PLC





PLC Guiding Questions for Standards Based Teaching and Learning

1. **What do we want students to know and do?**
	1. TOPIC: Which topic will be the current focus for learning?
	2. LEARNING GOAL(S): What is our common interpretation of the learning goal? What is the cognitive complexity of the learning goal?
	3. LEARNING TARGETS: What are the learning targets based on our students’ needs? How do the targets fit into the scale?
	4. ACTIVITIES: What activities align with the target? Does the cognitive complexity of the activity align to the cognitive complexity of the target?
		1. How will the targets (cognitive complexity) get to the goal (cognitive complexity)?
2. **How will we know if students are learning?**
	1. ANALYSIS OF EVIDENCE: What evidence will we consider to monitor mastery of the goal? Does the evidence align to the cognitive complexity of the learning goal?
		1. Can we use the collaborative scoring protocol to analyze outliers, the tool or activity?
3. **What do we do if students haven’t learned? What do we do if they’ve already learned it?**
	1. What strategies were effective and how do you know?
	2. What do we need to reteach or spiral back for more practice?
	3. What do we do if they already learned it? What might a level 4 look like? Multiple opportunities?