

PROFESSIONAL LEARNING COMMUNITIES CONTENT/SUBJECT TEAMS

Productive uses of time by content teams:

- Figure out the precise alignment between your curriculum materials, state standards and your tests.
- Come to agreement about 8-10 learning expectations for the students; what they *are* and what they really *mean*.
- Come to agreement about criteria and exemplars of student work that score 1, 2, 3, 4 to get reliable on how we score student work.
- Set SMART goals for the course.
 - S**pecific: Who? What? Where?
 - M**easurable: How will the goal be measured?
 - A**ttainable: Is the goal realistic, yet challenging?
 - R**esults-oriented: Is the goal consistent with other goals established and fits with your immediate and long-range plans?
 - T**ime-bound: Is it trackable and allows for monitoring of progress?
- Make up a common diagnostic task for students to do; then analyze how the students did and plan re-teaching together for those who need it.
- Do error analysis of student work for intervention and re-teaching
- Design together how to re-teach a certain concept or skill
- Plan lessons together where they dig deeply into the content for concepts, sub-concepts, possible misconceptions, and evidence of learning that we will look for
- Design common final exams or products and common interim assessments
- Do “lesson-study” together with observation of one of us from the team doing the jointly planned lesson

