

Figure 5.5: Common-Content Template for PLC Critical Questions Three and Four

Critical Questions Three and Four— Discussion Guide

Unit: _____

Date: _____

Instructions: With your collaborative team members, follow these steps to utilize the evidence of student learning formatively.

Monitoring and Responding to Individual Student Learning

1. Referring to the common rubric, identify the misconceptions, errors, and difficulties for each student. If a student has more than one, determine what is most significant.
2. Make a list of students who need additional support, grouping students by common misconceptions, errors, and difficulty. Sometimes this involves grouping students with similar difficulties.
3. For each group of students and their corresponding difficulty, work with your team members to identify the most successful instructional strategies. (You will choose which ones to use in a later step.)
4. Determine how you will reassess your students after providing additional support. This may consist of students submitting new work for teachers to score against the rubric or revising students' current work to reassess it with the same rubric.
5. Determine when you will provide the additional support. This can be done during designated core instruction time or during designated intervention time when you have access to your students.
6. Implement the response plan and reassess students.

Analyzing and Impacting Instructional Effectiveness

1. Complete a data table that shows your proficiency rates for each characteristic of the rubric comparable between team members.
2. Examine and analyze the data, looking for positive differences.
3. Discuss the instructional strategies and practices that led to these positive differences. This may include a teacher sharing instructional resources or modeling strategies.
4. From the strategies you identify, choose the instructional strategies you will use when providing interventions.
5. Capture the key points about the most effective instructional strategies and note them in your unit plans to utilize in the future.

Students Reflecting on Their Learning

1. Provide students with the common rubric, exemplar student work, and their own work.
2. Individually, or in groups while examining the rubric and exemplars, ask students to identify what they need to improve to increase their level of proficiency.
3. Ask students to continue to reflect as they engage in intervention or reassessment, or revise their current work.