, communicate, and solve problems together with minimal influence or direction from you?
 - What additional opportunities can students be offered to work alone and apply what they are learning?

 - How can you better support your students' emerging language abilities, cultural identifications, personal identifications, and interests (Educational Equity)?
 - How can you better support your students' ability to internalize, practice, and demonstrate the skills necessary to succeed in school (Graduate of Granite Skills and Dispositions)?
- Commit to these intervention and extension strategies!

3. What do we expect our students to know and be able to do? Preparing for our next meeting

- What critical checks for understanding should we focus our next meeting?
- What data will each of us have ready to review at next week's PLC meeting?

4. Evaluate the effects of what you have been doing together on your professional growth.

Remembering some of the reasons why you work together in a PLC

- At the end of every week, do I know at what level of proficiency each of my students is achieving?
- At the end of every week, do I have a good sense of whether or not my instructional approach is connecting my students with what they should be learning?
- Do I have some new ideas or a better understanding of why some of my students are struggling with the material?
- Do I have some new ideas or a better understanding of how to model, scaffold, differentiate, and support each of my students' learning?
- Do I have some new ideas or a better understanding of how to structure my classroom environment?
- Does working together like this reduce my stress and make my workload more manageable?