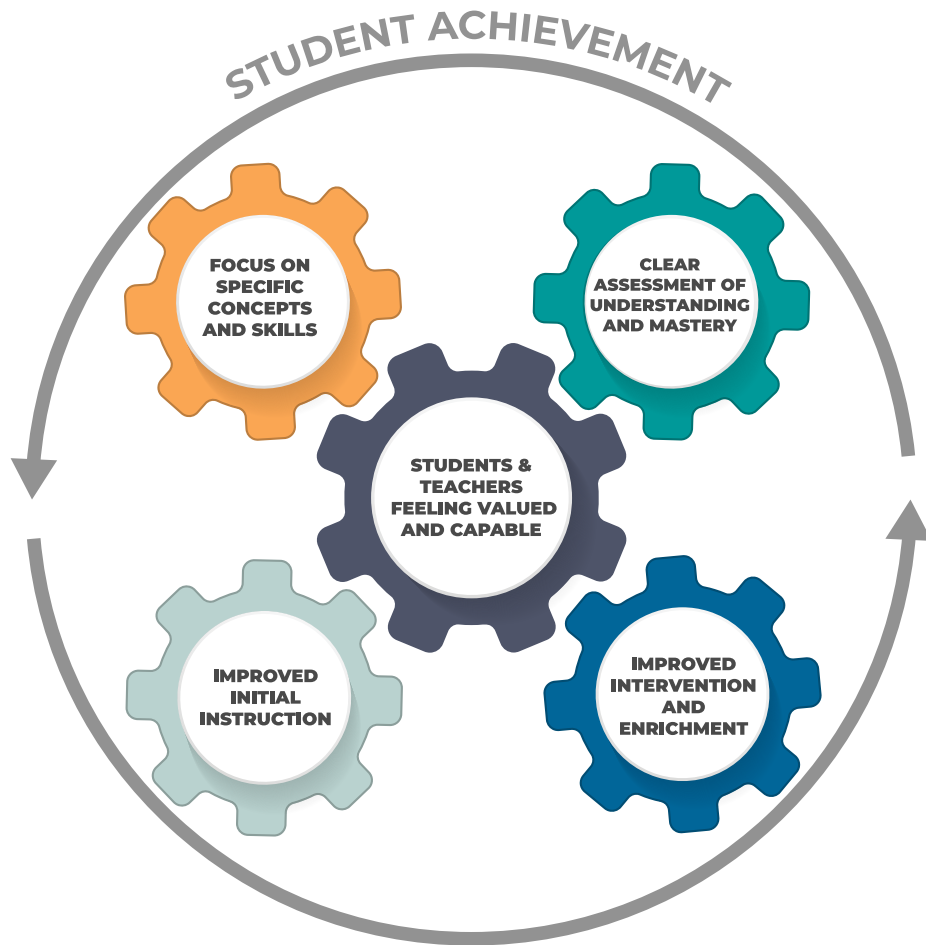




NCUST's 5 Critical Questions of a PLC

1. What is it we want all students to learn – by grade level, by course, and by unit of instruction?
Desired Outcome: **Focus on Specific Concepts and skills**
2. How will we know when each student has acquired the intended knowledge and skills?
Desired Outcome: **Clear Assessment of Understanding and Mastery**
3. How will we respond when students experience initial difficulty so that we can improve current levels of learning and how will we respond when students experience initial success so that we deepen their levels of understanding?
Desired Outcome: **Improved Intervention & Enrichment**
4. How will we ensure that each student benefits from engaging, effective initial instruction designed to nurture understanding of the intended knowledge and skills?
Desired Outcome: **Improved Initial Instruction**
5. How can we do all the above in a manner that results in students and teachers feeling both valued and capable?
Desired Outcome: **Students and Teachers Feel Valued & Capable**



