

**PLC Guiding Questions**  
**(DuFour Questions & Teacher Clairy Alignment)**

| <b>What is it we want our students to know and be able to do?</b> |  |
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| <b>Standards</b>  | What standards are being discussed/analyzed today?   |
|   | How do the standard(s) [and learning target(s)] relate to the ongoing work of your classroom?  |
| <b>Learning Progressions</b>                                      | What underlying prior knowledge must students possess in order to reliably learn?  |
|   | How might the concepts and skills within a standard be sequenced in a logical way to maximize learning?  |
| <b>Learning Intentions</b>  | What upcoming learning intentions (targets) will be communicated with students and how will you ensure students know and understand the intended learning? |
|   | How are the standard(s) and learning intentions (targets) communicated and made accessible to all students?  |
|   | How will students communicate their understanding about what they are learning and why they are learning it?   |
| <b>Success Criteria</b>   | What are the success criteria associated with the learning targets (intentions)?   |
|   | How will you share success criteria with students in a way that they can assess their own progress towards mastery of the intended learning?               |
| <b>Relevancy</b>  | How will you articulate why this learning is relevant to students?   |
| <b>Experiences</b>  | How will we engage students in meaningful learning experiences through the gradual release model of instruction?   |
|   | Is the task/activity aligned with the learning target (intention)?   |
|   | How does what students are actually engaged in doing help them to achieve the desired outcome(s)?  |
| <b>How will you know if each student has learned it?</b>          |  |

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|  | <b>Data</b>   | What data are you examining today?   |
|  |   | Summative, screening, progress monitoring, formative, common assessments?  |
|  | <b>Assessment</b>   | How will you be assessing learning?  |
|  |   | How will students know what success means in terms of this learning?   |
|  | <b>Mastery</b>  | What does student mastery work look like and how will students know?   |
|  | <b>How will you respond if a student does not learn it?</b> |  |
|  | <b>Intervention</b>   | How will we identify students who need additional time and support so that no student will slip through the cracks?    |
|  | <b>How will you respond if a student already knows it?</b>  |  |
|  | <b>Extension</b>  | How can we use flexible time and targeted instruction to provide students with assistance in extending their learning? |