Critical Issues for Team Consideration

Team Name: ~~Speech~~ Special Service department

Team Members:

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team				Our Team Is Addressing					True of Our Team

1. 8 We have identified team norms and protocols to guide us in working together.
2. 3 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.
3. 5 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
4. 5 We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.
5. 5 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
6. 3 We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.
7. 3 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.
8. 3 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. 3 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
10. 4 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
11. 3 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
12. 3 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
13. 4 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
14. 4 We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.
15. 3 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
16. 3 We evaluate our adherence to and the effectiveness of our team norms at least twice each year.
17. 5 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
18. 10 We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.