

PLC Team and Individual Planning Guide

<p>What do we need to know and be able to do so we are able to work effectively?</p>	<ul style="list-style-type: none"> • Establish and maintain group norms, effective facilitation skills, and conflict management strategies • Work with SMART (Specific/Strategic, Measurable, Attainable, Results-driven, and Time-bound) goals • Develop and maintain a team culture of action orientation, collective inquiry, interdependence, research and experimentation, collaboration, focus on continuous improvement, and results orientation. • Seek opportunities (read, study, visit colleagues classrooms, collaborate with my team, working with a coach or curriculum lead) to improve practice • <i>Share perspectives with the team to assure teacher strengths and weaknesses are known and addressed through reflection and learning</i> 		
<p>What do we expect all students to learn?</p>	<p><i>Analyze and deconstruct Essential Learning Outcomes to create unit plans utilizing the Essential Learning Outcomes Innovation Configuration</i></p> <ul style="list-style-type: none"> • Use the ELOs to 1) Identify unit essential questions. 2) Deconstruct learning targets to identify knowledge, reasoning, skill, and product targets for the unit. 3) Deconstruct targets to create scaffolding for the unit using Bloom's Taxonomy 	<p><i>Develop assessments utilizing the Assessment for Learning Innovation Configuration</i></p> <ul style="list-style-type: none"> • Develop or identify common assessments based on learning targets with a clear purpose for how the results will be used – pre-assessment, formative assessment, summative assessment. • Evaluate common assessments to verify alignment with learning targets. • Develop common criteria for determining quality student work, e.g. examples of quality and non-quality student work, rubrics, expectations for work. • Identify plan for student involvement in assessment – understanding targets and providing feedback that is descriptive, constructive, frequent, and timely so students know where they are going in their learning. 	<p><i>Identify instructional strategies utilizing Differentiation and Personalization Innovation Configuration</i></p> <ul style="list-style-type: none"> • Based on previous assessment data and required assessments, design unit using backward design practices. • Determine how you will use various resources to meet learning targets. • Identify anchor activities and successful lessons to be used by all teachers • Develop differentiated activities for students with varying interests and abilities
<p>How will we know they have learned?</p>	<p><i>Analyze data utilizing the Assessment for Learning and System of Intervention Innovation Configurations</i></p> <ul style="list-style-type: none"> • Analyze student data received from pre-assessments, common assessments (e.g. MAP, DIBELS, Explore, MCA II) • Look for trends in the data to find students, identifiable student groups (e.g. race, gender) or learning targets that need to be addressed • Set a SMART goal based on your analysis of the data • Modify current unit planning to address trends in the data (See: What do we want students to know and be able to do?) • Generate ideas for instruction that allows for students who need correction for misunderstandings • Analyze student data received from common summative assessments to identify learning needs for future units 		

<p>How will we engage students and personalize learning?</p>	<p><i>Utilizing the Personalization and Differentiation Innovation Configurations, examine elements of classroom climate focused on learning by sharing:</i></p> <ul style="list-style-type: none"> • Strategies for involving students in learning • Meaningful relationship building that includes valuing students' social and emotional needs, learning and cognitive styles, and race and culture • Focus structures and procedures on students' learning 	<p><i>Create, collect, and share with students' criteria for excellence and examples of quality and non-quality work using the Assessment for Learning Innovation Configuration.</i></p>
<p>How will we respond if they do not learn or know it already?</p>	<p><i>Use examples of student work and assessment data to determine student needs utilizing the Assessment for Learning and System of Interventions Innovation Configurations</i></p> <ul style="list-style-type: none"> • Analyze student data • Look for trends in the data • Analyze student data received from common formative and summative assessments to identify learning needs for future units • Identify the root cause of student need • Determine a common response to address student needs such as: <ul style="list-style-type: none"> ○ Scaffold instruction to meet the student's level of readiness and skills and accelerate learning for struggling students ○ Compact or extend curriculum for students who already know it ○ Alternate materials ○ Flexible grouping 	<p><i>Reflect on the process of meeting student needs.</i></p> <ul style="list-style-type: none"> • Is our process working? What is the data telling us? Is there a need to use the problem solving process? What additional supports are necessary? Do we need to refer to the building's system of interventions?

A Brief Annotated Bibliography of references for further learning

Backward Design –

- Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. ASCD, Alexandria, Virginia. (See p. 7, “What is Backward Design?”)

Differentiation –

- District 16 Personalization and Differentiation Innovation Configuration
- Wormeli, R. (2007). *Differentiation: From Planning to Practice Grades 6-12*. Stenhouse. Portland, ME.

Deconstruct Targets –

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Lesson Planning –

- Wormeli, R. (2007). *Differentiation: From Planning to Practice Grades 6-12*. Stenhouse. Portland, ME. (See Ch 2, “A Walk-through of a Differentiated Lesson”)

PLC Team Planning Template - version 2
(A modification of Janet Lepein's work)



Title: _____

What do we need to know and be able to do so we are able to work effectively?

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<p>Enduring Understanding What will the students come to understand? For example: "Prejudice is pervasive in society" or "Prejudice is a way to exert power."</p>	<p>Essential Questions This is what you tell the kids to hook them. Course or grade level? Unit? Daily? (Think Bloom's!) What is racism? What is density? How do authors use symbolism to explain greater truths?</p>	<p>Learning Targets - What do we want kids to know? What <u>knowledge and reasoning</u> are needed this year to move toward enduring understandings?</p>	<p>Learning Targets – What do we want kids to be able to do? What <u>skills or products</u> will students use to answer the essential questions and enduring understandings?</p>
<p>Success Criteria</p>	<p>Assessment What are the assessments of /for learning?</p>	<p>Resources What are the many varied and unusual resources you can have students use?</p>	<p>Instructional Strategies – Personalization and Engagement What are the learning activities (experiences) that will be used to help students construct understanding?</p>
<p>What do we do if students are not learning or know it already? How will we respond to formative data to assure students are learning? Can we identify students, identifiable student groups, or learning targets that need to be addressed?</p>		<p>Reflection</p>	

PLC Team Planning Template - version 1



Title: _____

What do we need to know and be able to do so we are able to work effectively?

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What do we want students to know and be able to do?	<i>Enduring Understanding</i>	<i>Essential Question</i>	Learning Targets
	<i>Deconstruct Learning Targets</i>	<i>Identify or develop assessments</i>	<i>Identify instructional strategies</i>
How do we know students are learning?	<i>Analyze data</i>		
How will we teach to ensure that we engage students and personalize learning?	<i>Examine elements of classroom climate</i>	<i>Student criteria for success</i>	
How will we respond if one or more students do not learn or already know it?	<i>Examples of student work</i> <i>Assessment data to determine student needs</i>	<i>Reflect on the process of meeting student needs</i>	

PLC Team Trimester Planning Template



Trimester: _____ Subject Area: _____

Identify Enduring Understandings, Essential Questions, and five or six learning targets to focus our work this trimester

Enduring Understandings	Essential Questions	Learning Targets

Use the targets to develop units of study for the trimester. Determine the targets that will be addressed in each unit. Write essential questions for the unit. Identify or create summative exam(s) to measure learning of the targets

Unit Name:	Targets	Inquiry Questions to Guide Student Learning	Success Criteria	Assessment of/for learning
	•	•		
	•	•		
	•	•		
	•	•		