PLC ASSOCIATES, INC.

Example Foundational Five Professional Learning Reflection Tool Composite Report

All	M/P	M	P	E	A	SS	Res	NA
STUDENT OWNERSHIP OF LEARNING/LEARNING TARGETS								
1. Unpack learning targets with students , creating clarity of expectations prior to lesson start.	81.0%	24.0%	57.0%	17.9%	1.1%	3.04	642	7
2. Utilize strategies for reviewing vocabulary (especially verb) associated with the target.	76.3%	17.9%	58.3%	21.4%	2.4%	2.92	636	9
STUDENT ENGAGEMENT								
1. Construct challenging, well-designed, standards-based tasks with appropriate rigor.	82.4%	18.7%	63.7%	16.5%	1.1%	3.00	637	7
2. Utilize activities and strategies that require higher level complex thinking.	75.0%	17.9%	57.1%	23.7%	1.3%	2.92	637	7
HIGHER ORDER COMPLEX QUESTIONING								
1. Use a variety of effective questions/prompts/stems to challenge students with expected rigor.	72.1%	15.6%	56.5%	26.3%	1.6%	2.86	634	10
2. Utilize techniques to promote students actively formulating their own "next" questions, initiating inquiry and offering thoughtful contributions that spur continued discussion.	55.5%	9.3%	46.2%	40.8%	3.6%	2.61	632	11
CHECKING UNDERSTANDING								
1. Consistently use assessment criteria and/or provide rubrics or other means so that students understand the measure of proficient/mastery as related to the learning target.	73.3%	16.3%	57.0%	24.9%	1.7%	2.88	630	9
2. Use techniques that require students to assess their own work and make improvements.	68.6%	14.4%	54.2%	28.8%	2.6%	2.80	624	13
DIFFERENTIATED INSTRUCTION AND PRACTICE								
1. Have clear understanding of the research-based elements for effective differentiation.	70.8%	16.2%	54.7%	26.0%	3.2%	2.84	631	9
2. Create differentiated practice activities to meet individual/groups of students' needs.	72.3%	16.8%	55.5%	25.5%	2.2%	2.87	632	8