

Collaborative Tasks for Team Planning At Stewart Elementary



Critical Question #1 – What do we want our students to learn during the upcoming unit?

Potential collaborative tasks

- Work through the district developed curriculum and identify the outcomes that are essential for students to learn
- Work through the district developed curriculum and identify the outcomes that students need to know but are not considered essential
- Rewrite essential outcomes in kid friendly language or in “I Can” statements
- Develop a teaching pacing guide that includes tentative starting and ending dates and dates for unit common assessments
- Work as a collaborative team to identify critical skills and student behaviors that must be mastered in order to be considered successful learners
- Develop a system to share two or three instructional strategies for each objective, skill, or behavior we have identified as essential.

Critical Question #2 – How will we know that our students are learning during this upcoming unit?

Potential collaborative tasks

- Develop unit pre-assessments that can be used to identify levels of mastery before we begin teaching
- Develop short (4-5 question) common formative assessments for each essential outcome
- Develop rubrics or proficiency scales that define different levels of performance on each essential outcome
- Collaboratively develop exemplars of subjective tasks representing different levels of performance to use as evidence of mastery
- Consider and experiment with various digital tools for assessing and reporting on student learning
- Develop a system for organizing, reflecting on and acting around common formative assessment data

Critical Question #3 – How will we respond when students struggle during this upcoming unit?

Potential collaborative tasks

- Maintain a list of students who have yet to master each essential outcome in a unit of study
- Maintain lists of common misconceptions or potential student errors for each essential outcome.
- Share one promising instructional strategy for reteaching essential outcomes.
- Identify at least one instructional strategy for teaching concepts that was ineffective
- Develop additional assessments to measure progress after interventions have been delivered
- Experiment with digital tools for delivering short intervention lessons to struggling students

Critical Question #4 – How will we respond when students excel during this upcoming unit?

Potential collaborative tasks:

- Maintain lists of students who demonstrate mastery of the essential outcomes on unit pretest
- Maintain lists of additional concepts that can extend student thinking for each essential outcome
- Share one promising instructional strategy for providing extension of essential outcomes
- Develop sets of challenge tasks or a product for each essential outcome that students who are working beyond the required curriculum can complete independently
- Develop additional assessments to measure progress after the extension lessons have been delivered
- Experiment with digital tools for delivering short extension lessons to excelling students