

Team Reflection on the Learning Block Tool

Collaborative Teaching Targets	Exceeding	Mastery	Approaching
We prioritize the standards at the beginning of every month. I look at endurance, leverage, readiness for next grade, and high-stakes testing.			
We know the nouns (content) of each standard, key concepts, and vocabulary.			
We know the verbs (skills) of each standard the students should be able to do.			
We examine the learning progression for the month.			
We combine a mathematical practice with the standard to create a learning target.			
We create learning targets that tightly align to the standards.			
We turn the learning targets into student-friendly <i>I can</i> statements, which help students understand their progress toward mastery of the standards.			
We identify the prerequisite knowledge, basic skills, and vocabulary students need to master the standard (in the approaching scale).			
We clearly identify mastery of the standard (learning target) that uses the language of the standard and matches the cognitive complexity of the standard.			

REPRODUCIBLE

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We create success criteria to clearly describe what mastery of the standard looks like.			
We identify the exceeding standard target or target that extends students' thinking beyond the standard by having students make in-depth inferences, applications, and transfer knowledge.			
As a team, we create a common formative assessment that aligns to the essential learning targets and measures learning.			
We create a standards wall and post the learning targets for the month, along with the daily success criteria.			
We use a variety of exemplary work samples to make students aware of assessment criteria and what good work looks like.			
We regularly use the high-leverage strategy of teacher clarity by clearly articulating the learning targets, scales, and success criteria during the lesson. We refer to the target during the lesson and aggressively monitor student evidence during the lesson.			
<p>We know our students clearly know the learning target and success criteria. Students can answer the following.</p> <ul style="list-style-type: none"> • What are you doing today (learning target)? • Why are you doing it (how does the activity align to the learning target)? • Do you know what success looks like (success criteria and scales)? 			
We regularly use the high-leverage strategy of feedback aligned to the learning scales and targets. Our feedback is accurate, specific, timely, and advances learning.			
We use the high-leverage strategy of formative assessment by fully integrating assessment into instruction. Formative assessments inform teachers of students who need intervention, areas where students struggle, and next steps in teaching. We use planned and targeted questions to diagnose evidence of learning.			

REPRODUCIBLE

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We regularly use the high-leverage strategy of student self-grading to allow students to know exactly where they are in their learning and if they need more time and support.			
We use the high-leverage strategy of student-progress charting to allow students to assume major responsibility for their learning and to celebrate their success.			
We create learning tasks that align to the learning target with a focus on student discussion using academic language, high-level thinking, and student explanations of their thinking (standards of excellence).			
We use common formative assessments to measure student learning of the essential learning targets.			
We reflect on the data using the four PLC critical questions.			
We help teams place students in the multitiered system of interventions or college-prep classes.			
We use the high-level strategies during college-prep classes.			
Action plan:			