

# Collaborative Team Time MENU

What do we want students to learn?	How will we know that students have learned it?
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● Unit Map of TEKS for Unit or Module</li> <li>● Deconstruct Power Standards</li> <li>● Decide what Power Standard to use for CFA</li> <li>● Create learning targets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Identify, create, and/or unpack summative assessment.               <ul style="list-style-type: none"> <li>○ When will we administer the summative assessment?</li> </ul> </li> <li>● Identify, create, and/or unpack CFA.               <ul style="list-style-type: none"> <li>○ When will we administer CFAs?</li> </ul> </li> <li>● How will we pre-assess students' knowledge to prioritize our unit focus?</li> </ul> <p><b>Learning Experiences</b></p> <ul style="list-style-type: none"> <li>● How will we sequence the learning targets?</li> <li>● How will we connect new learning to prior knowledge?</li> <li>● What strategies and instructional practices will be most effective?</li> <li>● How do we design student-centered learning experiences that will engage all learners?</li> <li>● How will we collaborate with               <ul style="list-style-type: none"> <li>○ SpEd?</li> <li>○ ESL?</li> <li>○ DLC?</li> <li>○ other content areas?</li> </ul> </li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● Calendar</li> <li>● Lesson Plans</li> <li>● How will students know what they are expected to learn?</li> <li>● How will students know by when they need to learn it?</li> </ul>	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● Ensure each Power Standard will be assessed with a CFA</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● What will mastery look like for each student population (OL, PAP, AP, 504, SpEd, ELL)?</li> <li>● Design and/or vet rubrics and/or student samples</li> <li>● Norm student work with team</li> </ul> <p><b>Learning Experiences</b></p> <ul style="list-style-type: none"> <li>● Where do we anticipate students will have gaps, struggles, or misconceptions?</li> <li>● How will we check for understanding in these areas?</li> <li>● How will students demonstrate their learning?               <ul style="list-style-type: none"> <li>○ written explanation?</li> <li>○ speaking?</li> <li>○ paper/pencil?</li> <li>○ products/actions?</li> <li>○ objective/subjective?</li> </ul> </li> <li>● What can we do for those who get it, those who don't, and those who already know it?</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● How will we provide feedback to students?               <ul style="list-style-type: none"> <li>○ Is it graded? What scoring criteria will we attach to different proficiency levels?</li> <li>○ Ungraded?</li> </ul> </li> <li>● What role will students play in determining (or reflecting on) their proficiency levels?</li> <li>● How and when will we communicate as a team about the results?</li> </ul>

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What will we do if they did not learn it?	What will we do if they did learn it?
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● Is the student’s deficit related to the current standard or a previous standard?</li> <li>● What previous or future standards can I use to help close this conceptual gap?</li> <li>● How will students know which standards they need to work on?</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● After reteaching, how will we re-assess student learning?</li> <li>● How will we use reassessment to target individual student needs?</li> </ul> <p><b>Learning Experiences</b></p> <ul style="list-style-type: none"> <li>● How will we utilize advisory as an opportunity to remediate instruction, individually and/or collectively as a team?</li> <li>● How can we adjust future instruction to “spiral in” content from areas of need?</li> <li>● How will we collaborate with SpEd and ESL teachers and support facilitators?</li> <li>● How will we adjust pacing (calendar) to allow time for reteaching?</li> <li>● How can we differentiate in content, product, and process?</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● How will we use the gradebook to more accurately communicate the level of student mastery?</li> <li>● How will we track the concerns and interventions used with struggling learners? (SST, parent communications, OnCourse, etc.)</li> <li>● How will we reflect on the effectiveness of our instructional adjustments?               <ul style="list-style-type: none"> <li>○ Teacher with team</li> <li>○ Teacher with student</li> </ul> </li> </ul>	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● What future standards can you connect this learning to?</li> <li>● What cross-curricular standards can you connect this learning to?</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● How will students demonstrate their learning?</li> <li>● How can we allow for student choice in content, product, and process?</li> </ul> <p><b>Learning Experiences</b></p> <ul style="list-style-type: none"> <li>● How can we provide deeper learning opportunities without providing busywork?</li> <li>● How will we adjust pacing (calendar) to appropriately enrich, deepen, and/or accelerate instruction?</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● How can we provide feedback on student learning?</li> </ul>