

PLC Guiding Questions for Daily Data with Greater Impact

1. What do students need to know and be able to do? *At what level of cognitive complexity?*
2. How will we know they are learning? *How will students know they are learning? What evidence will they produce?*
3. *In what tasks will students engage to produce this evidence?*
4. What will we do when they have/have not learned?
5. *For whom is instruction working/not working? Where will we go to better understand why?*

Mini Consultancy Protocol

1. **Framed Focus:** Based on your initial plan, frame a focus questions for your consultancy group and give it some thought around...
 - *Is this question important to my practice?*
 - *Is this question important to student learning?*
 - *Is this question important to others in my profession?*
2. **Presentation:** The presenter gives an overview of your current state and plan, then frame the question for the consultancy group to consider.
3. **Clarifying Questions:** The consultancy group asks clarifying questions (brief, factual in nature) of the presenter.
4. **Probing Questions:** The group asks probing questions of the presenter to help them clarify and expand thinking around the topic of focus.
5. **Group Conversation:** The group talks with each other about the framed focus, suggesting solutions and actions. The presenter remains silent. Questions to frame the discussion might include...
 - *What did we hear?*
 - *What didn't we hear that might be relevant?*
 - *What assumptions seem to be operating?*
 - *What questions are raised for us?*
 - *What might we do? What have we done in a similar effort?*
6. **Presenter Reflection:** The presenter reflects aloud on what they have heard, sharing anything that particularly resonated during any part in the consultancy.

