

The background features a white space with several colorful circles and dashed lines. In the top left, there is a large teal circle with a white center, a smaller teal circle, and a dashed teal circle. In the top right, there is a large lime green circle, a smaller green circle, and a dashed green circle. In the bottom left, there is a large green circle with a white center, a smaller orange circle, and a dashed yellow circle. In the bottom right, there is a large yellow circle, a smaller orange circle, and a small pink circle. A large dashed blue line curves across the page, framing the central text.

PLC: Establishing a Common Guarantee

[Agenda](#)

IT ALL BEGINS AT THE WHY

Guaranteeing High Levels of Learning for Every Child, Every Day



A decorative graphic featuring a large, light blue dashed circle that frames the central text. Various colored circles and rings are scattered around the page: a large lime green circle at the top left, a teal ring at the top center, a yellow circle at the top right, an orange circle at the bottom left, and a yellow circle at the bottom right. Smaller circles in teal, orange, and pink are also present. A teal circle containing the quote symbol is positioned above the text.

“

*Learning is our mission, and
we are the missionaries.
Learning is our purpose; not
just for kids, but for us too.*



The 3 “Big Ideas” to Guide the Work of Professional Learning Communities

(DuFour, 2004)

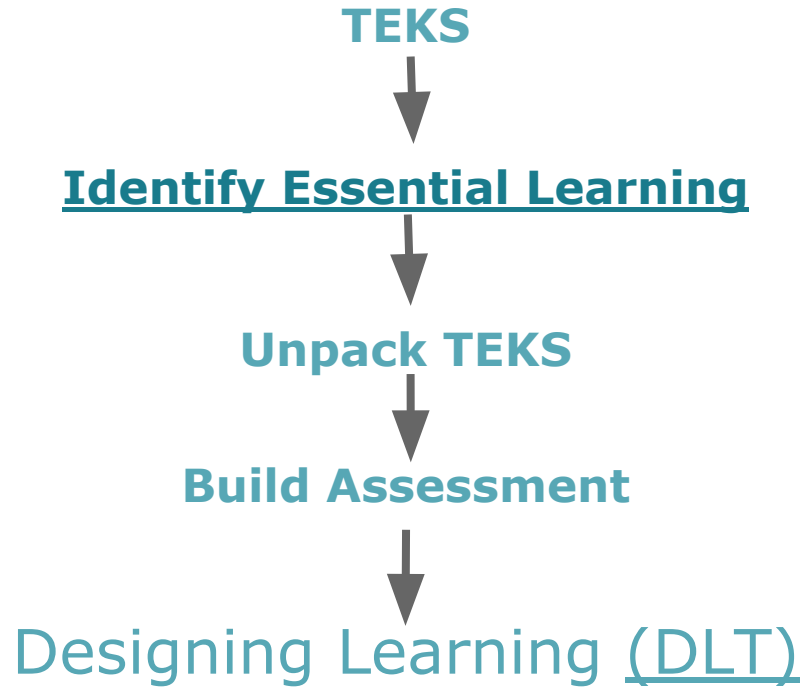
- ◎ A focus on **learning**
- ◎ A culture of **collaboration**
- ◎ A focus on **results.**



Driven by the Four Guiding Questions

1. What do we want our students to learn? (Know & Do)
2. How will we know when they've learned?
3. What will we do when they don't learn?
4. What will we do when they do learn

*Steps to Establishing Common Guaranteed and Viable Learning
Through the Instructional Learning Cycle*





Essential Learning Targets

R: Readiness (Does it develop student readiness for the next level of learning?)

E: Endurance (Will it last through the course or content/ vertical alignment?)

A: Assessed (Is it assessed at a mastery level?)

L: Leverage (Will it transfer across content and curriculums?)

A Focus on
the learning
progressions
and student
learning
targets

Learning Design Template

TEKS-Essential Learning Target:	Verbs: Behaviors of Learning	Nouns: Language of Learning & Assessment-Essential Vocabulary	Prerequisite Skills: Foundational Skills
<i>Priority Standards (REAL/Boulders)</i>	<i>What students need to be able to do.</i>	<i>What students need to know.</i>	

Essential Questions/Guiding Questions-Instructional Agility:	Assessment & Accountability Question Stems/Examples-Rigor & Depth of Knowledge and Understanding:
<i>Instructional Agility provides specific, actionable strategies and tools to help teachers make instructional decisions in real time.</i>	<i>Use existing assessments to discover DOK in the questioning and academic vocabulary that may not be evident in the standard alone. How is this essential learning target being assessed?</i>
<i>To be instructionally agile— you are moving seamlessly among instruction, formative assessment, and feedback—to enhance student engagement, proficiency, and ownership of learning.</i>	

Learning Goal/ Overall Big Idea or Concept:	Success Criteria/"I Can..." Statement-Bite Size Chunks Toward Mastery and Proficiency:
	<i>Student Learning Targets</i>

Evidence of Learning / Feedback & Coaching Opportunities	Assessment:
	<i>Common Formative Assessments Summative Formative Assessments Unit Assessments</i>

[Review the Designing Learning Template](#)

A decorative border surrounds the slide, consisting of various colored circles (teal, green, yellow, orange, pink) and dashed lines in light blue and grey.

