

Driving Questions of a Thriving PLC:



<p>What is it that we want our students to know and be able to do? (e.g., collaboratively unpack standards & performance descriptors to determine knowledge, skills, context, and vocabulary, collaboratively develop student 'friendly' learning intentions and success criteria,)</p>	<p>Not Yet</p> <p>Somewhat</p> <p>With Fidelity</p>
<p>What evidence would we accept that students have learned the essential content? (e.g., collaboratively create EXIT Tickets and/or formative assessments (e.g., DFA or CFA) to determine where each student is compared to the standard at each PLD level and beyond.)</p>	<p>Not Yet</p> <p>Somewhat</p> <p>With Fidelity</p>
<p>What instructional practices will produce our best results? (e.g., engagement strategies aligned to DOK of standard, checks 4 understanding, differentiated learning opportunities, archiving, exemplars, closure, spiraling); students use learning intention and success criteria to check for understanding. Does our instruction match or exceed the level of rigor on the standard and associated formative assessment?). Conduct 'learning walks' to learn from each other.</p>	<p>Not Yet</p> <p>Somewhat</p> <p>With Fidelity</p>
<p>Reflect (e.g., collaboratively analyze student achievement data to determine where each student is compared to the knowledge, skills, and vocabulary of standards and PLDs.</p>	<p>Not Yet</p> <p>Somewhat</p> <p>With Fidelity</p>
<p>What will we do if our students have not learned it? (e.g., collaboratively develop and conduct flex-groups, guided groups, individual conferencing, reassess to celebrate growth, Flashback Standard to move each student to proficiency and beyond.)</p>	<p>Not Yet</p> <p>Somewhat</p> <p>With Fidelity</p>
<p>What will we do to differentiate instruction when students already know it? (e.g., collaboratively develop Genius Hour structures, extensions for deeper learning at or beyond Distinguished level of PLDs, Preview Standard, etc.)</p>	<p>Not Yet</p> <p>Somewhat</p> <p>With Fidelity</p>
<p>What will we do to improve, catalog, and save our work? (e.g., collaboratively discuss the effectiveness of the learning process experienced by students. Modify as needed and save in a district/school instructional warehouse)</p>	<p>Not Yet</p> <p>Somewhat</p> <p>With Fidelity</p>
<p><i>Repeat as required for each student...</i></p>	