

6TH SCIENCE
Grade/Subject

LIZ, JACKIE, BEA
Team Members

10/18/16
Date

What do we want students to know and be able to do?

How will they and we know when they have learned it?

What will we do if they don't learn it?

What will we do if they already know it?

1 2 3
Not true of our team - Yet!

4 5 6 7
Our team is addressing this (It is on our agendas)

8 9 10
True of our team (We have evidence of the products)

1. 10 We have identified team norms to guide us in becoming more interdependent. They are written and formally team-evaluated at least twice per year.
2. 9 Our team follows a written agenda each time we meet, and we are always focused on at least one of the four circles at the top of this page, otherwise, we don't call it a collaborative team meeting.
3. 7 Each member of the team is clear on the team-determined essentials for the unit of instruction, with a maximum of ten essentials for the year. We have identified course content we can eliminate and "nice to know" material, so we can devote more time to the essential curriculum. (product #1)
4. 9 We have analyzed student achievement data and established SMART goals to improve upon this level of achievement. We work interdependently to attain those goals. (product #2)
5. 9 From the essentials, we have developed frequent common formative assessments to help us determine each student's mastery of essential learning. Assessments are given at the same time. (#3)
6. 8 We establish a common understanding of student proficiency to ensure inner-rater reliability by scoring several common assessments within our team and also by using a pre-established common rubric. Students are clear on the success criteria, because we have provided examples.
7. 9 We compare common assessment results, student-by-student, skill-by-skill, from each assessment to evaluate the effectiveness of instruction, and we alter our practice from our learning. (#4)
8. 8 We use the results of our common assessments to create an action plan to identify and assist students who need additional time and support to master the essentials. We work within the systems and processes of the school to ensure and document they receive appropriate support. (#5)
9. 10 When the interventions are final, we document our learning to improve for next year. (#6)
10. 7 On a yearly basis, we use summative assessment data, such as PARCC or STAR, or common summative exams, to assess strengths and weaknesses of our program and we make needed changes.

Total Points: _____ Our team will focus on #3 CLARITY ON WHAT IS ESSENTIAL
#10 NON-FICTION SUPPORT OF ELA IN READING for future improvement.

INCREASED SPED COMMUNICATION SO SPED IS FAIR

7TH SS
Grade/Subject

ABBY, BRADEN, LOGAN
Team Members

10/20/16
Date

What do we want students to know and be able to do?

How will they and we know when they have learned it?

What will we do if they don't learn it?

What will we do if they already know it?

1 2 3 4 5 6 7 8 9 10
Not true of our team - Our team is addressing this True of our team
Yet! (It is on our agendas) (We have evidence of the products)

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PRE-ASSESSMENT
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Total Points: _____ Our team will focus on STUDENT WORK AT CO-GRADING TIMES
RUBRICS IN STUDENT
FRIENDLY LANGUAGE for future improvement.