SCSD CLT Tight & Loose Framework

Tight	Loose

Scheduling / Collaboration Time:
 	
 ❏ Each team will meet during regularly-scheduled 1:45pm dismissal times at one of the school buildings.
 ❏ Each team will post an agenda and write minutes in a Google Doc.
 ❏ Each team will post the location of their team meeting on their Google Doc agenda.
 ❏ Each team meeting will strive to model the "Peter Miller" vision.
     ❏ What do we want all students to learn? (*power standards; learning targets; team-developed pacing guides*)
     ❏ How will we know when they have learned it? (*common, when appropriate, assessments; checking for understanding; collaborative analysis of student learning*)
     ❏ How will we respond when a student experiences difficulty? (*additional time & support; differentiated instruction; RTI*)
     ❏ How will we respond when a student has already demonstrated understanding? (*differentiated instruction; RTI; additional learning opportunities*)
	Scheduling / Collaboration Time:
	
	 ❏ The location and duration of meeting may be determined by the team.
	 ❏ Teams may choose the focus/activities of each meeting based on the following list:
	     ❏ creating, revising, and/or re-calibrating the team's power standards
	     ❏ creating, revising, and/or re-calibrating the team's common formative assessments and the accompanying rubrics including a clear description for each level of proficiency.
	     ❏ analyzing data from common assessments and/or universal screeners: grade level, class, individual student, groups, trends
	     ❏ discussing the effectiveness of instructional strategies / lessons based on student performance (SHARE, SHARE, SHARE!)
	     ❏ team instructional planning of units of study, flexible grouping of students, and/or changes in schedule because of these two things.
	     ❏ brainstorming ways we can collectively embrace the "Peter Miller" vision.

Norms: ❏ Each team will create a set of norms and revisit them at least twice per year.	*Norms:* ❏ The method for creating the norms and the time of the year in which they are reviewed is up to the team.
SMART Goals:	*SMART Goals:*

❏ Each team will set at least one annual SMART goal based on student learning that pertains to the team's commonality. ❏ Caveat: If the team is working on common, when appropriate, assessments, the goal may be to create these assessments for the purpose of utilizing them in the future for setting SMART goals focused on student learning.	❏ The goals are set by the team.
Team Products: ❏ Products created by a team will be given a due date and are expected to be turned in on time.	*Team Products*: ❏ Each team may assign individuals to complete subtasks in order to complete products by the established due date.

Common Assessments
 	
❏ Teachers will administer multiple common assessments (with rubrics, including a clear description for each level of proficiency) during the school year with the purpose of identifying:
    ❏ individual students who need additional time and support for learning,
    ❏ the teaching strategies most effective in helping students acquire the intended knowledge and skills,
    ❏ program concerns – areas in which students generally are having difficulty achieving the intended standard, and
    ❏ improvement goals for individual teachers and the team.
	Common Assessments
	
	❏ Each team may create their own common assessments using whatever medium (i.e. essay, written test, performance assessment, etc.) they choose.

Power Standards ❏ Each team will utilize course and/or grade-level power standards, that is "standards so important and so central to the learning process that they must be learned by all students." ❏ When courses / content areas are shared, they will use common power standards. ❏ Power standards will be based on state standards, when available.	*Power Standards* ❏ Each team may create their own power standards. ❏ The number of power standards may vary by grade-level, course or content area.

Interventions (teams do not need to review these on January 18, 2016)

- [School Intervention team tight & loose](#)
- [Building Leadership team tight & loose](#)
- [Tiers of interventions definitions & common language](#)