

Figure 3.2: School Guiding Coalition Road Map

The Foundation
• What is our fundamental purpose? Why do we exist? (Mission) • What must we become to accomplish our fundamental purpose? (Vision) • How will we build shared knowledge of the current reality in our school? (Goals) • How will we know if we are making a difference? (Goals) • What commitments must we make to create a school that improves our ability to fulfill our purpose? (Collective commitments) • How will we celebrate progress on our journey using student-centered data?
PLC Culture
• How and when will collaborative teams create norms and collective commitments? • How and when will roles for collaborative teams be determined? • What are components of the collaborative teams' agenda? • How and where will collaborative teams archive their work?
1. What is it we want our students to know and be able to do?
• How do collaborative teams determine essential standards unit by unit? • What template will collaborative teams use to unwrap standards? • What common vocabulary will collaborative teams use to unwrap standards? • How will we build clear student understanding of the learning targets? • Are there universal core academic strategies we should use schoolwide? • How will we determine the success of these core academic strategies?
2. How will we know if each student has learned it?
• What is the method collaborative teams use to build common formative assessments? • What is the method collaborative teams use to build performance-level descriptors (rubrics)? • How will collaborative teams align their pacing? • What data template will collaborative teams use to document student results? • What data protocol will collaborative teams use to guide data discussions?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?
• Within the master schedule, when can students receive extra support? • How will we assess if extra support is effective? • How will learning be extended for students who have shown proficiency of essentials?

Source for four critical questions: DuFour, R., DuFour, R., Eaker, R., Many, T. W., Mattos, M., & Muhammad, A. (2024). Learning by doing: A handbook for Professional Learning Communities at Work (4th ed.). Solution Tree Press, p. 67.