
PACE MEETING RESOURCES & SUPPORT FOR CONTENT TEAM LEADS

At Draper Intermediate we believe that ALL students can learn and must learn at relatively high levels. We are confident that with our foundation of strong relationships students can master challenging academic material. Because of this, we are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

EVERY KID, EVERY DAY, EVERY WAY!

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The Why: Building a Solid Foundation for our Work

Questions to Guide the Work of Your Team: To assess your effectiveness in building a solid foundation, ask . . .

1. Have we created a guiding coalition to help implement and sustain our team?
2. Have we established an understood and accepted working definition of when we have reached consensus?
3. Did we build shared knowledge throughout the organization before asking people to make a decision?
4. Did we engage in dialogue rather than monologue—conversations rather than presentations—to provide people throughout the organization with ample opportunity to ask their questions and raise their concerns?
5. Have we created a process to allow dissenting points of view to be heard in a non-acrimonious way?
6. Have the staff embraced the premise that the purpose of their school is to ensure high levels of learning for all students?
7. Have the staff established the conditions they must create in the school to help all students learn at high levels?

8. Have the staff translated their aspirations for the school and their desire to help all students learn at high levels into collective commitments about how each individual can contribute to the school's vision and mission?

9. Have the staff established the school's short-term and long-term goals to serve as benchmarks of progress on their PLC journey?

10. Has the discussion to clarify the mission, vision, values (collective commitments), and goals led to specific actions designed to move the school closer to its vision?

11. Has the school initiated structural changes and reallocated resources to support the new vision?

12. Has the school created a process for monitoring progress toward the vision?

13. Are the four critical questions of a PLC driving the work of people throughout the school?

14. Do we celebrate our progress, model our commitments, and confront violations of the commitments?

Building Consensus as a Team

Protocol for Building Consensus

- Did we **honestly assess our current reality** in establishing the need for improvement? (*Do we agree that we need to have the conversation?*)
- Did we ensure **all points of view were heard**? (*Have we set up a situation in a cogent fashion?*)
- Did we **build shared knowledge**, exploring data and/or best practice research to support our points of view? (*Did we do our homework or are we merely pooling opinions?*)
- Was the **will of the group evident**, even to those who opposed it? (*Did we utilize a process such as Multi-voting Process?*)

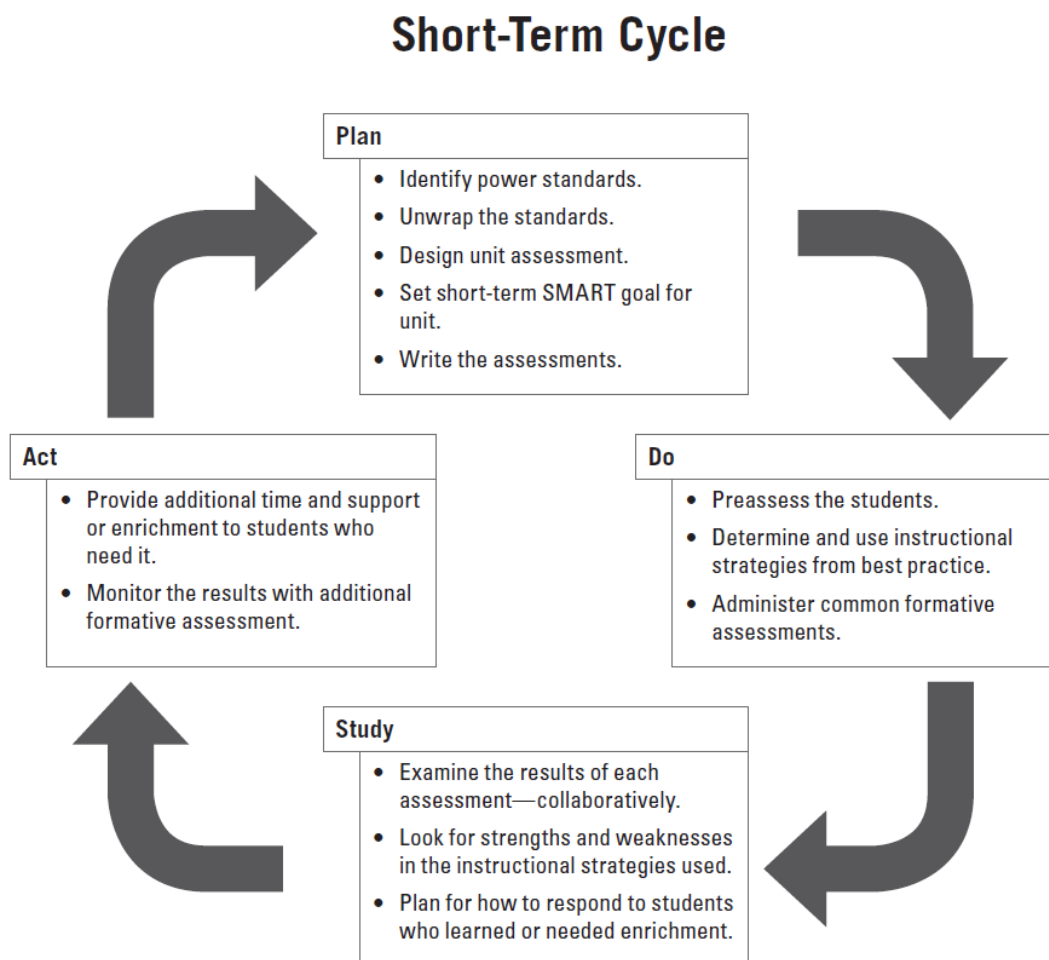
These steps can be used in a variety of ways—this process can be used many ways. If you haven't done your homework, then you're the problem, not the process. If the answer to each of these questions is **YES**, then **move forward—Believing or Behaving as if!**

