

Ensure a Guaranteed and Viable Curriculum 2011-12

Once Power Objective(s) are paced meaningfully into units of instruction, teachers are able to “start with the end in mind” and develop the Learning Designs for each unit. We continually ask ourselves:

- What is it we want students to learn?
- What evidence will be used to demonstrate students have essential understanding?
- How will we respond when students experience difficulty? How will we deepen learning when students have already demonstrated learning?
- How will we guarantee WIDE reading, daily writing, and collaborative discussion/debate.

Feedback on Teaching & Learning: PLCs will receive weekly feedback on unit design and responsive teaching in two ways: (1) via the professional judgment of each other/the team, and (2) weekly feedback from principals. What is posted in Google Docs is considered the units and resources completed so far.

Content Area PLCs: Already knowing the “Desired Results” of the unit this week/month, how can we make the best use of time throughout the week and FOCUS on engaging instruction/formative assessment/responsive teaching? Define the number PLC days you will need weekly to develop this work of moving students to the next performance level (below to “meets,” from meets to “exceeds”).

PLC Log – see next page

Date:

PLC Learning Log

Members Present:

Action steps to ensure the best use of PLC time

1. Refine the Desired Results for teaching Power Objectives within a unit. Refine Learning Design units.
2. Having the “Desired Results” section of the unit designed:
 - a. Develop/refine formative or summative assessments. (Include performance-based assessments which are authentic - have personal purpose, for a larger audience than the teacher, have real-life application).
 - b. Develop/refine performance criteria for E, M, P, NP (e.g., rubric, exemplars).
3. Responsive Teaching (Data Teams):
 - a. Share formative data results for Power Objective (5 minutes or less) – Number of students E, M, P, NP
 - b. Show student work at each level and select instructional strategy/response plan.
 - c. Plan for flexible groupings, even between classrooms – if applicable.
 - Intervention/Reteach
 - Enrichment

Goal: Deepen learning for ALL students well before the summative.
 - d. Write short-term SMART goal: What results do we expect as a result of this responsive teaching plan?
 - e. Share results at next PLC. Was SMART goal met?
4. Grade a sampling of student summative assessment(s) together (keeping student names anonymous) utilizing the performance criteria established. If 75-80% or more of your team is in agreement to the performance score, consider this agreement and move on. Goal of this work: (1) Refine summative for an improved measure of student performance; (2) Guarantee the assessment – a common eye for all students.

Reminder: All refinements to units, assessments, rubrics, are to be saved in Google Docs. What is in Google Docs is considered the most recent PLC refinements and relates to feedback given (by team, by principals).

Action Steps/ Notes or data:

Next step(s) – by next PLC *(Were results achieved?)*

Questions/Ideas/Concerns: