

Simplifying the Journey

What Do We Collaborate About?

Below are specific questions that highly effective teams focus their discussions and collective actions on during
TEAM COLLABORATION at various times during their shared unit of instruction.

BEFORE Unit of instruction	DURING Unit of instruction	AFTER Unit of instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Which ESSENTIAL STANDARDS/TARGETS are part of this unit? <input type="checkbox"/> What will a PROFICIENT STUDENT know and be able to do? <input type="checkbox"/> Have we SHARED WITH STUDENTS learning targets and proficiency? <input type="checkbox"/> What are the CRITICAL VOCABULARY TERMS we will be using prior to the unit of instruction? <input type="checkbox"/> What are the FORMATIVE FEEDBACK PROMPTS we will be asking during instruction? <input type="checkbox"/> Which TEAM FORMATIVE ASSESSMENT(S) will we use during this unit? <input type="checkbox"/> When will we give the TEAM FORMATIVE ASSESSMENT(S)? <input type="checkbox"/> Are there STRATEGIES AND PRACTICES that have worked for this unit in the past? <input type="checkbox"/> What is our TEAM GOAL for this unit? 	<ul style="list-style-type: none"> <input type="checkbox"/> Does our instruction MEET OR EXCEED the grade-level standard? <input type="checkbox"/> Are we making LEARNING VISIBLE by sharing examples of various levels of work with our students? <input type="checkbox"/> What are WE LEARNING from the formative feedback prompts we are asking students? <input type="checkbox"/> With the data from our TEAM FORMATIVE ASSESSMENTS, have we determined: <ol style="list-style-type: none"> 1. <i>Who is proficient?</i> 2. <i>Who needs extra time and support?</i> 3. <i>Which teaching strategies were most effective?</i> 4. <i>Which questions/tasks did our students tend to struggle with?</i> <input type="checkbox"/> How will we DIVIDE AND PROVIDE students with extra time and support DURING THE UNIT of instruction? 	<ul style="list-style-type: none"> <input type="checkbox"/> Have we IDENTIFIED the students who still require extra time and support in a specific target(s)? <input type="checkbox"/> What is our team's plan for providing Tier 2 EXTRA TIME AND SUPPORT for students who require it? <input type="checkbox"/> According to our team formative assessment data, which STRATEGIES AND PRACTICES were most effective? <input type="checkbox"/> What did our TEAM LEARN about after teaching this unit of instruction? <input type="checkbox"/> What successes can our team CELEBRATE for this unit? <input type="checkbox"/> Did we meet our TEAM GOAL for this unit?