Multi-Voting Process

A Protocol for Building Consensus

- **Brainstorm** ideas/options
 - **Get the ideas on paper**
- **Yes/No reduction** (optional)
 - **Raise hand (no explanations) 50% +1 vote to move forward**
 - **Transfer others to the “parking lot”**
- Allow time for **advocacy and inquiry**
 - **Set 1-2 minutes to advocate**
 - **Any inquiry can help mediate**
- **“Sticky Dot” Vote #1** (# of ideas/3)
 - **Each member gets # votes**
 - **Can spend dots however you want**
 - **Be strategic**
- **Eliminate** items with few or no votes
- Additional **advocacy/inquiry** (round 2 optional)
- If necessary, **sticky dot vote #2, #3...** until the final priority (-ies) reveal themselves.

The Short Cycle at a Glance



Questions to Clarify Essential Learning

1. What is it we want all students to know and be able to do as a result of this course, grade level, or unit of instruction?
2. How can we be sure each student has access to the same knowledge and skills regardless of who is teaching the course?
3. What knowledge and which skills in our curriculum pass the four-part test: endurance, leverage, necessity for success at the next level, and likely to be assessed on high-stakes external tests?
4. What material can we eliminate from our curriculum?
5. How should we pace the curriculum to ensure that all students have the opportunity to master the essential learning?
6. Have we agreed on what proficient student work looks like? Can we consistently apply our agreed-upon criteria for student work to ensure students receive reliable feedback?

Determining Essential High Leverage Learning Targets

Five Filters to Use

READINESS

This concerns the *prerequisite skills for future learning without which students would be unsuccessful*.

Example: Students in grade 5 would need to know how to divide fractions in order to be prepared for the work of applying fractions in grade 6.

LEVERAGE

Skills with *leverage* are *powerful and applicable across multiple content areas*.

Example: The skill of summarizing is crucial in all content areas. To illustrate this point, students must be able to identify and communicate key points and relevant supporting details to more briefly retell literary stories, condense events and influences in history, and write concise conclusions in a lab report.

ENDURANCE

Skills we consider to be enduring refer to *those that students will use throughout their school, career, and life situations*.

Example: Skills that relate to number sense or estimating enable students to determine whether a mathematical solution makes sense.

EXTERNAL EXAMS

Concepts and skills that students are *most likely to encounter on annual standardized tests, college entrance exams, and occupational competency exams* for which students will need to prepare.

INTERVENTION

*If a student did NOT master this standard (and the underlying concepts and skills), would it be essential that we guarantee that an **INTERVENTION GROUP** be created to provide Tier 2 and Tier 3 support to the extent that all students DO master the standard (and the underlying concepts and skills)?*

Sample Agenda for Determining Power Standards

Time	Description of Activity	Product
Ten minutes	The team discusses the terms <i>endurance</i> , <i>leverage</i> , and <i>readiness</i> to make sure team members have a common understanding of these criteria and what they are looking for.	
Twenty minutes	Each team member works independently to apply the three criteria to his or her list of state standards. It is important not to take too much time during this step or some teachers may overthink the process and want to mark most of the standards.	Each teacher will have highlighted approximately one-third of his or her standards, indicating the ones he or she believes meet the criteria.
Up to an hour	During this step, the team builds consensus about which standards belong on the draft list. Team members may spend time discussing what the standard means.	Teams develop a first draft of their team list of power standards.
Twenty minutes	Compare the draft of power standards to the state blueprint indicating what is likely going to be emphasized on the state test. The team may want to spend some additional time looking at longitudinal data about how students generally do on the state test.	Teams might revise the draft to reflect what they've learned.
Thirty minutes to one hour	Teams review how their draft list of power standards fits into the standards chosen by the grade level or course before theirs and the grade level or course taught after theirs. They look for gaps and redundancies.	Each team walks away with a final list of power standards for its team that is aligned to the state test blueprint and vertically aligned with other teams in its building or district.
Varies	The team then discusses the pacing of its power standards. For some schools and districts this is done using previously developed curriculum maps or pacing guides. For others, this will take much longer if teams are starting from scratch.	Teams should have a document that lays out—at least quarterly or by trimester—which power standards are being taught during that quarter or trimester.

**This will likely not all happen during the same meeting.*

Sample Agenda for Unwrapping Standards

Facilitator Notes

Refresh members of the team about today's goal and the purpose and importance of unwrapping the standards.

Purpose—To get team clarity of the power standards through an examination of the skills and concepts, big ideas, and potential essential/guiding questions that they address

Why is this important?—The highest levels of learning occur when all teachers agree on the prioritized curriculum *and* when students are clear about what they're trying to learn. By unwrapping the standards, we can all make sure we're focusing on the same learning targets that are contained within the standard. This will help us create aligned instruction and common assessments.

Materials and Equipment Needed

- Copies of the power standards for the selected content area
- Unwrapping template/graphic organizer
- Reference materials (standards frameworks, taxonomies)
- Equipment and materials for the group process (document camera, overhead projector, chart paper)

Unwrapping Process

- Make sure everyone has a copy of the selected standard from the power standards.
- Ask team members to circle the key verbs (skills) and nouns (concepts) contained within the standard.
- Using the graphic organizer/template, collectively reorganize the concepts (the “need to know” nouns) and the skills (the “able to do” verbs). It's not absolutely necessary that each member of the team to use the same graphic organizer. (Facilitator note: You can do this using a document camera, an overhead projector, chart paper, or a whiteboard.)
- Identify the academic language that must be reinforced or established.
- Examine the list of identified skills, and discuss the level of thinking associated with each using the preferred taxonomy.
- Identify the big idea behind the standard.
- Identify essential questions that will lead to the big ideas and serve as a focus for instruction.

5-Step Process for Unwrapping Standards

Step One: Focus on the Key Words			
<p><u>Explain</u> events, procedures, ideas, or concepts in a [historical, scientific, or technical text], including <u>what</u> happened and <u>why</u>, based on specific information in the text.</p>			
Step Two: Map It Out			
What Will Students <u>Do</u> ? (Skills)	With What <u>Knowledge</u> or <u>Concepts</u> ?	In What <u>Context</u> ?	Step Three: Analyze the Target
			Level of Thinking
Explain	<u>what</u> happened based on specific information in an event, procedure, or ideas/concept	contained in historic, scientific, or technical text	Remembering
Explain	<u>why</u> something happened based on specific information in an event, procedure, or idea/concept	contained in historic, scientific, or technical text	Understanding
<p>Implied learning targets:</p> <ul style="list-style-type: none"> • Negotiate various text structures (such as historic, scientific, or technical text). • Identify key ideas and information within a text. • Summarize (orally or in writing). • Recognize cause/effect relationships. 			
Vocabulary: Summarize, paraphrase			
Step Four: Determine the Big Ideas			
<ul style="list-style-type: none"> • There are strategies that good readers use to identify critical information in a text and communicate it effectively to others. 			
Step Five: Establish Guiding Questions to Be Answered in Your Instruction			
<ul style="list-style-type: none"> • How does the way the information is arranged on a page assist me as a reader? • What are strategies that help to organize information that I've learned so that I can share it with others? 			

Unwrapping Template for Backward Design

Guiding Questions

- What will we prioritize in our teaching during this time period or instructional unit? (Which standards or objectives?)
- What do we want students to know and be able to do at the end of this time period or instructional unit? (What are the learning targets?)
- What evidence will we see if students successfully learn these skills and concepts? (What will the assessment items show?)

Learning Targets		Level of Thinking (Bloom, Marzano, or Webb)	Type of Assessment Item (Written Response, Multiple Choice, and So On)
Concepts	Students will know...(simple concepts)		
	Students will know...(complex concepts)		
Skills	And be able to...		
Vocabulary that support the standard			

Level of Thinking Options

Bloom's Taxonomy (Revised)	Marzano's Taxonomy	Webb's Depth of Knowledge
Remembering Understanding Applying Analyzing Evaluating Creating	Level 1: Retrieval Level 2: Comprehension Level 3: Analysis Level 4: Knowledge utilization Level 5: Metacognition Level 6: Self-system thinking	Recall and reproduction (DOK 1) Skills and concepts (DOK 2) Strategic thinking/complex reasoning (DOK 3) Extended thinking/reasoning (DOK 4)

Webb’s Depth of Knowledge Levels and Characteristics

DOK Level	Characteristics
Level 1: Recall and Reproduction	Students recall or reproduce information or carry out a known procedure.
Level 2: Skills and Concepts	Students use information or conceptual knowledge to solve a problem. Often two or more steps are necessary to complete a task.
Level 3: Strategic Thinking	Students reason and develop a plan that will lead to a solution. Multiple steps or sources are an indication of the need for strategic thinking. There may be multiple answers to a problem.
Level 4: Extended Thinking	Students think and investigate over time. Students need to review multiple facets of a problem.

