

Figure 2.2: Work of Teams in Recurring Learning Cycles

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| <p>Critical Question One: What do we want all students to know and be able to do?</p> <ul style="list-style-type: none"> • Determine the priority standards and create a proficiency map (pacing guide) for the year. • Unwrap the priority standards. • Use a calendar to create a unit plan including when teachers will give assessments and when the team will respond to the data and information. |
| <p>Critical Question Two: How will we know if they learned it?</p> <ul style="list-style-type: none"> • Create team common formative assessments to administer in a cycle of ten teaching days or less. • Determine team scoring agreements and how teachers will administer the assessment. • Complete a data-analysis protocol to determine trends in student work to create a team-targeted intervention and extension plan. |
| <p>Critical Question Three: How will we respond when some students do not learn? Critical Question Four: How will we extend the learning for students who are already proficient?</p> <ul style="list-style-type: none"> • Create a team response to target trends in the assessment by individual student and specific need. • Extend the learning for students who demonstrate proficiency by including non-priority or nice-to-know standards or extend the thinking of the current priority standards with specific activities. |

Source: Adapted from DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for Professional Learning Communities at Work (3rd ed.). Bloomington, IN: Solution Tree Press.