

2021-22 PLC Structure
North Todd Elementary

Week	Description	PGES	Materials (Computers at every meeting)
1 The Standards	<ul style="list-style-type: none"> Commitment to Standards – Review current priorities in pacing/bundling/curriculum maps Deconstruction/targets, intent, and student success criteria of standards How to assess item (MC, SA, ER, Perf.) Create pre-assessment and rubrics 	1A, 1B, 1E, 1F, 3B, 3C	Standards, Pacing Guide, Curriculum Map, Deconstruction Templates (optional)
2 Formative/Common Assessment Planning	<ul style="list-style-type: none"> Assessment review for congruency to standards Peer review and collaboration about assessment best practice Establish common rubric, if needed 	1B, 1E, 1F, 3D, 3E, 4A, 4B	Standards, Targets, Instructional Materials
3 Quality Instruction/Assessment	<ul style="list-style-type: none"> Begin incorporating pre-assessment into teaching/planning process Review pre-assessment data and plan accordingly Collaboration about how instruction/assessment is indicative of intent of standards 	1A, 1F, 3A, 3B, 3C, 3D, 4D	Pre- and/or Post-Assessments, Formative Assessments, Instructional Strategies and Materials (if needed)
4 Data Analysis/Data Teams	<ul style="list-style-type: none"> Analyze results from pre-, mid-, and summative assessments Data Teams Process: Collect/chart data, Analyze/Prioritize Needs, Instructional Strategies, and Results Indicators Describe next steps for non-mastery and advanced (Rtl) 	2B, 3D, 4A, 4D, 4E, 4F	Assessment and Student Work, Standards, Data Chart (Step 1)
5 Flex: RTI/Intervention, Cont. Data Analysis	Evaluate Rtl data and coordinate efforts to address students who are surpassing or not mastering skills Evaluate RTI	1C, 1D, 1F 3B, 4B, 4C, 4D, 4E, 4F	RTI Data/Intervention Forms, RTI Plan (if needed)

“The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught, but to ensure that they learn.”

Richard DuFour, *What is a professional learning community?* ASCD, May 2004

Our Critical Questions to Guide our PLC Process



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1 - TARGETS What do we expect students to learn?	<ul style="list-style-type: none"> • Essential Outcomes • Priority Standards • Learning Targets • Unpacking standards • Pacing Guides 	1A, 1B, 1C, 1E, 1F, 3A, 3C, 4D, 4E
2 - EVIDENCE How will we know when they have learned it?	<ul style="list-style-type: none"> • Success Criteria • Common Assessments that align <i>directly</i> with the KAS standard(s) • Checks for Understanding • Formative Assessments • Constructed Response Reviews 	1B, 1E, 1F, 3D, 3E, 4A, 4B, 4D
3 - ACTION How do we respond when they <u>don't</u> learn? How will we respond when they <u>already</u> know it?	<ul style="list-style-type: none"> • Data Analysis • Differentiated Instruction • Enrichment Activities • Pyramid of Interventions • RTI 	1D, 1E, 2B, 3D, 3E, 4A, 4D, 4E, 4F
Flex Week (as needed)	<ul style="list-style-type: none"> • Data analysis of district assessments (STAR) following completion of our testing windows • Peer Observations • Writing Analysis 	1C, 1F, 3D, 4A, 4B, 4D, 4E,

Cognitive and Literacy Instructional Strategies will be shared weekly by our Instructional Coach.

PGES: Danielson Framework: <https://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>
Ky Academic Standards: <https://kystandards.org/home/ky-acad-standards/>

TCMS PLC Cycle Diagram

PLC CYCLES:
Plan: Cycles 1 & 2
Do: Cycle 3
Study: Cycle 4 & 5
Act: Cycle 6

Cycle 6: (Collaboration of Unit Results, Next Steps, Revise Next Unit to include any Learning Targets that were not mastered by 80% of students. Identify students for RtI (MTSS))

Data Phase

Cycle 5: (Administer and Grade Common Assessment)
Test Item Analysis, Enter grades in spreadsheet.

Revise Unit Standards and Assessments and/or Instructional Strategies

Cycle 1: (Planning) Unpack Standards
(What will we be teaching in this unit? Learning Targets? Vocabulary? Bell Ringers/Flashbacks?)

Instructional Roadmap Phase

Cycle 2: (Planning)
Develop Proficiency Descriptors & Develop Common Formative Assessment.

