

PLC Meeting Guidance

The paths below are to be implemented after teams have prioritized standards, identified learning targets, and determined proficiency definitions. Teams will choose which path(s) to follow according to the pacing of their instruction, needs of their students, and next steps for their teams.

Lesson Planning	Strategies Analysis	Common Formative Assessment Creation	Student Work Analysis	Assessment Data Analysis
Review SMART Goals	Review SMART Goals	Review SMART Goals	Review SMART Goals	Review SMART Goals
What targets will you be working on next?	What instructional strategies did you use?	When will your next CFA be administered?	What student work samples did you bring to discuss as a team?	What assessment data did you bring to discuss as a team?
Approximately how much time will you spend teaching each target? To what DOK level?	Which ones worked well? How do you know?	What targets will be addressed on this CFA? What targets from previous instruction need to be reassessed?	Find examples of student work you deem proficient. What makes them proficient? Do you all agree?	What are the proficiency rates of each target in individual classrooms? What are the overall team proficiency rates for each target assessed?
What instructional strategies will best help students understand these targets? Which instructional strategies will you all agree to use between now and the next PLC?	Which ones didn't work well? How do you know?	What item types will best measure each target at the appropriate DOK level? What mistakes do you expect students to make? How can those be used in distractors?	Look at papers of students not proficient. Are there common misconceptions or mistakes? How can you correct those misconceptions or mistakes?	What patterns or trends do you notice when looking at the data? What common misconceptions do you see?
What types of formative assessment will show whether students understand each target? Which formative assessments will you all agree to administer between now and the next PLC?	How can these strategies be altered to make them more successful?	What are the results of the assessment analysis conducted by your team? What assessment alterations need to be made?	Are there groups that outperformed others? Why? How can that success be transferred to other groups?	Are proficiency levels higher in some classes than others? Share successful strategies with your colleagues.
What data, evidence, or student work should you all bring to the next meeting?	What other strategies should you try?	When will you analyze the CFA data as a team?	What should your next steps be as a classroom teacher? As a team?	How will your team address targets that need additional instruction? Students who need intervention?
<p>Concluding the meeting: What will be the focus of your next meeting? What data, evidence or student work will you all bring to the next PLC meeting? Complete meeting minutes and save to the designated location.</p>				