ESSENTIAL ACTIONS	EXEMPLARY	PROFICIENT	PROGRESSING
COLLABORATION Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	Members take ownership of their learning. Each member is assigned a role and responsibility that requires 100% participation for the entire meeting. It is evident that the team plans beyond the required time. Shared norms and goals are established with a student achievement focus. All members hold each other accountable for adhering to the norms. A protocol is implemented that guides the discussion of the meeting resulting in accelerated positive student outcomes.	Members take ownership of their learning. Each member is assigned a role and responsibility that requires 100% participation for the entire meeting. Norms and goals are written with a student achievement focus. Some members hold each other accountable for adherence to the norms. A protocol is implemented to guide the discussion of the meeting resulting in positive student outcomes.	Members comply with meetings during the required time with most of the team in attendance and present for the entire meeting. Norms and goals are written with a focus on student achievement; however, they are not always honored. A protocol is evident for the meeting but cannot be fully implemented due to a lack of preparation before, during, and/or after the meeting. Student outcomes are minimal to no improvement.
ALIGNMENT/ LESSON PLANNING Collaborative teams implement a guaranteed and viable curriculum unit by unit.	A variety of evidence indicates a protocol to prioritize and unpack standards. Strong evidence of the use of state-approved quality resources to identify learning targets aligned to the rigor of national state standards. Team incorporates robust strategies to promote student clarity about lesson objectives Teams embed high-leverage standards based on campus data to create/utilize instructional pacing guides. Teams create exemplars to use in the classroom. Team is able to integrate relevant literature featuring characters who share the students' background. Team is able to integrate the "gatekeeper vocabulary" associated with the lesson objectives.	A variety of evidence indicates a protocol to prioritize and unpack standards. Substantial evidence of the use of state-approved quality resources to identify learning targets aligned to the rigor of state standards Team incorporates strategies to promote student clarity about lesson objectives Teams follow instructional pacing guides created by the district. Teams plan lessons based on the curriculum guides and create exemplars to use in the classroom. Team is able to identify relevant literature featuring characters who share the students' background. Team is able to identify the "gatekeeper vocabulary" associated with the lesson objectives.	There is evidence to prioritize and unpack standards, however, more specificity and alignment is required. Some evidence of the use of state-approved quality resources. Team incorporates unclear strategies to promote student clarity about lesson objectives Teams follow the instructional pacing guides created by the district. Teams plan lessons based on the curriculum guides. Exemplars are seldom created to use in the classroom. Team is beginning to identify relevant literature featuring characters who share the students' background. Team is beginning to identify the "gatekeeper vocabulary" associated with the lesson objectives.



ESSENTIAL ACTIONS	EXEMPLARY	PROFICIENT	PROGRESSING
ASSESSMENT DEVELOPMENT/ BACKWARDS DESIGN Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, formative assessments.	The selection and/or creation of a valid and reliable formative assessment is a shared responsibility always or nearly always completed prior to the designing of instructional activities. Strong evidence of alignment of rigor between assessments and corresponding standard(s). Formative assessments that include spiraled high-leverage standards are administered frequently to guide instruction in addition to district common assessments. Thus, resulting in above-average student achievement outcomes.	The selection and/or creation of a valid and reliable formative assessment is a shared responsibility often completed prior to the designing of instructional activities. Evidence of alignment of rigor between assessments and corresponding standard(s). Formative assessments that include spiraled high-leverage standards are administered frequently in addition to the district common assessments. Thus, resulting in average student achievement outcomes.	Members comply with meetings during the required time with most of the team in attendance and present for the entire meeting. Norms and goals are written with a focus on student achievement; however, they are not always honored. A protocol is evident for the meeting but cannot be fully implemented due to lack of preparation before, during, and/or after the meeting. Student outcomes are minimal to no improvement.
DATA ANALYSIS Educators use the results of common assessments to perform a gap analysis to improve individual practice, build the team's capacity to achieve its goals and intervene and enrich on behalf of students.	Teams analyze multiple data points, including student work, to identify student progress toward individual goals, prescribe interventions, and guide targeted instruction. There is evidence of a data tracking system that captures performance levels with a focus on high leverage standards (daily, weekly, monthly). Team is able to develop accelerated strategies to build student fluency with "gatekeeper" vocabulary. Team is able to incorporate strategies to maximize student engagement and love of learning.	Teams analyze multiple data points, including student work, to identify student progress toward individual goals, prescribe interventions, and guide targeted instruction. There is evidence of a data tracking system that captures student performance. Team is able to develop strategies to build student fluency with "gatekeeper" vocabulary. Team is able to incorporate strategies to increase student engagement and love of learning.	Teams review assessment results to monitor student progress toward minimal passing state standards for all students. There is evidence of a system for data tracking but does not capture student performance. Team is beginning to build student fluency with "gatekeeper" vocabulary. Team is able to begin discussing strategies to improve student engagement and love of learning.



ESSENTIAL ACTIONS	EXEMPLARY	PROFICIENT	PROGRESSING
INTERVENTION & ENRICHMENT The school provides a systematic process for intervention and enrichment.	A strong development of strategies to provide enrichment for students who demonstrated mastery A strong development of strategies to provide intervention to students who had not mastered Timely interventions are systematic, practical, effective, and directive. Team Integrates strategies to help students monitor their learning and success Team integrates strategies to determine when students are ready for independent practice.	A development of strategies to provide enrichment for students who demonstrated mastery A development of strategies to provide intervention to students who had not mastered Remedial support includes targeted interventions that are practical, effective, essential, and directive. Team develops strategies to help students monitor their learning and success Team begins developing strategies to determine when students are ready for independent practice.	A beginning development of strategies to provide enrichment for students who demonstrated mastery A beginning development of strategies to provide intervention to students who had not mastered Little to no supports are identified. Team begins to develop strategies to help students monitor their learning and success There is little evidence when students are ready for independent practice.

