

Figure 5.1: Common-Content Template for PLC Critical Question One

Critical Question One—Discussion Guide

Unit: _____

Date: _____

Instructions: With your collaborative team members, follow these steps to identify the content (knowledge, skills, dispositions) you have in common.

Determining Common Content

1. Circle and closely examine the verbs of your essential learning to identify the skills you teach in your course. Do you teach any of the same skills as a team member? List these common skills.
2. Underline and closely examine the nouns or noun phrases of your essentials to identify the concepts, facts, or knowledge in your course. Do you have anything in common with a team member? List these common concepts, facts, and knowledge.
3. Has your school or department identified essential student dispositions you teach? Do you have any dispositions in common with a team member? List these dispositions.

Maximizing Common Pacing

1. Place your established pacing guides next to each other. Highlight any of the skills, concepts, facts, or knowledge identified in the previous steps that you teach at a similar time. Could you adjust your pacing guides slightly without jeopardizing the sequence of your content to allow you to teach them at the same time? If so, adjust your pacing guides accordingly.
2. Highlight any of the skills, concepts, facts, or knowledge identified in the previous steps that you have flexibility with when you teach it. Discuss and come to consensus when you will teach these, including start and end dates.
3. For the identified common student dispositions, discuss and come to consensus when you will teach these, including start and end dates.