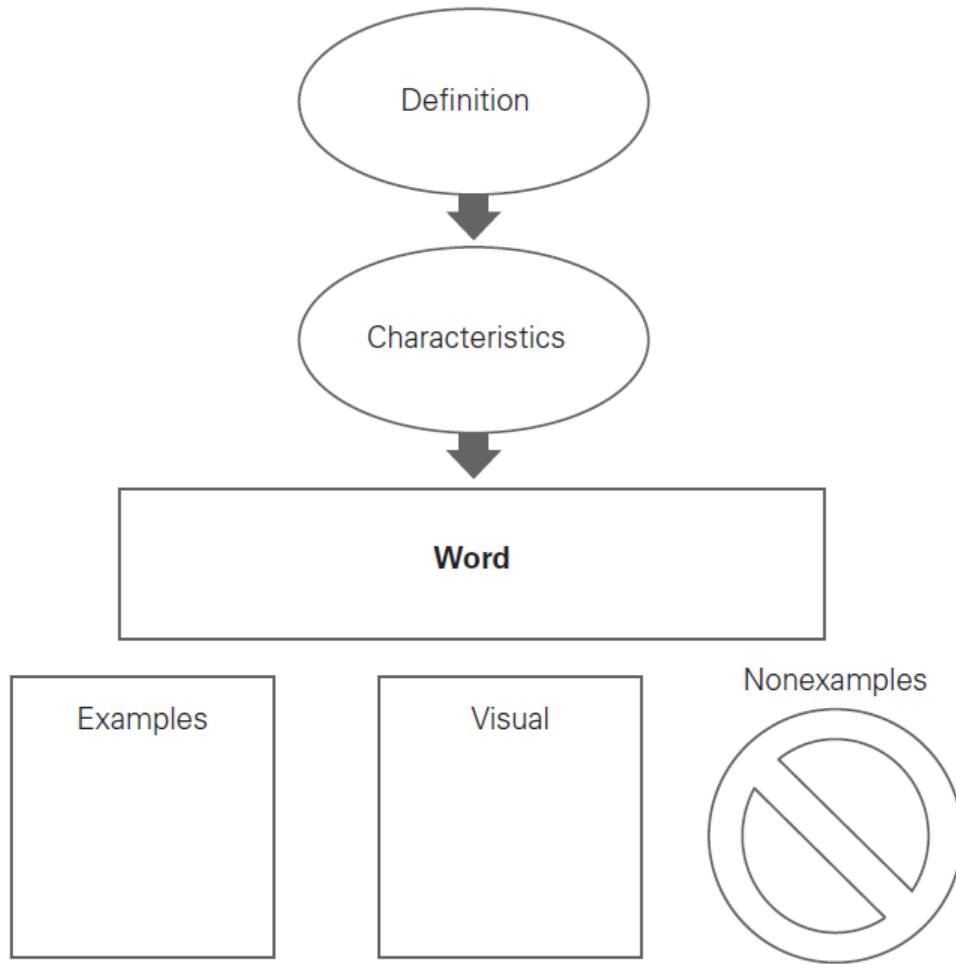
Questions for Expectations and Rigor

On a scale of 1–5 (1 is low; 5 is high), where is your school in terms of establishing fidelity to the learning expectations for pre K–12 students? Are you snorkeling or deep-sea diving? Consider the following four questions.

1. Do all grade-level teams and departments see with the same lens the importance of prioritizing standards?
2. What conversations have the teachers in your school had around providing varying degrees of rigor?
3. What will you do to make the standards picture clearer for your students?
4. Respond to the following statements.

In order for students to learn at high levels, they have to be taught at high levels.
Most schools don’t have a scheduling problem; they have a targeting problem.

Modified Frayer Model



Corollary Questions and Collaborative Common Assessments

Corollary Questions of Effective Teaching Teams	Connection Between the Question and the Practice of Common Assessments
1. What do students need to know and be able to do?	Effective teams identify the essential knowledge and skill expectations for their learners based on required standards and in advance of any instruction. Teams backmap their assessment plans to align with their standard expectations (see figures 1.3 and 1.4 in chapter 1 as an example). Valid and reliable common assessments are contingent upon a team's ability to develop congruence with required expectations that are answered by corollary question 1.
2. How will we know when they have learned it and can do it?	Teaching teams can only answer this question through the work of common assessments. When teachers review their data in isolation, they frame their experiences and opinions, but the variables that lead to their results cannot be compared in a manner that helps them create information regarding what works and what doesn't work instructionally. Data can only provide information when reviewed in comparative ways against a valid benchmark; otherwise, they are simply random data points. Common assessments provide teams with the evidence needed to help teams answer corollary question 2. Collaborative common assessments are the engine of a PLC because they can drive teams to make more informed decisions regarding their practice.
3. How will we respond when students don't learn it?	Teams require the data and evidence generated from common assessments to answer corollary question 3. Reflection and analysis regarding their individual and collective results combined with collaborative problem solving provide the only means to help teams find the best way to target exact learning needs and demystify complex learning issues.
4. How will we respond when they already know it?	Enrichment, extension, and advancement are proving harder to address than interventions. In all of these activities, educators must help learners who have mastered content and skills to extend their learning. Enrichment does not mean doing more work, helping others to learn something they have <i>not</i> yet mastered, or moving to the next chapter. When teams design their common assessment products and processes, they plan for what a true enrichment might look like—one that is engaging and fun while building upon current learning targets that have been newly mastered in challenging ways. When teams design the enrichments in advance of instruction, they can increase motivation and understanding in the following ways. They clarify even further their own understanding (and that of their learners) of what mastery will need to look like. They pique interest in advance of instruction by showing learners the possibilities that lie before them if they master the expectations in a timely manner.

Step Protocol for Developing an Assessment

Facilitator Notes

Remind team members that the purpose of each common formative assessment is to provide data back to the team about which students have or have not mastered each of the learning targets being assessed. The assessment needs to be short and easy enough to score so that the team can respond quickly to the results. The team will respond to students who need additional time and support around a specific learning target, those who might benefit from additional practice, as well as those who would benefit with opportunities for enrichment and extension.

Materials Needed

- The unwrapped organizer for the standard(s)
- Template for assessment plan

The Design Process

Step One: Decide What to Assess

Consider all of the learning targets you have found during the unwrapping process that are being taught during this part of the unit. Decide which of these targets to assess. Remember you do not have to assess every learning target.

Consider:

1. Which targets are most likely to cause certain students difficulty?
2. Which targets are most important or prerequisite skills for information to come later in this unit?
3. Which targets are absolutely necessary for students to know?

Step Two: Decide How to Assess

For each learning target, make sure team members agree on the expected level of thinking for mastery of that target. For each learning target, choose the most appropriate assessment method: selected response, constructed response, or performance assessment. Make sure that the thinking level you're expecting can be assessed with the type of assessment you've chosen.

Step Three: Develop the Assessment Plan

Complete the assessment plan. Decide what type of items and how many items you will use to assess student learning on each target. Consider how long the assessment will take to administer and how much time teachers will need to score the results.

Step Four: Determine the Timeline

Decide the date or range of dates for administering the assessment and the date for the next meeting to discuss results. Remember to consider scoring time before establishing the date for the meeting to discuss the data.

Step Five: Write the Assessment

Use the guidelines for quality item writing while writing the assessment.

Step Six: Review the Assessment Before Administration

Review the assessment to make sure the directions are clear and that students will understand what you are expecting from them during the assessment.

Step Seven: Set Proficiency Criteria and Decide How to Gather the Data

Determine what the score for proficiency will be so that data can be reported back by learning target and by student.

SMART Goals and Action Planning Worksheet

SMART Goals and Action Planning Worksheet

Current Reality → **Desired Reality (Our SMART Goal)** → **Possible Causes for Gap Between Goal and Reality?** → **Action Plan and Tools for Monitoring**

What is the data showing as the greatest area of need?

What specific skills and concepts must we focus on?

What specifically will students do?

To what extent and by when?

As measured by what?

Example: By June 2004, 90 percent of our students will write a well-developed persuasive essay attaining a score of 3 as measured by our district writing rubric.

Is the curriculum we teach truly aligned to the standards?

Are we ordering and prioritizing our instruction effectively?

Are we using formative assessment data to monitor the learning of every student? Is that information being used to adjust instruction on an ongoing basis? Are students familiar with assessment vocabulary and format?

Are we using effective teaching strategies?

Are the tools and materials we use effective in delivering our instruction?

Are we meeting the needs of our struggling students by providing additional time and support?

What is our step-by-step plan to accomplish this goal? What tools can we use (or create) to check whether students are making progress (in other words, is our plan working)?

Action Steps	Evidence of Success or Completion

Protocol for Data Team Meeting

Each teacher brings his or her own data to the meeting. The data should be available by learning target and by student.

Step One: How many students were below proficiency, at proficiency, and above proficiency? Use this information to decide how to regroup students for a response.

Step Two: Did any teacher have significantly better results than the other teachers? If so, consider using the instructional strategy this teacher used in the planned intervention.

Step Three: Look at the students who didn't meet proficiency. If possible, create a hypothesis about why they may not have reached expectations. Is there a deficit in prerequisite skills? Are students concrete thinkers trying to learn an abstract concept? Do students need additional vocabulary instruction?

Step Four: Using the hypotheses about students, plan how to reteach the learning target. Decide how to group students so that those who were proficient get enrichment and those who weren't get extra time and support.

Step Five: If you don't have any new strategies to use to reteach the learning target, examine best practice literature to learn new instructional strategies.

Step Six: Determine which teachers will provide intervention to which students using which strategy.

Step Seven: Plan how you will reassess students at the end of the intervention.

Data Analysis Protocol for Common Assessments

Team: _____ **Teacher:** _____ **Date:** _____

The following analysis is based on our team's common assessment of the following essential learnings:

1. Which of our students need additional time and support to achieve at or above proficiency on an essential learning? How will we provide that time and support?
2. What is our plan to enrich and extend the learning for students who are highly proficient?
3. What is an area with which my students struggled? What strategies were used by teammates whose students performed well?
5. What is an area in which our team's students struggled?

What do we believe is the cause?

What is our plan for improving the results?

Questions to Guide the Work to Develop Systematic Interventions

To develop systematic interventions that ensure students receive additional time and support for learning on a timely and directive basis, ask:

1. Which areas of student need should we address first?
2. How will we identify students who need additional time and support so that no student will slip through the cracks?
3. How often will we identify students so that they do not drop too far behind before receiving assistance?
4. How proactive are we? What steps do we take to identify the students who will need us most before they come to our school?
5. How will we determine which staff members will take the lead for each intervention?
6. How will we schedule time for each intervention so that identified students will not miss new essential instruction?
7. How will we ensure that targeted students attend their assigned intervention?
8. How will we monitor student progress and the effectiveness of our efforts?
9. How fluid is our system of interventions? Are students assigned to intervention for a fixed period of time, or can they move in and out of intervention based on evidence of their proficiency?
10. How can we use flexible time and targeted instruction to provide students with assistance in extending their learning?

Road Map: Benchmarking the Right Work

BIG IDEA #1:
Focus on LEARNING

Know Your WHY!

ALL Means ALL

BUILDING THE SOLID FOUNDATION of a PLC at WORK:

MISSION WHY			
Why do we exist? Defines our Fundamental Purpose Clarifies Priorities and Creates Focus			

Management of SELF
(It Starts With Me!)

Know who you are, what you believe, why you say the things you say and do the things you do – all with great consistency and harmony.

Others can (at least) understand and hopefully respect (if not agree).

Thomas Sergiovanni

Management of PURPOSING
(Why before How!)

....a continuous stream of thoughts, words and actions (over time) that induce clarity, consensus and commitment regarding the school's PURPOSE = WHY!

Thomas Sergiovanni

Quality Learning for ALL Students!

BIG IDEA #2:
Build the Collaborative Culture

Collaborative, FUNCTIONAL Teams Build on TRUST!

BUILDING THE SOLID FOUNDATION of a PLC at WORK:

MISSION WHY	VALUES HOW		
Why do we exist? Defines our Fundamental Purpose Clarifies Priorities and Creates Focus	How must we behave? Keeps Alive our Collective Commitments Guides Individual and Team Behavior		

BIG IDEA #2:
Building the Collaborative Culture

- Establishing **MEANINGFUL TEAMS**
- Team NORMS** to guide collaboration;
- Team AGENDAS** to focus the work;
- Overcoming the **Five Dysfunctions of Teams**
- Building **TRUST**
- Understanding **PERSONAL STYLES**
- Developing **EMOTIONAL INTELLIGENCE**
- CURIOSITY** with a **GROWTH MINDSET**
- Building **CONSENSUS**/Responding to **RESISTANCE**

Collaboration

- Collaboration is **inherently neutral**.
- Collaboration is a **MEANS**, not an **END**.

DO the RIGHT WORK

BIG IDEA #3:
Focus on Results

The Four (4) Critical Questions of Learning

BUILDING THE SOLID FOUNDATION of _____			
MISSION	VISION	VALUES	
WHY	WHAT	HOW	
Why do we exist? Defines our Fundamental Purpose Clarifies Priorities and Creates Focus	What must we become? Describes a Compelling Future of our School Gives the School Direction	How must we behave? Keeps Alive our Collective Commitments Guides Individual and Team Behavior	

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Five (5) Habits of Inquiry

Potential EVIDENCE and/or ARTIFACTS

What is it we expect our students to learn?

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1. **Clarify a Focused and Shared Vision of Success**

P1 READINESS STANDARDS have been Prioritized, Sequenced, Paced and Vertically Articulated.

P2 Prioritized READINESS STANDARDS have been unwrapped; ESSENTIAL (High-Leverage) LEARNING TARGETS have been identified at the Concept/Skill/Context Level.

P3 We have identified the Academic Language, Key Vocabulary and Expected Rigor for the ESSENTIAL (High-Leverage) LEARNING TARGETS.

P4 We have Developed and Calibrated COMMON RUBRICS where needed, agreeing on the Criteria we will use in judging the quality of student work.

P5 We have Practiced Applying the Criteria in our efforts to Develop Anchor Papers and Inter-Rater Reliability.

What is it we expect our students to learn?
(Continued)

P
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(Cont.)