Cycle 3: (Instructional Strategies)

Collaboratively Design and Discuss Instructional Strategies for Unit. Present Constructed Response item to team for refinement.

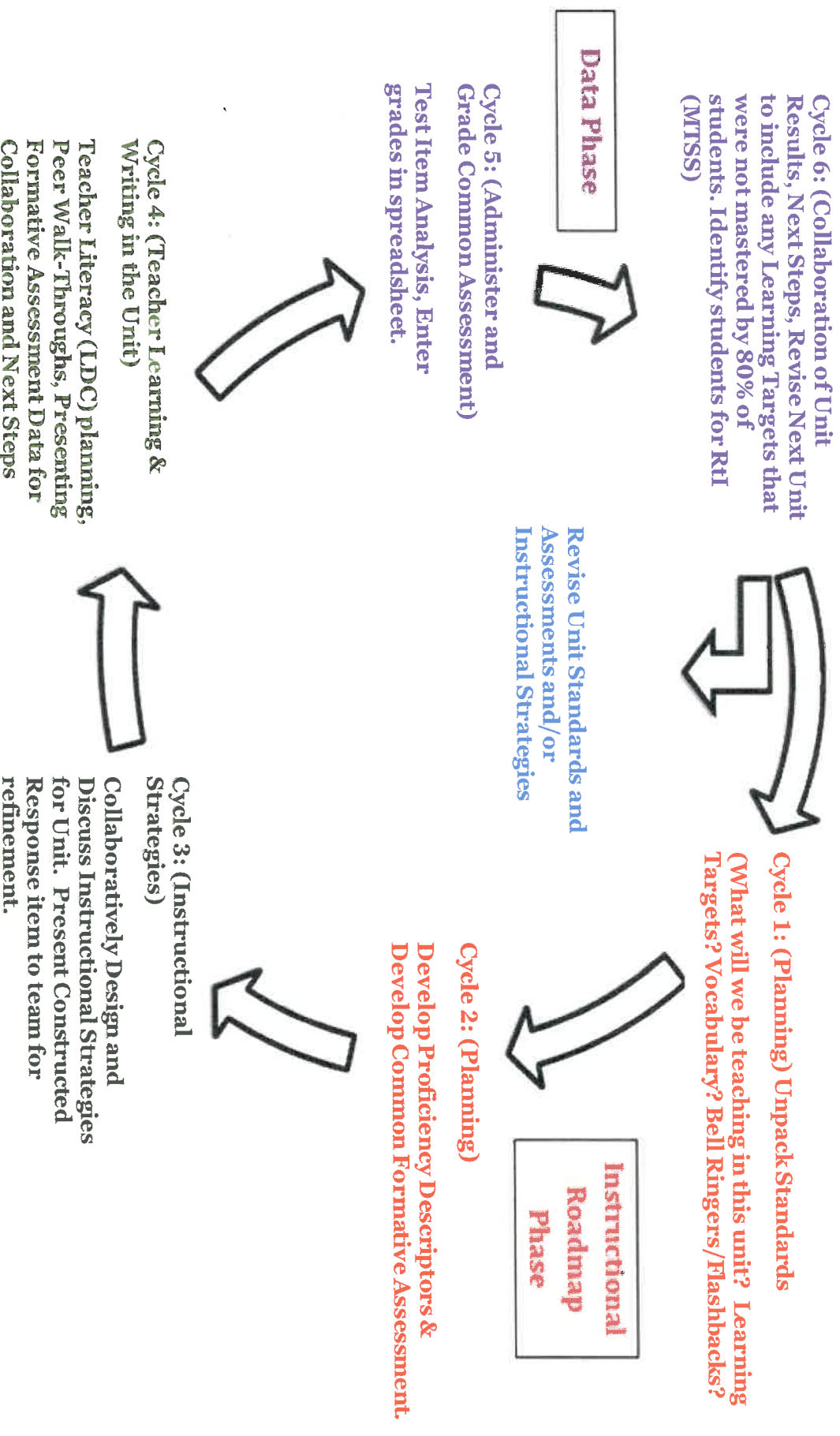
Cycle 4: (Teacher Learning & Writing in the Unit)

Teacher Literacy (LDC) planning, Peer Walk-Throughs, Presenting Formative Assessment Data for Collaboration and Next Steps

TEACHER LEARNING PHASE

TCCHS PLC Cycle Diagram

PLC CYCLES:
Plan: Cycles 1 & 2
Do: Cycle 3
Study: Cycle 4 & 5
Act: Cycle 6



TEACHER LEARNING PHASE