Critical Issues for Team Consideration

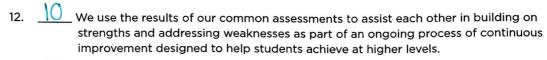
Team Members:

Use the following rating scale to indicate the extent to which each statement is

Team Name:

1

e the following rating scale to indicate the extent to which each statement is true of your team.									
	2	3	4	5	6	7	8	9	10
Not T	rue of	Our Team	0	ur Team Is	Addressin	g This	Tı	rue of Our 1	Геат
1.	10	We have ide	ntified team	n norms and	d protocols	to guide	us in workin	ng together.	
2.	_8_	We have analyzed student achievement data and established SMART goals to improve on this level of achievement we are working interdependently to attain (SMART goals are specific and strategic, measurable, attainable, results oriented, and time bound. SMART goals are discussed at length on page 89).							
3.	8	Each team member is clear on the knowledge, skills, and dispositions (that is, the essential learning) that students will acquire as a result of our course or grade level and each unit within the course or grade level.							
4.	10	_ We have aligned the essential learning with state and district standards and the high- stakes assessments required of our students.							
5.	10	. We have ide to the essen			and topics	we can el	iminate to d	levote more	time
6.	9	We have agr							estab-
7.	10	We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.							
8.	9	We have ide				ruments t	o assess wh	ether stude	ents
9.	8	. We have dev						quiring prere	equi-
10.	9	. We have dev each studen				ive assess	ments that I	help us dete	ermine
11.	8	We have esta each skill an	ablished the	proficienc	y standard			it to achieve	on



- 13. We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support.
- 14. We have agreed on the criteria we will use in judging the quality of student work related to the essential learning of our course, and we continually practice applying those criteria to ensure we are consistent.
- 15. We have taught students the criteria we will use in judging the quality of their work and provided them with examples.
- 16. We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program.
- 17. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
- 18. We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year.