Figure 8.1: The Work of Collaborative Teams to Archive

Team Foundations

☐ Norms

☐ Audacious Team SMART Goal

☐ Rolling Agenda for Team Meetings

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1. What do we want students to know and be able to do?

☐ Create a proficiency map (yearlong plan) with team-identified prior-knowledge standards.

☐ Determine priority standards.

☐ Unpack priority standards and determine the learning progression.

☐ Create unit plans with team pacing calendars to include grade-level and prior-knowledge standards.

☐ Create a student-reflection tool with student-friendly I can statements to use during the unit.

2. How will we know if they learned it?

☐ Determine proficiency criteria for each standard.

☐ Create common formative assessments with scoring agreements.

☐ Create common end-of-unit assessments with scoring agreements.

☐ Create a pretest on prior-knowledge standards in a unit if needed.

☐ Utilize classroom formative assessments during daily lessons (showing the assessments in lesson plans).

☐ Analyze data from common formative and end-of-unit assessments using a protocol and data tracker.

☐ Engage students in self-reflection after common assessments.

3. How will we respond when some students do not learn?

☐ Use data and student work from common assessments to create targeted and specific team interventions.

☐ Identify students in need of intervention by target and need.

☐ Create interventions for students who did not yet learn specific targets.

☐ Utilize small groups, part of core instruction (for example, flex days or thirty minutes of class time twice a week), or additional intervention time built into the school day when responding to student learning as a team.

☐ Evaluate the effectiveness of interventions using student-progress data.

4. How will we extend learning for students who are already proficient?

☐ Use data and student work from common assessments to create team extensions.

☐ Identify students in need of extension.

☐ Create extension activities for students showing they learned the target or priority standard.

☐ Utilize small groups, part of core instruction (for example, flex days or thirty minutes of class time twice a week), additional intervention time built into the school day, or end-of-class periods when some students have finished early and learned.

☐ Evaluate the effectiveness and meaningfulness of the extension activity.