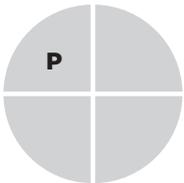
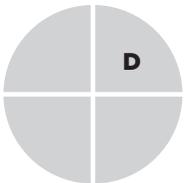
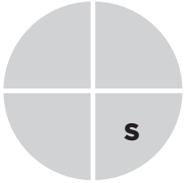
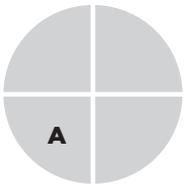


The PDSA Cycle

The PDSA cycle guides the work of collaborative teams on a unit-by-unit basis, and it can help focus teams' collaborative meeting agendas based on where they are in the cycle. For example, a team begins the planning part of the cycle in preparation for an upcoming unit. It outlines the types of tasks and products that teams create in each phase of the cycle as well as the progression in which teams address critical questions of learning.

<p>Big picture look for the year</p>	<p>Teams determine:</p> <ul style="list-style-type: none"> • Essential or power standards (Q1: What do we want students to know and be able to do?) • Examples of proficiency (Q2: How will we know if they have learned it?) <p>Teams also pace the instruction of essential standards.</p>
<p>For each unit of instruction:</p>  <p>Plan</p>	<p>Teams backward plan to identify and design:</p> <ul style="list-style-type: none"> • Essential or power standards each unit addresses and unwrap them to build common clarity and reveal specific learning targets (Q1: What do we want students to know and be able to do?) • Summative and formative assessment items and timing (Q2: How will we know if they have learned it?), using SMART (strategic and specific, measurable, attainable, results oriented, time bound; Conzemius & O'Neill, 2014) goals for end-of-unit assessments • Sequence of instruction, including best instructional practices that increase student learning of the essential or power standards (Q2.5: What quality instructional practices will result in high levels of student learning?)
 <p>Do</p>	<p>Teams implement or do the plan. They collect evidence of student learning at key times as planned through the use of common assessments.</p>
 <p>Study</p>	<p>Teams study evidence of student learning to identify general strengths and error patterns, specific student levels (for differentiated response), and effective practices. They develop a game plan to support students who do not achieve proficiency and strategies for re-engaging and extending the learning for all students. (Q3: How will we respond when some students do not learn? and Q4: How will we extend the learning for students who are already proficient?) They also evaluate the effectiveness of the assessment items, pacing, and instructional strategies to make adjustments in future implementation.</p>
 <p>Act</p>	<p>Teams act on their game plan to support and gather additional evidence of student learning to ensure that their support resulted in higher levels of student learning.</p>

Source: Bailey, K., & Jakicic, C. (2019). *Make it happen: Coaching with the four critical questions of PLCs at Work*. Bloomington, IN: Solution Tree Press.