CLARIFY A FOCUSED AND SHARED VISION OF SUCCESS
WHAT IS IT WE EXPECT OUR STUDENTS TO LEARN?

BIG PICTURE--Unit Overview / Concepts / Key Understandings / Guiding Questions / Concept Objective:
   Discuss "**What must our students know and be able to do as a result of this unit we are about to teach?**"

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

Essential High Leverage Learning Targets (EHLLT) Identified Below	**Readiness SEs with Supporting SEs: Discuss** • What are the key elements of each student expectation (SE)? • Are there any SEs that partner with this standard (supporting or process)? • What does last year's data tell us about each SE? • Which Supporting Standards scaffold or lead to the readiness (supporting and process)? • What process skill(s) are necessary for the student to be able to master the standard?				
Selected EHLLT	**DATA EHLLT**	**TEKS**	**Verb**	**Content**	**Specificity Focus**

For each identified **ESSENTIAL HIGH LEVERAGE LEARNING TARGET** complete the following bundle:

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HLLT (SE #)	TSW (verb)	(key focus/content)

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

Identify the Concept (common understanding)	
Identify the Skill (specificity)	
Identify the Context (application/how used)	

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

Identify the Academic Language	
Identify the Key Vocabulary	
Identify the Expected Rigor	

*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**.*

Let's get Common...

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We have identified the **level of rigor**; now let's make sure that we all understand what that looks like, sounds like, and is measured for mastery in a **COMMON** way. Discuss how mastery for this **HLLT** looks (criteria) and become **common** by applying it as a team to student papers to develop inter-rater reliability. Come to a **CONSENSUS** on **Mastery**.

*P9 We have **Brainstormed**…**Common Misconceptions** in our collaborative discussions…*

Common Misconceptions include:

HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?

*P10 We have **Designed a Common Formative Assessment** and Set **Proficiencies**, **Protocols**, and a **SMART Goal**. An example of a **Design Process Protocol** below.*

Step 1: Decide What to Assess
Step 2: Decide How to Assess
Step 3: Develop the Assessment Plan
Step 4: Determine the Timeline
Step 5: Write the Assessment
Step 6: Review the Assessment Before Administration
Step 7: Set Proficiency Criteria and Decide How to Gather the Data

Determine the **Dates for the Common Assessment** and the **Date** for coming together to **review the data** with the **protocol** that will be used.

Set a **SMART Goal**

Develop a **broad online calendar** that lays out the sequence and number of days for the **ESSENTIAL (High Leverage) LEARNING TARGETS** including the **Common Assessment date** and the **CA Data Review date**.

UNIT at a GLANCE

Dates	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					

REPEAT THIS PROCESS FOR EACH OF THE IDENTIFIED ESSENTIAL HIGH LEVERAGE LEARNING TARGETS DURING YOUR PACE MEETING DAYS.