

Figure 6.5: Team-Generated Products

Product	Characteristics for Administrative Cohort to Monitor
SMART goals	- Goals meet the SMART criteria. - Goals are stretch goals (require collaboration from everyone to be successful).
Commitments	- Commitments focus on team behaviors. - If a team member violates the norms, teams have established how to respond.
Agendas	- Items focus on the four critical questions of a PLC. - Teams have identified clear outcomes. - All team members commit to remaining engaged and participating in the conversation.

Products From PLC Critical Question 1:**What is it we want our students to know and be able to do?**

Product	Characteristics for Administrative Cohort to Monitor
Essential standards	- Standards come from the required state (or province) standards. - Standards represent approximately one-third of the curriculum. - Standards align vertically.
Unwrapping	- Teams unwrap each essential standard to identify the learning targets members must teach. - Teams agree on what proficiency looks like for each learning target.
Pacing	- Teams use a learning cycle calendar that establishes when they will administer assessments and when they will analyze them. - The essential standards are evident, and more time is allocated in the learning cycles calendar to ensure all students have more time.

Products From PLC Critical Question 2:**How will we know if each student has learned it?**

Product	Characteristics for Administrative Cohort to Monitor
Use of benchmark or interim assessments	Teams use these assessments to identify students who haven't mastered all the previous years' essential standards.
Common formative assessments	- Assessments are short, between three to seven questions. - Assessments focus on one to three learning targets. - Assessments show evidence of rigor.
Student involvement	- Teams post and state learning targets in student-friendly language. - Teams align the learning targets to questions on the assessments while keeping the rigor (complexity of thinking) in mind.

Products From PLC Critical Questions 3 and 4:**How will we respond when some students do not learn it?****How will we extend the learning for students who have demonstrated proficiency?**

Product	Characteristics for Administrative Cohort to Monitor
Use of time	• Teams provide time for corrective instruction after common formative assessments. • Teams develop a way to identify students needing interventions. • All students have access to interventions or extensions.
Effective response	• Teams demonstrate how they differentiate based on the results after a common formative or summative assessment. • Teams challenge proficient students to extend their learning.

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

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.