

## RESPOND

Analyze summative assessment results, and identify students in need of supplemental interventions

1. Agree on action steps you will take to modify your instructional practice.
2. Discuss strategies and make decisions about students who did not demonstrate proficiency.

## Prevent

Analyze formative assessment results, provide mid-unit interventions, and continue or complete core instruction.

1. All teachers bring their students' work and their scoring to the next team meeting for collaborative review and discussion.
  - a. [Protocol for Data Team Meeting](#)
  - b. [Data Team Meeting Template](#)
2. Share CFA/CSA data with team members
3. Discuss instructional strategies
4. [Evaluating the Quality of an Assessment](#)

- ## PLAN
- Select and unwrap essential student outcomes to develop a plan.
1. Identifying Essential Skills
    - a. [Criteria for Selecting](#)
    - b. [Sample Agenda](#)
    - c. [Sample Agenda Unwrapping Stds](#)
  2. Unwrap Essential Skills
    - a. [Sample Agenda](#)
    - b. [Essential Standards Charts](#)
    - c. [Deconstructing Standards](#)
    - d. [Student Friendly Language](#)
  3. Develop a learning progression from simple to complex
    - a. [Learning Progression Ladder](#)
  4. Develop a unit plan w/pacing/calendar (pre-assess, frontload, teach, CFA, time for reteach)
    - a. [Essential Standards Unit Plan](#)
    - b. [Unit Calendar](#)
    - c. [Backward Planning Unit Design Template](#)
    - d. [Pacing Guide Template](#)
  5. Developing Proficiency Scales
    - a. [Protocol for Developing Proficiency Scales](#)
    - b. [Develop proficiency scale/rubric](#); identify anchor paper; emphasis on rigor
  6. Develop Summative Assessments/Formative Assessments
    - a. [CSA Planning Template](#)
    - b. [Sample Protocol for Developing an Assessment](#)

1. Share learning targets with students
2. Instructional Strategies Idea Bank (teachers teach according to his/her own teaching style)
  - a. The New Art and Science of Teaching by Robert J. Marzano)
  - b. Best Practices at Tier 1 (Solution Tree)
3. Differentiate
4. Check for understanding-informal observations and/or assessments
5. Deliver instruction based on skills and knowledge outlined in learning progressions
6. Gradual release of responsibility
7. Shared tutorials strategy (Paula Rogers)
8. Administer CFA, conduct check in
9. All teachers review and score their own student's work

## TEACH

Introduce students to learning targets, and begin core instruction (including checks for understanding and differentiation).