

# PLC Planning Form – Core Subjects



Unit Title: \_\_\_\_\_

Time Frame (dates): \_\_\_\_\_

## PLC INFORMATION

Unit Plan Developed by: (teacher names)			
PLC Course Name: _____		PLC Facilitator: _____	
PLC Recorder: _____			
Meeting Date	Members Absent	Section Discussed (1-4)	Action Steps for Next Meeting ( <i>brief agenda</i> )

## SECTION 1: DESIGN

What will the students learn in this unit?	
Content Standards (# and brief description):	
Concept (Unpack NOUNS from standards): <i>Students will know...</i>	Skills (Unpack VERBS from standards): <i>Students will be able to...</i>
How will we measure if students learned this?	
<b>Required</b> Common Formative Assessment for Data Collection: ( <i>must choose at least 1</i> )	<input type="checkbox"/> Pre-Test/Anticipation Guide ( <i>minimum 10 standards-based questions/statements</i> ) <input type="checkbox"/> Mid-Unit Assessment ( <i>ex: Benchmark test, quiz built from summative, min 10 quest.</i> ) <input type="checkbox"/> Tasks Assessed with Rubrics ( <i>ex: writing samples, brief performance tasks, etc</i> ) <input type="checkbox"/> “Almost There” Assessment ( <i>should “mirror” the common summative assessment in types &amp; number of questions</i> ) <input type="checkbox"/> Other:
<b>Required</b> Common Assessment:	<input type="checkbox"/> Summative Assessment
How will we determine if a student has not met, met, or exceeded expectations?	
<b>SMART GOAL(S):</b> ( <i>Specific, Measurable, Attainable, Results oriented, Time-bound</i> )	
<i>For example, ____% of students will score a ____% or higher on the summative assessment.</i>	

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## SECTION 2: INSTRUCT

Learning Plan Pacing Guide – Indicate if this section is:  Common to PLC (*fill in below*)  
 Individual by Teacher (*separate document*)

Day /Date	What am I learning today? (Unpacked standards) NOUNS	What am I going to do today? (Research-based strategies) VERBS	How will I show that I learned it? (Checking for understanding)	Differentiation (Address remedial, on-level, and accelerated students)
Day 1 (date)				
Day 2 (date)				
Day 3 (date)				
Day 4 (date)				
Day 5 (date)				

\*Add on as needed by day in unit (day 6, 7...) or by week (days 1-5)

The above categories may include but are not limited to the following examples.

Activators	Teaching Strategies	Extending & Refining	Summarizing	Differentiation
<ul style="list-style-type: none"> <li>• Anticipation Guide</li> <li>• Pretest</li> <li>• Exploration or Experience</li> <li>• Frayer Model</li> <li>• Game</li> <li>• Humor/Mystery</li> <li>• KWL</li> <li>• Make Predictions</li> <li>• Student Learning Map</li> <li>• Video/Music/Art</li> <li>• Word Map or Word Splash</li> <li>• Physical Demonstration</li> <li>• Vocab/Literacy Activity</li> <li>• Recall</li> <li>• Picture/Diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Acronyms</li> <li>• Distributed Guided Practice</li> <li>• Distributed Summarizing</li> <li>• Gallery Walk</li> <li>• Graphic Organizer</li> <li>• Lab Activity or Demonstration</li> <li>• Cooperative learning/Jigsaw</li> <li>• Lecture/Large Group</li> <li>• Mind Maps</li> <li>• Mnemonic Strategies</li> <li>• Physical Movement</li> <li>• Rhythm &amp; Rhyme</li> <li>• Small Group/Discussion</li> <li>• Think-Pair-Share</li> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Abstracting</li> <li>• Analyze Perspective</li> <li>• Classify/Categorize</li> <li>• Compare/Contrast</li> <li>• Constructing Support</li> <li>• Deductive Reasoning</li> <li>• Error Analysis</li> <li>• Graphic Organizer</li> <li>• Inductive Reasoning</li> <li>• Media Presentation</li> <li>• Question/Answer</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Simulation/Game</li> <li>• Problem-based learning</li> <li>• Think-Tac-Toe</li> </ul>	<ul style="list-style-type: none"> <li>• 3-2-1</li> <li>• Create organizer</li> <li>• Collaborative pairs</li> <li>• Cornell Notes</li> <li>• Inner/Outer Circles</li> <li>• KWL</li> <li>• Learning Logs</li> <li>• Physical Demonstration</li> <li>• Picture/Drawing</li> <li>• Reflection Questions</li> <li>• Reporting Out</li> <li>• Summarize EQs</li> <li>• Think-Pair-Share</li> <li>• Ticket Out the Door</li> <li>• Independent Practice</li> <li>• Review Game</li> </ul>	<p><u>Instructional Delivery (Process/Content)</u></p> <ul style="list-style-type: none"> <li>• Student Choice</li> <li>• Tiered Learning Assignments</li> <li>• Small group remediation</li> <li>• Learning Styles</li> <li>• Listening, Reading, Doing</li> <li>• Monitoring &amp; pacing instruction based on data</li> <li>• Most Difficult First</li> <li>• Flexible grouping</li> <li>• Scaffold learning (incremental steps)</li> </ul> <p><u>Assessment (Product)</u></p> <ul style="list-style-type: none"> <li>• Student product choice</li> <li>• Menu/choice boards</li> <li>• Varied assessments</li> </ul> <p><u>Learning Environment</u></p> <ul style="list-style-type: none"> <li>• Motivating instruction per student needs</li> <li>• Nurturing diversity to maximize student potential</li> <li>• Flexible student-centered instruction</li> </ul>

