The Critical Questions of Learning

PLCs will be a PD model in which teachers work collaboratively and autonomously with the 4 questions and instructional framework to build teacher capacity and increase student learning.

**What knowledge and skills do we expect our students to learn?**

- Create a list of the **essential outcomes*** that all students in the same grade level or course must learn during the unit or grading period. Ensure students understand these as clear learning goals - **Element 1, Instructional Framework**.
- Create a common **pacing schedule*** for teaching the content during the unit or grading period to ensure that all students in the same grade level or course have access to the same content at around the same time.
- Use research-based strategies found in **Design Questions 2, 3, and 4 of the Instructional Framework** when planning instruction to maximize opportunity for all students to learn these outcomes.

**How will we know if our students have learned expected outcomes?**

- Develop common **formative/summative assessments*** to monitor each student’s progress toward learning the essential outcomes for the unit or grading period, and administer them according to your common pacing schedule – **Elements 1 and 2 Instructional Framework**.
- Clarify the common **standards of proficiency*** that each student must demonstrate in order to be deemed proficient in the essential learnings, thereby ensuring that assessments are graded with the same criteria no matter who the teacher is – **Element 1, Instructional Framework**.
- Analyze the results of common formative/summative assessments to identify strengths and weakness in student learning and strength and weaknesses in instruction strategies. **Element 2, Instructional Framework**

**How will we respond when our students have difficulty learning expected outcomes?**

- Develop a hypothesis for why students have difficulty learning expected outcomes.
- Review the **DQ 2, 3, and 4 of the Instructional Framework** to determine which additional or different strategies should be used to improve student learning.
- Design and implement a plan to improve student learning (e.g., WIN time, differentiate instruction, utilize flexible grouping, give students multiple opportunities to learn, provide extra time and support, access student supports, etc.)
- Analyze student data to evaluate the effectiveness of the strategies used to address areas of concern.
- Decide what changes must be made to improve the process and adjust accordingly.

**How will we respond when our students have already learned expected outcomes?**

- Design and implement a plan to enrich and extend student learning (e.g., differentiate instruction, utilize flexible grouping, access school and community enrichment opportunities, etc.)

*These should be developed for all courses but are not ‘common’ if only one teacher teaches a course.

*These documents should be filed in a shared electronic folder in Edmodo.