

Driving Questions of a Thriving PLC:



What is it that we want our students to know and be able to do? (e.g., actively unpacking standards & performance descriptors)	Not Yet Somewhat With Fidelity
What evidence would we accept that students have learned the essential content? (e.g., creating DFA based on unpacking and observation)	Not Yet Somewhat With Fidelity
What instructional practices will produce our best results? (e.g., engagement, clear revisited objectives, checking 4 understanding, differentiation, archiving, exemplar, closure, spiraling); Does my instruction match or exceed the level of rigor on the DFA?	Not Yet Somewhat With Fidelity
Reflect (e.g., where is each student compared to standards (and PLDs minimally to proficient)?)	Not Yet Somewhat With Fidelity
What will we do if our students have not learned it? (e.g., flex-grouping, guided groups, individual conferencing, re-assess to celebrate growth, Flashback Standard KSV, etc.)	Not Yet Somewhat With Fidelity
What will we do to differentiate instruction when students already know it? (e.g., Genius Hour strategies, deeper learning at or beyond Distinguished level of PLDs, Preview Standard KSV, etc.)	Not Yet Somewhat With Fidelity
What will we do to improve, catalog, and save our work? (e.g., Data-driven continuous improvement strategies, Maintain a PLC instructional Warehouse)	Not Yet Somewhat With Fidelity
<i>Repeat as required for each student...</i>	