

GRACE SAMPLE PLC ACTIVITIES

| ACTIVITY | PURPOSE | MONTH/ DATE & NOTES |
|--|--|---------------------|
| 1. Norms Development Exercise | The purpose of this activity is <u>to</u> develop norms <u>in a way that</u> engages colleagues in defining the behaviors or ground rules by which we agree to operate in our faculty meetings <u>so that</u> we have a high performing PLC. | |
| 2. Root Beliefs Development Exercise | The purpose of this activity is <u>to</u> develop root beliefs <u>in a way that</u> engages colleagues in embracing in a shared mindset for teaching and learning <u>so that</u> we foster coherence as we answer the critical questions that drive the work of our PLC. | |
| 3. 4 Critical Questions | The purpose of this activity is <u>to</u> answer the 4 critical questions <u>in a way that</u> engages colleagues in naming/defining our core curriculum, assessments, interventions, and extension opportunities <u>so that</u> we have a clear set of expectations for defining teaching and learning at our school and driving the work of our PLC. | |
| 4. Creating School Learning Goals | The purpose of this activity is <u>to</u> create school learning goals <u>in a way that</u> describes our vision for student achievement at our school <u>so that</u> we can maintain a results orientation in our PLC work. | |
| 5. Creating Grade-Level SMART Goals | The purpose of this activity is <u>to</u> create grade-level SMART goals <u>in a way that</u> describes how student achievement will improve in each grade level, and how we will measure student achievement in a time-bound way <u>so that</u> we can maintain a results orientation in our PLC work and improve student achievement. | |
| 6. Formative Assessments (CFUs and Exit Tickets) | The purpose of this activity is <u>to</u> ensure use of formative assessments to drive teaching and learning <u>in a way that</u> engages colleagues in developing a common understanding of the two types of formative assessments <u>so that</u> teachers are equipped to use checks for understanding and exit tickets to improve student learning. | |
| 7. MAP Fall Post-testing | The purpose of this activity is <u>to</u> analyze student performance on the Fall MAP test <u>in a way that</u> allows us to identify areas of instructional need <u>so that</u> we can plan specific action steps to ensure that all students learn and progress. | |
| 8. MAP Winter/ Spring Post-testing | The purpose of this activity is <u>to</u> analyze student performance on the Winter/ Spring MAP test <u>in a way that</u> allows us to evaluate student progress <u>so that</u> we can plan specific action steps to ensure that all students learn and progress. | |
| 9. Planning and Implementing Student Interventions | The purpose of this activity is <u>to</u> introduce intervention tools <u>in a way that</u> develops a shared knowledge and language among teachers <u>so that</u> we ensure current and future structures for teaching and learning will generate greater access, equity, and opportunity to learn for each student in each grade level and content area. | |
| 10. Faculty PLC Continuum Self-assessment | The purpose of this activity is <u>to</u> assess our progress towards becoming a professional learning community <u>in a way that</u> helps us identify strengths and areas for growth <u>so that</u> we can plan specific action steps that will help us become a more high-functioning PLC. | |