

FOCUS/PDSA/Clarity

	FOCUS	PDSA	CLARITY	ARTIFACTS TO BE REVIEWED
STEP 1	<i>F- Find and understand what I want my students to know and be able to do through “deconstructing the standards”.</i>	Plan <i>What do we expect students to learn? (Standards/expectations/clarity)</i>	<u>The Teacher Clarity Playbook</u> Module 1: Identify skills and concepts Module 2: Sequencing Learning Progressions Module 3: Elaborating Learning Intentions Module 6: Relevance	Standards Learning Intentions Success Criteria
Minutes Date: PLC Group: PLC Group Members Present: Synopsis of Meeting: (Were all members prepared? Who presented? Feedback given? Etc.)				
STEP 2	<i>O- Organize an Assessment to Measure the Targeted Standards</i>	Plan <i>How will we know they are learning it? Formative/Summative</i> Formative Assessment Bank	Module 4: Crafting Success Criteria Module 5: Language Expectations Module 7: Designing Assessment Opportunities Module: 9 Establishing Mastery of Standards	Formative and Summative Assessments
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STEP 3	<i>C-</i>	Do <i>How will we respond if students already know it or when they don’t learn? How will we use formative assessment throughout lessons to prepare for summative assessment?</i>	Module: 8 Creating Meaningful Learning Experiences Direct Explicit Instruction (Gradual Release) Scaffolding Independent Practice	Daily Lesson Plans: High Yield Strategies Direct Explicit Instruction Madeline Hunter

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	<i>Construct and Critique Instructional Activities Congruent with the Deconstructed Standards</i>			

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STEP 4	<i>U- Utilize information from analysis of Student Performance Data to inform Instruction and interventions needed</i>	Study <u>Data Wise Process</u> 1. What questions are we trying to answer? 2. What does the data/information tell us? 3. What does the data/information not tell us? 4. What are causes for celebration? 5. What are opportunities for improvement?	Assessment Best Practice (pre-assessment)	Results from Formative and/or Summative Assessments Mastery Connect Printout
Step 5	<i>S- Systematically revisit the process for the next unit.</i>	Act/Adjust 6. What are our next steps? 7. What support do we need? <i>How will we respond for students who have not yet learned? (Discuss interventions/Systems of Support)</i> <i>How will we respond for students who have already demonstrated mastery or are ready to do more? (Discuss extension and enrichment)</i>	Reflection Feedback What do we need to Adopt, Adapt, or Abandon?	Plus/Delta

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