



PLC DIALOGUE FOR HIGH QUALITY INSTRUCTION: STRATEGY FOCUSED

Before conducting any meeting, please review the questions below and have templates, scales and the materials necessary to support a quality dialogue.

Beginning of Cycle	Middle of Cycle	End of Cycle
<p>1. What do we want all kids to know and be able to do in this cycle? (i.e. Essential Questions, Power Standards and/or Intended outcomes) Please include a link to the scale(s) that will be used in this cycle.</p> <p>Recall the following: DQ2: Students interact with new knowledge. DQ3: Students practice and deepen their understanding of new knowledge. DQ4: Students generate and test hypotheses about new knowledge.</p> <p>2. During this cycle, what are the opportunities to engage students in DQ 2, DQ 3, and DQ 4? (Note: Not all DQs are required.)</p> <ul style="list-style-type: none"> ● Within each of the DQs, which specific elements will be utilized? (Less is more here.) ● What are the desired effects for these elements? (What is the teacher doing? What are the students doing?) <p>3. How will you monitor student progress throughout the cycle? (As a team select at least one of the following as evidence of student progress: exit slip, homework assignment, writing sample, etc.)</p> <p>4. Schedule MIDDLE of CYCLE Meeting</p>	<p>1. Discuss the evidence of student progress (i.e, exit slip, homework assignment, writing sample..etc).</p> <ul style="list-style-type: none"> ● What do you notice? ● What do you wonder? ● Overall, how are students progressing in their understanding of the critical content identified on the scale(s)? ● How will you support students who need additional help or challenge students who are ready to go deeper? <p>2. What identified elements have you used? Have they been effective? What other identified elements still need to be used?</p> <p>3. What adjustments, if any, might you make?</p> <p>4. Schedule END of CYCLE Meeting.</p> <p>Optional: Schedule next BEGINNING OF CYCLE meeting here.</p>	<p>1. According to the scales, have students mastered the intended expectations? What is your evidence? How will you support students who did not master the intended outcomes?</p> <p>2. Reflect:</p> <ul style="list-style-type: none"> ● What went well in this cycle? ● How did or will you celebrate student success? ● What is something you would do differently next time? <p>3. Schedule BEGINNING of CYCLE Meeting.</p>