# GUIDING QUESTIONS FOR THE PLC TEAM CYCLE

**FOCUS**
Team meets to analyze data to determine a common instructional focus

**TEACH**
High quality Tier I instruction
[These questions, happening in the mind of the teacher while teaching, are how we monitor student learning and adjust instruction]

**ASSESS**
Team meets to analyze evidence to inform instruction

**RESPOND**
Revisit or enrich based on evidence of students’ need(s).

## Teacher Practice
- Do we have a task analysis of this standard on which to base our decisions?
- What more do we need to make sense of how students might master this standard?
- Have I taught this standard before? How did it go?
- Based on evidence of our learners’ needs, what are some approaches, methods, or strategies that might be effective with this particular standard?
- How will we apply our professional reflections from previous inquiry cycles?

## Student Learning
- What is the learning task or instructional focus?
- Why is this the focus?
- Where does this concept appear in the Tucson Unified curriculum?
- What does our data tell us about the readiness of our learners for this concept?
- Looking at the task analysis of this standard and the evidence of individual student learning needs, what are options to differentiate instruction?
- How will we apply any new student learnings from previous inquiry cycles?
- How will we assess the learning?

## Teacher Practice
- How am I activating my students’ prior knowledge?
- How do my questions challenge my students?
- When are my students expected to explain their thinking?
- Which active participation strategies seem to be the most effective with this concept?
- How are my responses to the students supporting their learning?
- How am I equitably engaging all of my students?

## Student Learning
- Which students are making connections to prior learning?
- Which students are fully engaged with the content and questions?
- What do I notice about how my students explain their thinking?
- How are students’ needs met by the differentiated tasks?
- Which students appear to be struggling?
- Which students appear ready to move on?
- What disparities do I notice between students of different racial, ethnic, cultural, and linguistic backgrounds?

## Teacher Practice
- Based on student evidence, how did the lesson design and delivery appear to support the learning outcome?
- What does the data show us about which instructional methods were effective?
- What changes in instructional methods do we need to consider?
- Now that the lesson has been taught, where should we strengthen our own understanding of this standard?

## Student Learning
- What student samples, CFA, or other data are we reviewing?
- Where are common areas of student confusion? Where are our outliers?
- Based on our task analysis of the concept, what will we do for students who still have confusion?
- For which students was the lesson effective? What is our evidence?
- Based on our task analysis of the concept, how will we extend or enrich this concept for students who are ready to move on?
- How will we know that the revisit or enrichment was effective?
## Tucson Unified Professional Learning Communities Smart Card

### What do we want students to learn?
- Is the essential learning aligned with state standards and district curriculum guides?
- Does essential learning ensure students are well prepared to demonstrate proficiency on state, district and national assessments?
- Do assessments created by the team provide timely information on each student’s proficiency so students are provided additional time and support for learning?

#### Possible Data Points and Resources

<table>
<thead>
<tr>
<th>Analysis of Student Work (ASW)</th>
<th>AzMERIT</th>
<th>Task Analysis</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>DRA/Scholastic</td>
<td>Formative/Summative</td>
<td>Standards/Curriculum</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>Progress Monitor</td>
<td>Readiness Pre-Assessment</td>
<td>Teacher Created Tests</td>
</tr>
<tr>
<td>AZELLA</td>
<td>Sub-group Achievement</td>
<td>Pima Admission Test</td>
<td>Mastery v. Non-mastery</td>
</tr>
<tr>
<td>Textbook Assessment</td>
<td>Trends</td>
<td>Understanding by Design</td>
<td>Vertical Design</td>
</tr>
</tbody>
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### How will we know when they learn it?
- Determine a specific number of common assessments to be used regularly. Weekly? Monthly? Quarterly? Semester? Yearly?
- Demonstrate how each item is aligned to the essential outcomes.
- Specify the proficiency for each skill
- Clarify conditions for administering the common assessment (read to students, how much review prior to assessment, amount of prompting or rephrasing)
- Assess a few key concepts frequently rather than many concepts infrequently

#### Possible Data Points and Resources

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<thead>
<tr>
<th>Formative/Sumulative</th>
<th>Avenues Assessment</th>
<th>CBM’s</th>
<th>Work Samples</th>
</tr>
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<tbody>
<tr>
<td>Teacher Created Tests</td>
<td>Analysis of Student Work (ASW)</td>
<td>Task Analysis</td>
<td>Data Talk Folders</td>
</tr>
<tr>
<td>IEP Quarterly Assessments</td>
<td>Informal Observation</td>
<td>Project Based Learning</td>
<td>Common Assessments (grade, district, state)</td>
</tr>
<tr>
<td>Performance Based Portfolio</td>
<td>Periodic Snapshots of student work</td>
<td>Presentations of Learning</td>
<td>Mastery v Non-mastery</td>
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<td>Reading Record</td>
<td>Sight Word Assessment</td>
<td>End of Course Tests</td>
<td>Effort Rubric</td>
</tr>
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<td>Anchor Charts</td>
<td>Textbook Assessment</td>
<td>Unit Tests (Envisions, Trophies)</td>
<td>ExEd/Gate Assessments</td>
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<td>Writing Samples</td>
<td>Dolch Word Inventory</td>
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### How do we respond when students are not learning?
- Interventions—
  - When
  - What
  - Who
  - How often meet
  - How often assessed
  - What will be assessed
- Timely—at first indication of struggling
- Students are guaranteed to receive time and support regardless of who the teacher is

#### Possible Data Points and Resources

| Analysis of Student Work (ASW) | MTSS (track data) | Task Analysis | Data Talk Folders |
| Reading Diagnostics/ Writing Samples | SuccessMaker/ Waterford | Performance based Portfolio | Planning of Instruction |
| Individual Student Needs (assign technology support) | Read Naturally | Mastery v Non-mastery | Achieve 3000 |
| Meta Data: % of homework, Suspensions, etc. | Growth over time | IEP Quarterly Assessments | Dolch Word Inventory |
| Math Fluency/ Facts (RTI book) | Student Generated Assessments | Attendance |

### How do we respond when students have already learned it?
- Extensions—
  - Who’s doing (students and teachers)
  - What will it look like
  - How will it be graded (rubric)
- Complexity vs. Difficulty
  - Complexity=measure of thinking, action or knowledge required to complete a task
  - Difficulty=measure of effort required to complete a task
- Research says to differentiate difficulty NOT complexity

#### Possible Data Points and Resources

| Analysis of Student Work (ASW) | Task Analysis | Video Taping (teacher) |
| Performance Based Portfolio | Work Samples | Student Generated Assessments |
| Writing Samples to Show Growth | Growth over time | Mastery v Non-mastery |
| Dolch Word Inventory | Dolch Word Inventory | Dolch Word Inventory |