

PLC's at Work Flow Chart

**Create PLC Norms – Expectations
Pre-Assess PLC/Set SMART Goals**



**Develop Power Standards/Essential
Learnings**



**Develop/Align Curriculum Around
Power Standards/Essential Learnings**



**Unit Planning:
Identify Essential Questions/Big Ideas**



**Create Lessons Targeted Towards Power
Standards/Essential Learnings**



**Formative Assessments: Team-Created
Common Assessments, Checks for Understanding**



**Collaborative Analysis of Student Work/
Re-Analyze Instructional Strategies**



**Implement Pyramid of Interventions for
Students Not Meeting Standard/Extend
Learning For Those Meeting Standard**

Resources

- Learning By Doing (LBD) Dufours/Eaker p. 102, 210
- Collaborative Analysis of Student Work (CASL) Ch. 3

- Power Standards – Identifying the Standards that Matter the Most: Ainsworth
- Learning By Doing: p. 50-54
- Common Formative Assessments: Ainsworth/Viegut,

- Mapping the Big Picture: Danielson
- Getting Results with Curriculum Mapping: Hayes-Jacobs
- Developing the Curriculum: Oliva
- Understanding by Design (UBD): McTighe/Wiggins

- Understanding By Design: (Template on 181-183)
- Scoring Rubrics in the Classroom: Artor
- Test Better – Teach Better: Popham
- Student Involved Assessment FOR Learning: Stiggins

- Multiple Titles on Differentiated Instruction: Tomlinson
- Differentiated Instructional Strategies: Gregory
- Classroom Instruction that Works + Handbook: Marzano
- The Art and Science of Teaching: Marzano
- Socratic Circles: Copeland

- Common Formative Assessment: Ch. 6-9
- Learning By Doing: p. 55-58
- Check for Understanding: Fisher/Frey
- After Early Intervention, Then What? (Reading): McCormack
- Ahead of the Curve: Reeves ed.

- Collaborative Analysis of Student Work – Langor
- Formative Assessment System: New Teacher Center, Santa Cruz

- Learning By Doing: Ch. 4
- Whatever it Takes – How Professional Learning Communities Respond When Kids Don't Learn: R. Dufour
- Fair Isn't Always Equal: Wormeli
- How to Grade For Learning: O'Conner