**Collaborative Team Products for a Unit of Study**

Collaborative Team:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Before the Unit Begins Section:

1. Essential Skill 2. S.M.A.R.T. Goal 3. Common Assessment
2. **Essential Skill for the Unit of Study – Worksheet**

Complete this form prior to starting the unit that has an essential skill in it**.**

**Purpose:** To determine as a collaborative team in the unit of study what is essential for students to know and be able to do, what is nice to know, and what to omit.

**Guiding Questions:**

1. **Does the essential have endurance?** Do we really expect our student to retain the knowledge and skills over time as opposed to merely learning it for a test?
2. **Does it have leverage?** Will proficiency in this standard help the student in other areas of the curriculum and other academic disciplines?
3. **Does it develop student readiness for the next level of learning?** Is it essential for success in the next unit, course, or grade level? *(Learning By Doing,* 2010)

Resources to help in making decisions:

* Standards
* Unified district curriculum
* Former lesson plans (what was taught vs. intended)
* Unit books
* PARCC test samples
* Item Analysis
* A list of prerequisite skills that colleagues at the next course or grade level have established as essential for success at that level

Nice to know:

Omit:

Essential to know in this unit: (think: not more than 10 essentials per year)

*Circle 1: What do we want students to know and be able to do?*

1. **FMS Collaborative Team Smart Goal Worksheet**

|  |  |
| --- | --- |
| **Team SMART Goal for the unit of study**  **(See Learning by Doing pg 164 for sample SMART goals)** | ***S****trategic and Specific Focuses on specific student learning. Answers the question – Who and What?* ***M****easurable – The success toward meeting the goals can be measured in student achievement. It answers the question - How?* ***A****ttainable – Goal can be achieved in a specific amount of time, with increased teacher effectiveness. It should be a stretch from current achievement data.* ***R****esults Oriented / Relevant / Rigorous – The goals are aligned with a building UIP goal, and focus on increased student achievement in one defined area.* ***T****ime Bound – Goals have a clearly defined time-frame including a target date. It answers the question – When? Example: “75% of 6th graders will be able to write a complete paragraph, including a strong topic sentence, by November 15, 2015.”* |
| **Timeline** | *What is the time period that instruction for learning the essential will occur?* |
| **Common Assessment will be given on what date(s)?** |  |
| **Defining & Communicating Success**  *Circle 2: How will they and we know when they have learned it?* | *What score equals proficiency? Is there a rubric? – if so, attach it* |
|  | *How will the assessments be scored to ensure inner-rater reliability?* |
|  | *When will teachers, students, and parents know who has and who has not learned the essential skill?* |

Instructions: complete this form prior to starting the unit that has an essential skill in it

1. **Attach the actual common assessment**

After the Common Assessment Section

1. **Complete the Essential Tracking Spreadsheet**
2. **FMS Collaborative Team Action Plan Worksheet**

Instructions: complete this section when the collaborative team has given the common assessment, graded it, and is ready to discuss the Essential Tracking spreadsheet results

|  |  |
| --- | --- |
| **Date Action Plan began:** | |
| **What is the intervention plan for those who have not demonstrated proficiency on the common assessment? List strategies & action steps – include who is responsible**  *Circle 3: What will we do if they don’t learn it?* | *Step 1:* | |
|  | *Step 2 (if more steps, write on back or separate pages)* | |
| **If the intervention is taking place during class, what is the extension plan for those who already know it?**  *Circle 4: What will we do if they already know it?* |  | |
| **Timeline** | *What is the time period that the interventions will occur?* | |
| **Common assessment will be re-given on what date(s)?**  *Circle 2: How will they and we know when they have learned it?* |  | |
| **From the data chart, what changes should teachers make to their instruction?** *This is the “Learning” of a Professional Learning Community* |  | |

1. **FMS Collaborative Team Final Data Worksheet**

Instructions: complete this section after the interventions have taken place and re-assessments have been given

|  |  |
| --- | --- |
| **Date of this discussion:** | |
| **What percent of students were identified in the SMART goal to be proficient in this essential? Did you meet the goal?** |  | |
| **After all of the interventions, what percent of students ended up proficient in this essential?** |  | |
| **Any learning to be considered next year?** *This is the “Learning” of a Professional Learning Community* | *Include changes to the essential that need to be made, changes to the assessment, changes to the intervention plan, or changes to instructional techniques that need to be implemented* | |
| **What are we going to do with those students who still didn’t demonstrate that they learned the essential skill, even after the interventions?**  *Circle 3: What will we do if they don’t learn it?* |  | |