Breaking Down our Knowledge of a DLT

How are we doing? Unpacking Standards to Student Learning Targets (I can statements)



Products of This Learning

DLT 1

- ⦿ Can we collect powerful data from the design this team created?
- ⦿ What picture of learning do you see? Can this team use this document to plan with the rigor of the TEKS?
- ⦿ Would students be able to identify clear learning goals?
- ⦿ Where is this team in the journey of this process?



Products of This Learning

DLT 2

- ⦿ Can we collect powerful data from the design this team created?
- ⦿ What picture of learning do you see? Can this team use this document to plan with the rigor of the TEKS?
- ⦿ Would students be able to identify clear learning goals?
- ⦿ Where is this team in the journey of this process?



Products of This Learning

Pull up one of your DLTs

- ⦿ What kind of data can you collect from your team's document?
- ⦿ What picture of learning do you see? Can you use this document to plan with the rigor of the TEKS?
- ⦿ Would students be able to identify clear learning goals?
- ⦿ What new insight do you have for your team?



Fundamentals to Guide the DLT Process

- ◎ Understanding how to navigate the DLT
- ◎ Using available resources to guide learning
- ◎ Questions to ask during the process

*We embrace learning as our
fundamental purpose.*

–Rebecca DuFour

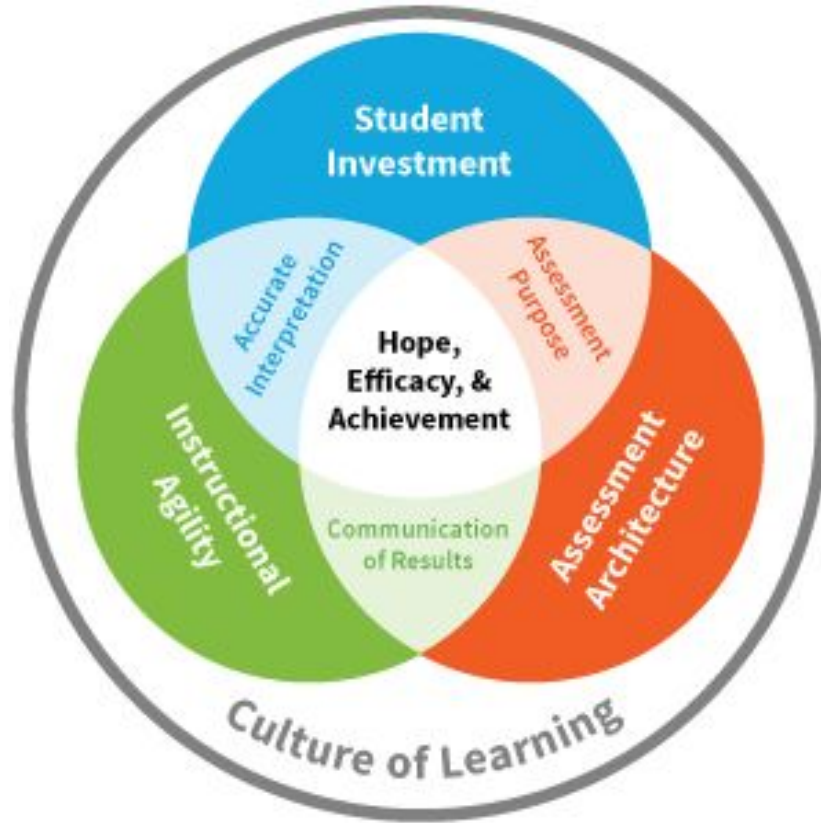




Next Steps for Moving Forward

- ◎ Creating and Using Common Assessments
- ◎ Planning Meaningful & Effective Instruction
- ◎ Embracing Accountability
- ◎ Aligning Analyzation of Data

Assess FOR Learning



[Assessment Data Celebration Email](#)



"First we accomplish something, Ed. Then we celebrate."



Importance of the PLC Agenda

- ◎ Example Agenda
 - [Ex 1](#) [Ex 2](#)
- ◎ Purpose of the Agenda
- ◎ Living Record of Where We Are, Where We've Been, and Where We Are Going
- ◎ When should the Agenda be discussed?

Next Steps Using the Learning to Discuss the Teaching...

Instructional Design		
What will adults be doing?	What will the students be doing?	Coaching/Conferring Questions
Opportunities for written response:		
Lesson closure for evidence of learning:		



Critical Issues for Team Consideration

Click [here](#) for rating form

Where are we?

A Focus on the learning progressions and student learning targets

Grade Level: Date:	Subject: Unit:	# Learning Days:
Essential Learning Target (Highlight the nouns and verbs of the standard) Priority Standards (REAL/Boulders)		
Verbs (Skills) What Students Need to Do-Question 1	Nouns (Content) What Students Need to Know-Question 2	Prerequisite Skills / Standards
Student Learning Targets (I Can Statements / Success Criteria) Building a progression of learning moving all students to mastery.		
Statement (Question 1)	DOK	Evidence of Learning (Question 2)
1.		
2.		
3.		
4.		

Example of a Learning Design Template