

PLC Guide: The following is a sample protocol that supports conversations between CTE Directors and Integrated Leadership Course participants around core instruction. Both the Fall CTE Director Meeting and Integrated Leadership Course discuss the qualities of effective, excellent core instruction. This guide gives them the opportunity to share their learning and build common language for supporting teachers in attaining high quality instructional practices.

Topic for Discussion: Leaders will bring Key Question Two from the Integrated Leadership Course around “What Should Core Instruction Look Like” and the “Vision of Excellent CTE Instruction” provided at the CTE Director Meeting. These resources can be found here. [here.](#)

Step 1:	<p>In this discussion, leaders will have the opportunity to discuss the focus, rigor, and coherence framework from the Integrated Leadership Course and the focus, rigorous and relevant framework from the CTE Director’s Meeting.</p> <p>Leaders should identify similarities for each of the three components. This sample chart may be helpful in guiding this discussion.</p> <p>Key Questions to discuss:</p> <ol style="list-style-type: none"> 1. Identify how each focus definition discusses the alignment to the depth of the standard expectation. How could these common components help faculty develop focused lessons? 2. Identify how each rigor definition extend beyond rote skill-based instruction. How could these common components help faculty have clear strategies to ensure rigor occurs for all students? 3. What is similar about the concept of coherence and relevance from the two frameworks? What is different and specialized to each group of teachers? How could leaders leverage the similarities of these terms to bring connections through all instructional practices in the building?
Step 2:	<ol style="list-style-type: none"> 1. What are next steps to help the faculty think about these frameworks? 2. How can you create common language for ALL faculty to build instructional practices? 3. How can you extend this common language into teacher sharing opportunities? 4. What focus, rigor, coherence/relevance strategies can teachers gain from watching CTE classrooms? What focus, rigor, coherence/relevance strategies can CTE teachers gain from watching other classrooms in the building? 5. During these classroom visits, how can leaders leverage the common language to build focus, rigor, coherence/relevance practices for all teachers? What conversations should occur among teacher groups to debrief the classroom visits and to ensure that focus, rigor, coherence/relevance strategies are built into their practices?

Step 3:	<ol style="list-style-type: none">1. As leaders, how will you support this sharing or other sharing opportunities among your staff.2. What regular conversations and supports do ALL leaders need to have to ensure ALL faculty are building focus, rigor, coherence/relevance practices? <p>Plan to have regular check ins and debriefs about these common frameworks for instruction and how to leverage your teachers in their learning and your support.</p>
Step 4	<p>Extension:</p> <p>Build a Connected Plan with regular sharing opportunities for leaders and teacher leaders (from all content areas including CTE) to develop instructional strategies that will support the entire faculty's growth. Have teacher leaders model these practices to provide models of focus, rigor and coherence/relevance.</p>