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| **Driving Questions of a Thriving PLC:** | **A picture containing toy  Description automatically generated** |

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| What is it that we want our students to know and be able to do?  (e.g., actively unpacking standards & achievement descriptors) | Not Yet  Somewhat  With Fidelity |
| What evidence would we accept that students have learned the essential content?  (e.g., creating DCFA based on unpacking and observation) | Not Yet  Somewhat  With Fidelity |
| What instructional practices will produce our best results?  (e.g., engagement, clear revisited objectives, checking 4 understanding, differentiation, archiving, exemplars, closure, spiraling); Does my instruction match or exceed the level of rigor on the DCFA? | Not Yet  Somewhat  With Fidelity |
| Reflect  (e.g., where is each student compared to standards (and ALDs emerging to distinguished)?) | Not Yet  Somewhat  With Fidelity |
| What will we do if our students have not learned it?  (e.g., flex-grouping, guided groups, individual conferencing, re-assess to celebrate growth, Flashback Standard EKS, etc.) | Not Yet  Somewhat  With Fidelity |
| What will we do to differentiate instruction when students already know it?  (e.g., Genius Hour strategies, deeper learning at or beyond Distinguished level of ALDs, Preview Standard EKS, etc.) | Not Yet  Somewhat  With Fidelity |
| What will we do to improve, catalog, and save our work?  (e.g., Data-driven continuous improvement strategies, Maintain a PLC instructional Warehouse) | Not Yet  Somewhat  With Fidelity |
| *Repeat as required for each student…* | |