REVISED PLC Meeting Agenda

Guiding Questions to Focus PLC Discussions

What is it that we want our students to learn? (Curriculum)

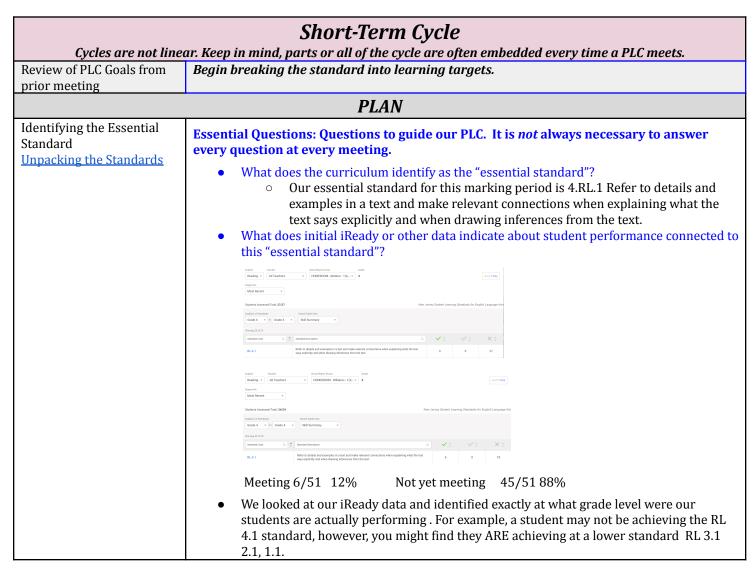
How will we know if our students are learning? (Assessment)

Are lessons student-centered? (Instruction)

How will we respond when students don't learn? (Instruction)

How will we enrich and extend the learning for students who are proficient? (Instruction)

Sign In	Linda Mattner, Lien Le, Kristen J. Williams, Mariann, Storr		
Meeting Dates	March 31, 2021	Grade Level	4th
Content/Focus Area	ELA		
Norms	 Be prompt Stay on focus Come prepared with a charged laptop Time management Assigned team roles Evaluate and reflect on past, current, and future 		



	 What would be student friendly language for the standard, critical vocabulary that students need to attain, and learning targets connected to the standard? SAS Spreadsheet We used the SAS GR4 unpacking Document to unpack the RL4.1 Standard. We identified critical vocabulary and started to write learning targets.
Briefly describe your common formative assessments (created or existing)	Essential Questions: Questions to guide our PLC. It is not always necessary to answer every question at every meeting. • Do we need to design common formative assessments for measuring progress along the way? What should they look like? • Should we use the same text, or could we use leveled text (ie: ReadWorks)? • Same question with different level texts. • Genre - Realistic Fiction • Character based question - character development • Teachers will come next week with a passage for next week.
What makes a SMART Goal Smarter?: SMART Goal for this standard/unit Example of Grade Three Smart Goal	Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting. • Is our SMART goal specific and strategic, measurable, action oriented, rigorous, realistic, and results focused, and timed and tracked?
	DO DO
Examine results from formative assessment	Essential Questions: Questions to guide our PLC. It is not always necessary to answer every question at every meeting. On which parts of the assessment did students perform well? Why do we believe this is the case? On which parts of the assessment did students struggle? Why do we believe this is the case? Do any assessment items need revising? Which items? Why? We discussed how to assess the multiple select question. Altering the google form to be a quiz - instructions on how to change the form to meet our needs. Discussed using NJ SLA Literary Analysis rubric for grading the open ended question For next week, discuss gaps in student learning as evidenced by the assessment. Which students are in need of special attention? Williams Results Slota Results Mattner Results Are there other important findings about this common assessment needing to be recorded? Students struggle with meeting conventions portion of the rubric Action steps as a result of the data? Students can say what they think, but have a difficult time expressing their thoughts in words.
Instructional Strategies (student-centered learning with engaging activities)	 Essential Questions: Questions to guide our PLC. It is not always necessary to answer every question at every meeting. How is the implementation of our plan going? Are we collecting data along the way? Do we need to learn more? Are we using agreed-on strategies and practices? Are any roadblocks interfering with our interventions or daily practices? How can we support each other? What resources can we use to support this implementation?

	Have more oral response to questions first.Model writing responses.		
	Cloze exercise		
	RAP - Restate the question, answer the question, prove the answer.		
	STUDY		
Examine results from formative assessment	Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.		
	 On which parts of the assessment did students perform well? Why do we believe this is the case? 		
	On which parts of the assessment did students struggle? Why do we believe this is the case? On which parts of the assessment did students struggle? Why do we believe this is the case?		
	Do any assessment items need revising? Which items? Why?Which students are in need of special attention?		
	 Are there other important findings about this common assessment needing to be recorded? 		
	Action steps as a result of the data?		
	Next marking period - Switching to math, begin with data from assessment at end of 2nd Marking Period.		
	Write a new assessment to account for class changes.		
What are your NEW instructional strategies to	Essential Questions: Questions to guide our PLC. It is <i>not</i> always necessary to answer every question at every meeting.		
address strengths and weaknesses using the fresh formative data?	What are new instructional strategies for implementation based on examination of the data?		
	ACT		
Conclusions from all formative assessments	 Essential Questions: Questions to guide our PLC. It is not always necessary to answer every question at every meeting. Did we meet our goal? What did we learn throughout this process? What recommendations do we have for continuous improvement in this area? How can we hold the gains? What might be our next steps? How did we work together? 		
Enrichment and support activities			