

Team: Assessment: #REF!
 Team Members:

Date of Meeting:

Please place a X in row for rating.

| Norms | Low | | High | |
|----------------------|-----|---|------|---|
| Meeting Rating | 1 | 2 | 3 | 4 |
| Preparation | | | | |
| Respect | | | | |
| Time on Task | | | | |
| Active Participation | | | | |

Priority Standard

| DOK # Skills (Verbs) | Concepts (Nouns) | |
|----------------------|------------------|--|
| | | |
| | | |
| | | |
| | | |

Step 1: Collect and Chart Data

| Teacher | # Students | #REF! | #REF! | Students Proficient | #REF! | #REF! | Students Close | #REF! | #REF! | Students Progressing | #REF! | #REF! | Students Needing Practice |
|------------|------------|-------|-------|---------------------|---------|-------|----------------|---------|-------|----------------------|---------|-------|---------------------------|
| | | #REF! | #REF! | | 0 | 0% | | 0 | 0% | | 0 | 0% | |
| Teacher 1a | 8 | | | 2 | 25% | | 3 | 38% | | 3 | 38% | | |
| Teacher 1b | 12 | | | 2 | 17% | | 3 | 25% | | 7 | 58% | | |
| Teacher 1c | 10 | | 0% | 5 | 50% | | 4 | 40% | | 1 | 10% | | |
| | | | | 0 | 0% | | 0 | 0% | | 0 | 0% | | |
| Teacher 2a | 17 | | | 9 | 53% | | 5 | 29% | | 3 | 18% | | |
| Teacher 2b | 11 | 2 | 18% | 4 | 36% | | 3 | 27% | | 2 | 18% | | |
| Teacher 2c | 13 | 3 | 23% | 6 | 46% | | 3 | 23% | | 1 | 8% | | |
| Teacher 2d | 12 | 1 | 8% | 4 | 33% | | 6 | 50% | | 1 | 8% | | |
| Teacher 3a | 26 | #REF! | #REF! | 4 | 15% | | 11 | 42% | | 11 | 42% | | |
| Teacher 3b | 26 | 2 | 8% | 8 | 31% | | 7 | 27% | | 9 | 35% | | |
| Teacher 3c | 21 | 2 | 10% | 6 | 29% | | 5 | 24% | | 7 | 33% | | |
| Teacher 4a | 23 | 13 | 57% | 10 | 43% | | 0 | 0% | | 0 | 0% | | |
| Teacher 4b | 26 | 20 | 77% | 6 | 23% | | 0 | 0% | | 0 | 0% | | |
| | | | | 0 | 0% | | 0 | 0% | | 0 | 0% | | |
| | | | | 0 | 0% | | 0 | 0% | | 0 | 0% | | |
| | | | | 0 | 0% | | 0 | 0% | | 0 | 0% | | |
| | | | | 0 | 0% | | 0 | 0% | | 0 | 0% | | |
| | | | | 0 | 0% | | 0 | 0% | | 0 | 0% | | |
| | | | | 0 | 0% | | 0 | 0% | | 0 | 0% | | |
| TEAM | | | | 66 | #DIV/0! | | 50 | #DIV/0! | | 45 | #DIV/0! | | |

Step 2: Analysis - Identify Strengths and Performance Errors, Weaknesses, or Misconceptions

Identify the prioritized need for each group of students by placing a 1 in the column next to that need.

| Students PROFICIENT or Higher | | |
|---|--|--|
| Performance Strengths | | |
| Students Know reference points are needed to show movement. | | |
| Students understand differences in speed/velocity/acceleration and SI units for each. | | |
| Next Steps | | |
| | | |
| | | |
| | | |
| Students CLOSE TO | | |
| Performance Strengths | | |
| Students Know reference points are needed to show movement. | | |
| Performance Errors, Weaknesses, and/or Misconceptions | | |
| Misreading test questions | | |
| | | |
| | | |
| Students PROGRESSING | | |
| Performance Strengths | | |
| Students Know reference points are needed to show movement. | | |
| Performance Errors, Weaknesses, and/or Misconceptions | | |
| Understanding difference in units of speed vs. acceleration | | |
| | | |
| | | |
| Students NEEDS PRACTICE | | |
| Performance Strengths | | |
| Students Know reference points are needed to show movement. | | |
| Performance Errors, Weaknesses, and/or Misconceptions | | |
| | | |
| | | |

Step 3: SMART Goal Statement

The percentage of students proficient or higher in will increase from % to % by as measured by a(n) given on .

Step 4: Select Instructional Strategies

Review the list below and record selected strategies in the chart.

- Create Metaphors
- Create Analogies
- Homework
- Practice
- Visual Tools
- Note-Taking
- Question/Summarize
- Graphic Organizers
- Provide Feedback
- Writing
- Cooperative Learning
- Cue
- Set Objectives

| Students PROFICIENT or Higher | | | | |
|---------------------------------|----------------------|-------------|-----------------------------------|---|
| Identified Need: | | | Inference: | |
| Selected Instructional Strategy | Learning Environment | Time Needed | Materials for Teachers & Students | Assignments, Assessments – for Students to Use Strategy |
| | | | | |

| Students CLOSE TO | | | | |
|---------------------------------|----------------------|-------------|-----------------------------------|---|
| Identified Need: | | | Inference: | |
| Selected Instructional Strategy | Learning Environment | Time Needed | Materials for Teachers & Students | Assignments, Assessments – for Students to Use Strategy |
| | | | | |

| Students PROGRESSING | | | | |
|---------------------------------|----------------------|-------------|-----------------------------------|---|
| Identified Need: | | | Inference: | |
| Selected Instructional Strategy | Learning Environment | Time Needed | Materials for Teachers & Students | Assignments, Assessments – for Students to Use Strategy |
| | | | | |

| Students NEEDS PRACTICE | | | | |
|---------------------------------|----------------------|-------------|-----------------------------------|---|
| Identified Need: | | | Inference: | |
| Selected Instructional Strategy | Learning Environment | Time Needed | Materials for Teachers & Students | Assignments, Assessments – for Students to Use Strategy |
| | | | | |

Step 5: Results Indicators

Discuss explicit behaviors (both student and adult) we expect to see as a result of implementing the instructional strategies plan. How will you know that the strategies are working? Look-fors and evidence of learning? What are proficient students able to do successfully?

Notes: