

Figure 8.1: Collaborative Planning for All Students

Collaborative Planning for All Students	
Meeting Norms <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Roles and Responsibilities Facilitator: _____ Time keeper: _____ Recorder: _____ Other: _____ <hr/> <hr/> <hr/> <hr/>	
Agenda	Time
1. Review the following: <ul style="list-style-type: none"> • Team member roles and responsibilities • Meeting norms • Pertinent data (when applicable): pre-assessments, common formative assessments, or summative assessments 	
2. Before designing instruction, teams should consider and discuss critical questions 1 and 2 of a PLC: What is we want our students to know and be able to do? <ul style="list-style-type: none"> • Analyze the standards to ensure that all team members understand the required learning of each essential standard in the unit. If you have done this in advance of the meeting, briefly review your work. • Determine learning targets. If you have determined these previously, briefly review them. How will we know if each student has learned it? <ul style="list-style-type: none"> • Collaboratively agree on the summative and mid-unit assessments you will use during the unit of instruction. If you have previously determined the common, end-of-unit assessment, briefly review it. 	

Agenda	Time
<p>3. Design instruction for all students, considering critical questions 3 and 4 of a PLC. Consider specific students and their unique needs. What strategies can be utilized to address the unique learning needs of your classrooms? Consider students that you predict may have difficulty and proactively address their needs.</p> <p>How will we respond when some students do not learn it?</p> <ul style="list-style-type: none"> • Have a plan in place for students who may continue to struggle after initial instruction. Consider strategies to provide additional explanation or alternate means of presentation, such as hands-on activities, videos, graphic organizers, and so on. <p>How will we extend the learning for students who have demonstrated proficiency?</p> <ul style="list-style-type: none"> • Include strategies for those students who need their learning extensions. 	
<p>4. Assign follow-up activities to team members. Is there a need for specific books and materials? Who can locate and access these items, and when?</p> <p>Is there a need for ideas or strategies to use with specific students? If so, who will provide these, and when?</p>	
Total Time for Meeting	