

Professional Learning Communities (PLCs) and the Four Critical Questions	
What do students need to know and be able to do?	<ul style="list-style-type: none"> ○ A PLC is characterized by the belief that the fundamental purpose of the school is student learning. ○ In a PLC, all staff members believe that all students can and will learn. They demonstrate high expectations for all students. ○ A PLC immerses teams of teachers in curriculum and professional development, building a shared knowledge about what students need to know and be able to do. ○ A PLC establishes, supports, and strengthens high-performing collaborative teams that work interdependently toward common student achievement goals. ○ A PLC supports teams as they clarify the essential outcomes that students need to learn for each unit of study. ○ In a PLC, collaborative teams meet regularly. They focus their time on discussing student performance and teaching strategies. They maximize their time together through the use of ground rules and norms. ○ In a PLC, all staff members feel that they have a responsibility to support school improvement and they feel involved in the decision-making processes of the school.
How will we know when they have learned it?	<ul style="list-style-type: none"> ○ In a PLC, teams of teachers develop and use common formative assessments to monitor student progress on essential outcomes. These assessments are aligned with local and state assessments. ○ Teachers have developed a common understanding about what characterizes student performance that is proficient and student performance that is not proficient.
What will we do when they haven't learned it?	<ul style="list-style-type: none"> ○ In a PLC, teachers use formative assessments and other sources of data to identify students who are in need of extra time and support. ○ In a PLC, if a student is having difficulty learning, there is a school-wide systemic response to provide extra time and support to that student. Intervention is not left to the individual teacher. ○ In a PLC, interventions are carefully matched to the individual needs of students. ○ In a PLC, there is a system in place to make sure that all interventions are frequently monitored and evaluated to determine if they are having a positive effect. Ineffective interventions are modified or discontinued.
What will we do when they already know it?	<ul style="list-style-type: none"> ○ A PLC provides all students with a rigorous and challenging academic program. Pre-assessment strategies are used to determine if students already know content. Advanced instruction and materials are then provided for these students.