



What to be "tight" on and How to monitor it



What to be "tight" on

Do



This

How to monitor it

Expect this of your teams and school:

- Educators work in collaborative teams
- Teams take collective responsibility for student learning rather than work in isolation
- Teams come to consensus and implement a guaranteed and viable curriculum, that is, the essentials that every student needs in the course or grade level
- Teams frequently monitor student learning through the use of common formative assessments
- Teams use the results of their common formative assessments to:
 - Determine who is proficient in the GVC
 - Determine who needs extra time/support
 - Engage in conversations about which teaching practices elicited the best results
- Our school provides a systematic process for intervention and extensions. Intervention is timely, directive (not invitational), and diagnostic (focusing on specific skills) and it does not remove a student from new instruction.

Ask these questions of your teams:

- Which GVC/learning targets have been learned?
- What EVIDENCE do you have that they learned it?
- What are the names of the SPECIFIC STUDENTS who are not proficient in the GVC/learning targets?
- What EVIDENCE do you have that your team is responding to those students who are not proficient in the GVC/learning targets?
- What EVIDENCE do you have that you are extending the learning of those who already know it?
- What EVIDENCE do you have that your team is providing multiple opportunities for the student to show they have learned the GVC/learning targets?

"Will you act with a sense of urgency, as if the very lives of your students depend on your actions, because in a very literal sense, more so than at any time in American history, they do."