

## Figure I.2: Early Childhood Team Tasks and the Four Critical Questions of a PLC

### Critical question one: What do we want our students to learn?

- Task one: Evaluate your current early childhood curriculum.
- Task two: Identify standards of learning for social, emotional, physical, language, and cognitive development, and choose a set of essential (priority) standards.
- Task three: Develop a curriculum outline and map out major formative assessments for the year.

### Critical question two: How will we know if each student has learned it?

- Task four: Unwrap essential standards and develop common understanding about the learning targets.
- Task five: Create learning progressions for essential standards and establish student goal-setting procedures.
- Task six: Build and enhance effective unit plans considering the developmental needs of the whole child.
- Task seven: Collectively create developmentally appropriate common formative assessments and determine student proficiency.

### Critical question three: How will we respond when some students do not learn it?

### Critical question four: How will we extend learning for students who have demonstrated proficiency?

- Task eight: Using a data protocol, analyze common assessment results to identify effective teaching strategies and plan for instruction that supports and extends student learning.
- Task nine: Monitor student progress and develop a system of interventions and extensions to support all learners.
- Task ten: Plan engaging developmentally appropriate early childhood lessons using researched-based effective teaching practices.

*Source: Adapted from Kramer & Schuhl, 2017; Nielsen, 2019.*