# PLC Planning Form – CTAE

*CTAE PLCs will select a common Foundation Skill for employability each cycle (approximately 4 weeks) to focus on in their respective courses. Student demonstration of this skill will be assessed using a rubric common to the PLC. The cycle for each selected skill will follow the following sequence: **DESIGN** (week 1), **INSTRUCT** (week 2), **ASSESS** (week 3), **REFLECT** (week 4). The PLC will create a common summative assessment for the end of the course that assesses the Foundation Skills common to all courses.*

http://cte.ed.gov/employabilityskills/index.php/framework/index
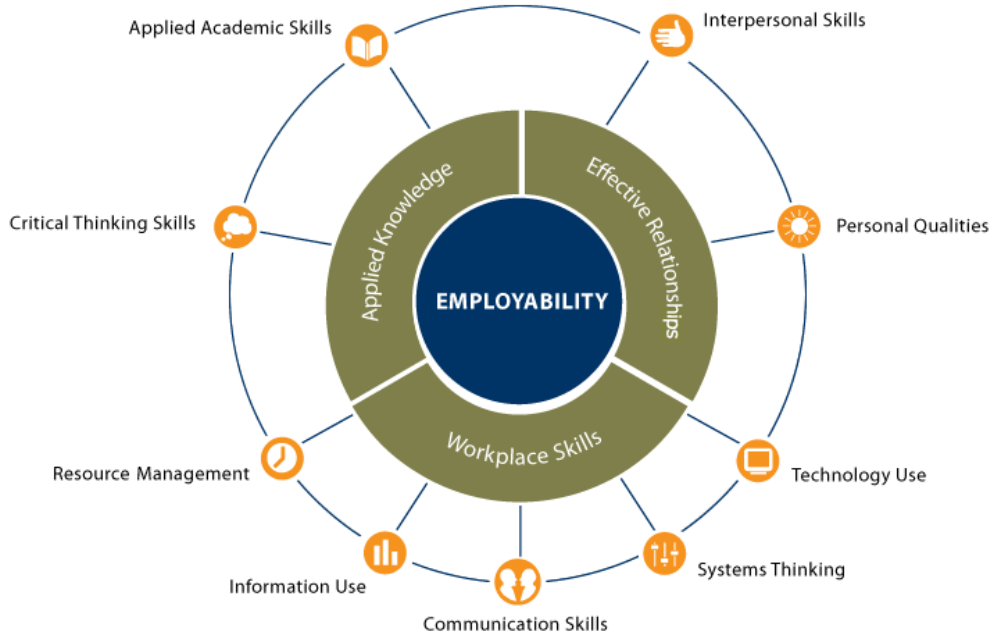
Foundation Skill Selected: _____

Time Frame (dates): _____

PLC INFORMATION

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 (*brief agenda*)

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SECTION 1: DESIGN

What will the students learn in this unit?

Employability Standard (# and brief description):

Concept (Unpack NOUNS from standards):	Skills (Unpack VERBS from standards):
Students will know…	*Students will be able to…*

How will we measure if students learned this?

- What do we want our common assessment rubric to look like?
- Is it already developed or do we need to create it?
- How often will we administer the assessments to see how we are progressing toward our goal?
- What will be the evidence or data collected and analyzed?

How will we determine if a student has not met, met, or exceeded expectations?

SMART GOAL(S): *(Specific, Measurable, Attainable, Results oriented, Time-bound)*

For example, _____% of students will score a _____% or higher on the Foundation Skill Rubric utilized to assess student demonstration of _____ (skill).

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.

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Activators	Teaching Strategies	Extending & Refining	Summarizing	Differentiation
Anticipation Guide *Pretest* *Exploration or Experience* *Frayer Model* *Game* *Humor/Mystery* *KWL* *Make Predictions* *Student Learning Map* *Video/Music/Art* *Word Map or Word Splash* *Physical Demonstration* *Vocab/Literacy Activity* *Recall* *Picture/Diagram*	*Acronyms* *Distributed Guided Practice* *Distributed Summarizing* *Gallery Walk* *Graphic Organizer* *Lab Activity or Demonstration* *Cooperative learning/Jigsaw* *Lecture/Large Group* *Mind Maps* *Mnemonic Strategies* *Physical Movement* *Rhythm & Rhyme* *Small Group/Discussion* *Think-Pair-Share* *Modeling*	*Abstracting* *Analyze Perspective* *Classify/Categorize* *Compare/Contrast* *Constructing Support* *Deductive Reasoning* *Error Analysis* *Graphic Organizer* *Inductive Reasoning* *Media Presentation* *Question/Answer* *Guided Practice* *Independent Practice* *Simulation/Game* *Problem-based learning* *Think-Tac-Toe*	*3-2-1* *Create organizer* *Collaborative pairs* *Cornell Notes* *Inner/Outer Circles* *KWL* *Learning Logs* *Physical Demonstration* *Picture/Drawing* *Reflection Questions* *Reporting Out* *Summarize EQs* *Think-Pair-Share* *Ticket Out the Door* *Independent Practice* *Review Game*	<u>*Instructional Delivery (Process/Content)*</u> *Student Choice* *Tiered Learning Assignments* *Small group remediation* *Learning Styles* *Listening, Reading, Doing* *Monitoring & pacing instruction based on data* *Most Difficult First* *Flexible grouping* *Scaffold learning (incremental steps)* <u>*Assessment (Product)*</u> *Student product choice* *Menu/choice boards* *Varied assessments* <u>*Learning Environment*</u> *Motivating instruction per student needs* *Nurturing diversity to maximize student potential* *Flexible student-centered instruction*

Individualized Instructional Methods	
(All members should share ideas for assessing the selected Foundation Skill within their unique course.)	
Member Sharing	**Individualized Instructional Method & Benefit to Students**

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SECTION 3: ASSESS

Compare results of assessment using **COMMON RUBRIC**: **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 Foundation Skill.**

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 Foundation Skill:

Student Averages by Teacher

TEACHER	BEGINNER	INTERMEDIATE	ADVANCED

What skills did students most commonly struggle with demonstrating?

Identify the top 3-5 sub-skills students struggled most with demonstrating:
   1.
   2.
   3.
   4.
   5.

Why did the students struggle demonstrating the skills listed above?

Discussion topics could include:
- *Was it how the skill was addressed in the assessment?*
- *Was it due to method of instruction?*
- *Did students have multiple ways to demonstrate mastery of the employability skill selected?*

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SECTION 4: REFLECT

Collaborative Reflection & Plan

Adjust delivery or redelivery of Foundation Skill 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:
- o Modifications/Accommodations/Enrichment activities that will be implemented
- o Differentiation and intervention strategies moving forward in the unit
- o Plan for flexible grouping based on item analysis assessment results
- o Include specialized instruction implemented for SPED/ESL students based on data
- o Providing individualized feedback that moves learning forward
- o 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 assessment data. **Determine if the PLC SMART goal was met.**   ☐ If **YES**, select a different Foundation Skill and restart the monthly cycle. ☐ If **NO**, decide whether to extend the cycle for this skill, integrate the skill 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)*