2. **Develop a Collaborative Plan for Instruction and Assessment**

P6 We have Reviewed Prior Year Results to gather insight on the 3R Instructional Protocol (Retain, Refine, or Replace).

P7 We have Reviewed the Prerequisite Knowledge and Skills students need in order to master the ESSENTIAL (High-Leverage) LEARNING TARGETS.

P8 We have Identified which students have not mastered the necessary prerequisite knowledge and skills and assisted those students in acquiring those knowledge and skills at the beginning of the unit.

P9 We have Brainstormed Instructional Strategies, Resources Needed and Common Misconceptions in our collaborative discussion regarding Effective Strategies/Differentiation and Extensions/Enrichments.

P10 We have Designed a Common Formative Assessment and Set Proficiencies, Protocols and a Two-Part SMART Goal.

BIG IDEA #3:
Focus on Results

The Four (4) Critical Questions of Learning

BUILDING THE SOLID FOUNDATION of _____			
MISSION WHY	VISION WHAT	VALUES HOW	RK:
Why do we exist? Defines our Fundamental Purpose Clarifies Priorities and Creates Focus	What must we become? Describes a Compelling Future of our School Gives the School Direction	How must we behave? Keeps Alive our Collective Commitments Guides Individual and Team Behavior	

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Five (5) Habits of Inquiry

Potential EVIDENCE and/or ARTIFACTS

How will we know when they have learned it?

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3. Implement Instruction and Assessment

D1 We Posted the ESSENTIAL (High-Leverage) LEARNING TARGETS in the classroom and discussed them with the students at the beginning of the lesson, as needed during the lesson to reinforce, and at lesson closure.

D2 As we Implemented our Instructional Strategies and Differentiation, we Applied the Keys to Quality Assessment that is Effectively Used (see Document D2 on Page 4) and Develop Students as “Users of Data on Winning Streaks” (see Audit Form D2 on Page 5).

D3 We have administered one (or more) common assessment(s) in our effort to purposefully gather Evidence of Student Learning (by Student, by Learning Target and by Classroom/Instructional Strategies).

How will we know when they have learned it?
(Continued)

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4. Analyze Data Collaboratively

S1 We have established NORMS to Use While Examining Data.

S2 We have used an agreed-upon Data Analysis Protocol to Analyze the Data.

S3 We’ve Built Shared Understanding of What the Data Reveals.

S4 We have Planned Systematic Responses to **Improve PROGRAM** (ESSENTIAL High-Leverage LEARNING TARGETS).

S5 We have Planned Systematic Responses to **Improve INSTRUCTION** (Retain, Refine and/or Replace).

S6 We have Planned Systematic Responses to **Provide Extra Time and Support** for those students who have not yet mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS (see Two-Part SMART Goal).

S7 We have Planned Systematic Responses to **Provide Extensions and/or Enrichments** to those students who have already mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS.

BIG IDEA #3:
Focus on Results

The Four (4) Critical Questions of Learning

BUILDING THE SOLID FOUNDATION of _____		
MISSION WHY	VISION WHAT	VALUES HOW
Why do we exist? Defines our Fundamental Purpose Clarifies Priorities and Creates Focus	What must we become? Describes a Compelling Future of our School Gives the School Direction	How must we behave? Keeps Alive our Collective Commitments Guides Individual and Team Behavior

**T
Q
M**

**Five (5)
Habits of Inquiry**

Potential **EVIDENCE** and/or **ARTIFACTS**

How will we respond when some students do not learn?

5. Use Informed Team Action Planning

A1 We have ALIGNED Intervention Strategies that are Systematic, Targeted, Timely, Directive, Monitored, and Fluid.

A2 We have provided Extra Time and Support for those students who have not yet mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS.

A3 We have Re-Assessed to confirm Mastery of those remaining ESSENTIAL (High-Leverage) LEARNING TARGETS not originally mastered.

**A
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How will we respond when some students already know it?

5. Use Informed Team Action Planning

A4 We have provided Extensions and/or Enrichments to those students who have already mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS.

A5 We have asked those students to Achieve/Produce an appropriate Outcome/Product.

Commit to EMBEDDED, SELF-DIRECTED PROFESSIONAL DEVELOPMENT