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## SECTION 3: ASSESS

Compare results of **COMMON** assessment: **Before the PLC meeting after the common assessment, it is important that each teacher have their class averages and the student results for the predetermined standard/concept/question.**

Each member of the PLC will list their **last name** & **overall student averages by level**. The group can compare class averages then discuss and record any major differences between teachers' results.

### Name of Common Formative Assessment:

#### Student Averages by Teacher

TEACHER	SPED/ESOL	ON-LEVEL	HONORS	AP

### What concepts/standards/questions did students most commonly miss?

Identify the top 3-5 most commonly missed:

- 1.
- 2.
- 3.
- 4.
- 5.

### Why did the students miss the standards/concepts listed above?

Discussion topics could include:

- *How was the standard addressed in the question?*
- *Was it a poorly worded question?*
- *Was it due to method of instruction?*

### Best Practices/Shared Instructional Methods

*(All members should share after data is collected from common assessment.)*

Member Sharing	Best Practice/Instructional Method Used & Benefit to Students

# PLC Planning Form – Core Subjects



## SECTION 4: REFLECT

### Collaborative Reflection & Plan

*Adjust delivery or redelivery of content by addressing individual student needs. Build on previous activities using a different approach from the one initially used while focusing on errors or gaps in student thinking.*

Remediation/Enrichment could include:

- Modifications/Accommodations/Enrichment activities that will be implemented
- Differentiation and intervention strategies moving forward in the unit
- Plan for flexible grouping based on item analysis assessment results
- Include specialized instruction implemented for SPED/ESL students based on data
- Providing individualized feedback that moves learning forward
- Activating learners as instructional resources for one another

*\* Include teacher names where methods vary*

- ✓ **RETEACH** - Modification/Remediation plan for students who **did not meet** predetermined expectations (“Bottom 25%”):
  - *Examples: co-teaching, flexible grouping, individualized plans, descriptive feedback on original assessment, computer tutorials/practice, manipulatives, modeling, chunking information, etc.*
  
- ✓ **REINFORCE** - Modification/Enrichment plan for students who **met** predetermined expectations:
  - *Examples: flexible grouping, extension activities, tiered lessons, descriptive feedback using rubrics, technology tools to increase achievement in weaker areas, self-assessment, peer review/tutoring, etc. Could include some RETEACH methods but less intensive or less time allotted.*
  
- ✓ **ENRICH** - Modification/Enrichment plan for students who **exceeded** predetermined expectations:
  - *Examples: vertical enrichment, building/assessing models, differentiation cube, challenge list, application activities, RAFT writing for real-world connections, independent projects, breakout boxes, etc.*

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## Reassess Learning Results

*After remediation and enrichment occur, provide various opportunities for students to demonstrate their learning and understanding (oral explanation, pictures, etc.). Review the summative assessment data. **Determine if the PLC SMART goal was met.***

- If **YES**, select a different priority standard and restart the unit plan process.
- If **NO**, decide whether to extend the unit, integrate the standard into a future unit, or use an alternative intervention to continue instruction for students still not proficient.

**Plan:** *(For example, embed missed content into future units, retest most missed questions/concepts on future summative assessment, pull out remediation groups, etc)*