

Figure 6.3: Critical-Friend Template for PLC Critical Questions Three and Four

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Unit: _____

Date: _____

A critical friend and a teacher engage in a collaborative conversation by asking and discussing these items as part of analyzing the data and evidence from a recent formative assessment and planning interventions and extensions.

1. Share a breakdown of proficiency by student and by skill. What areas of strength do the data reveal? What areas of concern?
2. How might you organize your instruction using common mistakes or misconceptions?
3. What is your plan for students who have and have not learned the essential standard? When will you provide the additional time and support?
4. What changes will you make to your instruction based on these struggles? What did you learn?
5. What ideas or suggestions can you provide as a critical friend?
6. How will you reassess student learning?
7. How will you extend learning for those who demonstrate mastery? How can you increase the level of thinking? How can you utilize text of increased complexity? Should you engage students in learning grade-level nonessential content?
8. In what ways could letting parents know of their child's progress on the essentials help the situation?