

LPS

PLC Process

4 Guiding Questions

1. What do all students need to learn?
2. How will we know if they have learned it?
3. What will we do if a student has difficulty learning it?
4. What will we do if a student already knows it?

1: What do we want students to learn?

Use curriculum to determine your PLC focus.

What must students know, understand and do as a result of your teaching?

As a team ask, "Does this matter?" Will this goal make an impact?

2: How will we know if they learned it?



Set shared calendar for lessons, assessments and PLC meetings. Will you gather baseline data with a pre-test or a formative assessment? What data will you need?



What lessons and strategies will you use collectively? What has worked in the past? Where do students typically struggle?



Evaluate student work and assessment information together. What is the data telling you? What are you curious about? Set goals for improvement based on your results.

3 & 4: How will we support all learners?

Based on your results and analysis...

Who needs the most support? What are the next steps?

Who is ready to move on? What are the next steps?

What instructional strategies will you use?

monitor progress ● adjust instruction ● celebrate

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Adaptive Schools Norms

7 Norms of Collaboration

Norms are not just rules, but mindsets about what each group member can do to be an active participant. Teams may choose to focus on one or two norms at a time. LPS offers Adaptive Schools PD once every semester.



Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision making.



Paraphrasing

Using a paraphrase starter that is comfortable for you, and following the starter with an efficient paraphrase, assists members of the group in hearing and understanding one another as they converse and make decisions.



Posing Questions

Two intentions of posing questions are to explore and specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations and to invite others to inquire.



Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments such as, "here is one idea," or "another consideration is."



Providing Data

Providing data in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them. Shared meaning develops from exploring data.



Paying Attention to Self and Others

Meetings are facilitated when each group member is conscious of self and others. Be aware of what other members are saying and how it is said. Invite all voices to be heard by balancing participation.



Presuming Positive Intentions

Start meetings with the assumption that others' intentions are positive. Although you may disagree, assume that other group members actions are a result of what they believe is best for students.