

What WE Are “Loose and Tight” About

What is TIGHT?

Working in collaborative teams with collective responsibility for student learning

Having and utilizing a Guaranteed and Viable Curriculum for ALL students

Using common formative assessments to monitor student learning

Using our TACA process to strengthen teaching and learning

Providing systematic interventions and extensions

What is LOOSE That Empowers Teacher Teams?

Establishing team norms, accountability protocols, and SMART goals

Selecting strategies and activities specific to teaching the required standards within each unit

Determining the pacing within each unit

Determining the standard of proficiency each student must attain

Gathering evidence of student learning using common formative assessments

What is LOOSE That Empowers Individual Teachers?

Using the instructional strategies, they feel works best for their style

Creating their own assessments and checks for understanding during the instruction of the unit plans

Pacing the content as they deem appropriate within the window of time the team has established for the unit

Terms Defined

Collaborative teams with collective responsibility

Grade level teachers and teachers teaching the same subject will work together to ensure learning for all of the students assigned to the collective group....*our* students versus *my* students. This means the teachers will discuss unit plans together, share and discuss common assessment results, and provide intervention and enrichment as a team.

Guaranteed and Viable Curriculum

Lexington Two teachers have worked with coordinators to put together skeleton unit plans that include our essential standards, proficiency maps, learning targets, vetted resources, and some strategy suggestions. The goal is to provide consistency across our district in regard to the instruction students are receiving. We do not believe that a student's zip code should determine the quality of instruction they receive.

Common Formative Assessments

Assessments created by the collaborative team who then give this assessment to all of their students so they can better identify learning patterns. These assessments can be short exit tickets or longer unit assessments. Their purpose is to help teachers identify students who are in need of additional help and support or students who are excelling and need additional extension. With short assessments, the intent is to provide information so lessons can be modified for the next day. With the longer assessments, the intent is to identify students who may need Tier II intervention because the Tier I extra support has not gotten the student to mastery of the standard.

TACA (Teachers Analyzing Common Assessments)

Collaborative teams will use the TACA form for all English and math courses in 4K-5th grade. Teams will use them for all core subjects in MS and in the following high school courses where a unit plan has been created. (English 1, English 2, English 3, English 4, Algebra 1, Geometry, Prob and Stat, Chemistry, Earth Science, Biology, Modern World History, Government & Economics, and US History) The TACA will be a way for teachers to establish a SMART goal for the unit and to progress monitor student mastery of the essential standards through the course, and it will also be a reference for teachers as they teach the subject in subsequent years or semesters.

Terms Defined

Systematic Interventions and Extensions

Based on common assessment results recorded in the TACA, students who are working on mastery of essential standards will be provided additional support and time beginning in the classroom. Collaborative teams will develop intervention groups for students who need Tier II intervention and will work collectively to ensure students master essential standards.

Skeleton Unit Plans

The district skeleton unit plans serve as the cornerstone of our guaranteed and viable curriculum. Teachers will have access to the plans from the WIX site. Teachers who are teaching the same content are expected to use this document to add the activities, resources, common assessments, and other items used to teach the unit. This will allow the team to look back at these plans the next time they teach the course to provide reminders of what worked and what didn't based on student results.

MTSS

MTSS is a systematic, continuous-improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting all students, including those in need of enrichment. A team of district and school leadership put together a pyramid for Academics, Behavior, and Attendance, which schools then used to develop their own MTSS pyramids, systems and processes to support students in all of these areas.

WIX

We use a [WIX](#) page as the placeholder for all of our curriculum resources. Employees can find the link to this site inside their Chrome browser on the left side in a bookmark called, "LEX2." This is the place where teachers can access the skeleton unit plans, proficiency scales, if available, and TACA (Teachers Analyzing Common Assessments) forms.

If you do not have access to a course/grade you teach, email Dr. Burggraaf (rburggraaf@lex2.org)