

Professional Learning Communities: The 4 Questions Through the Adult Actions Lens

The PLC at Work process is about adult learning. These additional questions, aligned to the 4 critical questions of a PLC at Work, help collaborative teams think about improving adult actions and be intentional about first best instruction. Additional time and support, though a necessary safety net for students, is not the initial focus of the team. We work to minimize this need through improving our universal instruction.

PLC Question	Questions For Cycles of Learning Leading To Adult Actions
What do we want students to know and be able to do?	• What is most essential for this unit or cycle of learning? Why are these the essentials (endurance, leverage, readiness)? • Do we have a common understanding of what these essentials mean (unpacked standards)? • What does proficiency on each essential look like (common definition of proficiency)? • What is the best way to teach the essentials (instructional strategies, lesson design)? How do we know (research-based, data proven)? • What might we need to learn before teaching these essentials? How can we improve our universal instruction?
PLC Question	Questions For Cycles of Learning Leading To Adult Actions
How will we know if each student has learned it?	• How will we assess if students have learned the essentials? • What checkpoint assessments can we do within the cycle of learning to support instructional decisions? • How do we know these are the best and most relevant assessment methods for these essentials? • Are the assessments designed to show us who is and is not proficient on the essentials? • Do we have a plan for how to ensure we are common in how we use the assessment to determine who is and is not proficient? • Is there an opportunity to calibrate our assessment process by sharing student work samples? • What might we need to learn before designing and using these assessments? How can we improve our assessment processes?
PLC Question	Questions For Cycles of Learning Leading To Adult Actions
How will we respond when some students do not learn it?	• Based on each essential, what are the best methods to intervene for students who are not yet proficient? How do we know? • When will we intervene? • How will we know when students no longer need this support? • How will we check to see if our strategies were effective? • What might we need to learn before designing our interventions? How can we improve our intervention practices?
PLC Question	Questions For Cycles of Learning Leading To Adult Actions
How will we extend the learning for students who have demonstrated proficiency?	• Based on each essential, what are the best methods for students who are ready for extension? How do we know? • When will we extend? • How will we check to see if our strategies were effective? • What might we need to learn before designing our extensions? How can we improve our extension practices?