Critical Issues for Team Consideration

Team Name: Team Members: Use the scale below to indicate the extent to which each of the following statements is true of your team. 8 Not True of Our Team Our Team Is Addressing True of Our Team 1. We have identified team norms and proto-We have established the proficiency stancols to guide us in working together. dard we want each student to achieve on each skill and concept examined with our We have analyzed student achievement data common assessments. and have established SMART goals that we are working interdependently to achieve. 12. We have developed common summative assessments that help us assess the strengths Each member of our team is clear on the and weaknesses of our program. essential learnings of our course in general as well as the essential learnings of each unit. 13. We have established the proficiency standard we want each student to achieve on We have aligned the essential learnings with each skill and concept examined with our state and district standards and the highsummative assessments. stakes exams required of our students. We have agreed on the criteria we will use in We have identified course content and/or judging the quality of student work related topics that can be eliminated so we can to the essential learnings of our course, and devote more time to essential curriculum. we practice applying those criteria to ensure consistency. We have agreed on how to best sequence the content of the course and have estab-We have taught students the criteria we will lished pacing guides to help students achieve use in judging the quality of their work and the intended essential learnings. have provided them with examples. We have identified the prerequisite knowl-We evaluate our adherence to and the effecedge and skills students need in order to tiveness of our team norms at least twice master the essential learnings of our course each year. and each unit of this course. We use the results of our common assessments We have identified strategies and created to assist each other in building on strengths instruments to assess whether students have and addressing weaknesses as part of a the prerequisite knowledge and skills. process of continuous improvement designed We have developed strategies and systems to help students achieve at higher levels. to assist students in acquiring prerequisite We use the results of our common assessknowledge and skills when they are lacking ments to identify students who need addiin those areas. tional time and support to master essential learnings, and we work within the systems We have developed frequent common form-

and processes of the school to ensure they

receive that support.

ative assessments that help us to determine

each student's mastery of essential learnings.