

## Evidence of Doing the Right Work Feedback Form

When monitoring the work of teams at a team meeting or classroom walkthrough, check the specific evidence observed for each appropriate team action. Circle a rating in the rightmost column to give feedback to the teachers on the team about the quality of their work.

Before the Unit			
Team Actions	Team Meetings With Artifacts	Walkthroughs Across Team Classrooms	Rating
Identify and make sense of the standards for the unit and establish pacing and student learning targets.	<input type="checkbox"/> Check pacing—identify start and end dates for the unit and the essential and important-to-know standards students will learn. <input type="checkbox"/> Unpack essential standards and determine student-friendly learning targets. <input type="checkbox"/> Determine what a student must know and be able to do to be proficient with the standards in the unit. <input type="checkbox"/> Identify tasks and instructional strategies to use in order for students to learn the standards in the unit. <input type="checkbox"/> Determine dates on a calendar for common mid-unit and end-of-unit assessments.	<input type="checkbox"/> Teachers reference the same learning target with students during the lesson. <input type="checkbox"/> Students can articulate the learning target to one another. <input type="checkbox"/> Same general pacing of the lessons is evident. <input type="checkbox"/> Same general rigor of tasks and student engagement are evident.	Embracing
			Practicing
			Attempting
			Beginning
Develop common mid-unit and end-of-unit assessments.	<input type="checkbox"/> Determine the essential standards or targets to assess mid-unit. <input type="checkbox"/> Determine the essential and important-to-know standards to assess at the end of the unit. <input type="checkbox"/> Create common assessments with common scoring agreements. <input type="checkbox"/> Determine proficiency scores or performances on the common mid-unit or end-of-unit assessment for each learning target or standard. <input type="checkbox"/> Confirm dates to give each common mid-unit or end-of-unit assessment.	<input type="checkbox"/> Students take common assessments on the same day. <input type="checkbox"/> Students take the common assessment under the same conditions (notes, calculator, extra time, and so on). <input type="checkbox"/> Students can explain the learning targets and the expectations for meeting proficiency with each learning target on the assessment.	Embracing
			Practicing
			Attempting
			Beginning

During and After the Unit			
Team Actions	Team Meetings With Artifacts	Walkthroughs Across Team Classrooms	Rating
Discuss effectiveness of instructional practices and try new practices.	<input type="checkbox"/> Identify effective instructional strategies to use during lessons. <input type="checkbox"/> Discuss how to differentiate instruction during the unit or for specific tasks or standards. <input type="checkbox"/> Determine how to address prerequisite skills while teaching grade-level content in the unit. <input type="checkbox"/> Plan effective strategies for teacher feedback during whole- or small-group parts of lessons. <input type="checkbox"/> Share common misconceptions students may have and plan to address each one.	<input type="checkbox"/> Teachers give some common differentiation and feedback to students. <input type="checkbox"/> Observe time in lessons for small-group discourse that provides student-to-student feedback and teacher-to-student feedback with student action. <input type="checkbox"/> Teachers use research-based instructional strategies in lessons throughout the unit in all classrooms. <input type="checkbox"/> Teachers use similar tasks (equivalent rigor) in lessons to teach a standard. <input type="checkbox"/> Teachers teach grade-level content during the lesson.	Embracing
			Practicing
			Attempting
			Beginning
Analyze data from common assessments and make a team plan to re-engage learners.	<input type="checkbox"/> Identify as a team the students who learned or did not learn yet. <input type="checkbox"/> Calibrate scoring of common assessments. <input type="checkbox"/> Discuss effectiveness of instructional practices using student work from assessments. <input type="checkbox"/> Complete a data-analysis protocol and document Tier 1 and Tier 2 plans to re-engage students in learning.	<input type="checkbox"/> Teachers re-engage students using Tier 2 interventions to address learning needs by standard. <input type="checkbox"/> Teachers re-engage students similarly in learning activities in each classroom (Tier 1 interventions and extensions). <input type="checkbox"/> Teachers share students across their team during Tier 1 to re-engage learners by targeted learning need.	Embracing
			Practicing
			Attempting
			Beginning

Students analyze data and set learning goals.	<input type="checkbox"/> Discuss how to give feedback to students from their assessments for continued learning. <input type="checkbox"/> Develop a protocol or template for students to fix or embrace their errors from the common assessments and identify what they have learned and what they have not learned yet. <input type="checkbox"/> Determine a protocol or template for student goal setting based on their evidence of learning.	<input type="checkbox"/> Students complete their reflection, goal, and tracker using common assessment data and formative feedback. <input type="checkbox"/> Students create a learning plan in each classroom and take action on that plan.	Embracing
			Practicing
			Attempting
			Beginning
Feedback: <div style="border: 1px solid black; height: 300px; width: 100%;"></div>			

Source: Adapted from Kanold, T. D., Toncheff, M., Larson, M. R., Barnes, B., Kanold-McIntyre, J., & Schuhl, S. (2018). Mathematics coaching and collaboration in a PLC at Work. Bloomington, IN: Solution Tree Press.