

Newport Independent Schools

Professional Learning Community Protocol

Plan- Phase I

DuFour Question 1: What do we want our students to learn and do?

- ❖ Collaboratively teachers have identified the specific standard(s) in this “**instructional chunk**” (explicitly what section of the unit will be learned and measured for student success). (*Example: Days 5-12 of the 20 day unit of study*)
- ❖ Collaboratively review/identify Essential Standards and scaffolded Daily Learning Targets in the curriculum maps to ensure inclusiveness.
 - Bring standards, curriculum documents, templates, maps and perspective units of study to the table.
 - **Highlight the verb** in the DLT to ensure level of rigor and identified target type remain intentional.
 - Ensure congruency of target type to intent of the standard and the DLT Progress (knowledge, skill, reasoning, product).
- Create **common daily formative assessments** that measure **each** daily learning target (DLT). Formative assessments must be specific and congruent to the intent of the target type and **measured daily**.

Plan- Phase II

- ❖ Using the daily learning targets (DLT), construct a common formative assessment that is congruent in rigor to the DLT types identified in the instructional chunk being assessed.
- ❖ Ensure the assessment often reflects state assessment types by content area (timed, text dependent, depth of knowledge, rigor, require comprehension strategies)

Do- Phase III

DuFour Question 2: How will they learn it?

- Collaboratively plan for high quality Core Instruction (e.g., Class Structure Non-negotiables to include cognitive engagement, frequent checks for understanding and embedded Tier I Instruction).
- Identify the high yield/impact instructional strategies that students and teachers will use throughout the learning.
- Ensure high levels of support, scaffolds, and cognitive engagement before and during learning.
- Ensure congruency of rigor to standard, target, instruction and formative assessments.
- Collaborate to determine what & how daily data will be communicated with students and measure by teachers.

Study and Act- Phase IV

DuFour Question 3: How will we know they know it?

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| ❖ Each teacher will complete all classroom level data analysis needed for that specific study/act phase | |
| ● Share item analysis of the common formative/benchmark/common unit assessments | ● Share item analysis of each question aligned to DLTs/standards as a PLC |
| ● PLC Team will address the data questions together, which is a vital piece of the work transparently | ● Develop and share teacher/grade level next steps for improved learning and teaching, which will inform curriculum and instruction |

DuFour Question 4: What will we do if they do not learn it? Tier I Intervention

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| ● Collaboratively redesign your instruction for students who did not master the standard, make sure to drill down to the specific skill deficit or conceptual issue | ● Share the plan of how and when the content will be redesigned and reassessed. Where is it now in the map? |
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● DuFour Question 4: What will we do if they do learn it? Acceleration

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| ● Create a plan of how you will provide accelerated learning to ensure continuous growth | ● Identify how the you could compact the curriculum to empower to learner |
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- ❖ Work completed prior & brought to the PLC