# Working On the Work

| Question 1: What do we want students to know? | Actions to take: | Questions to ask: |
|---|---|---|
| | Prepare essential standards, learning targets, & unit plans. | What targets will you be instructing next? How much time will it take? |
| | Review upcoming essentials and pacing maps. | What instructional strategies will you use? |
| | Review curriculum to ensure alignment with standards and assessments. | What additional best-practice strategies should you try? |
| | Plan Tier 1 instruction. | Where does the curriculum address the targets? |
| | Plan Tier 2 instruction (re-teaching essentials). | Which targets are not addressed in our curriculum? |
| | Plan extension instruction. | What DOK level will you teach and assess each target? |
| | Share instructional strategies. | What prerequisite skills and vocabulary are needed to master this target? |
| | Review & Create SMART Goals. | What evidence will your team bring to meetings? |
| | Make modifications to unit plans, lessons, and assessments when needed & keep up to date in google drive. | What strategies did not work well last time? What will work better? How can you make them more successful? |
| | *Create success criteria for your learning targets. | What will students create, produce, or be able to do when they master the target? |
| | | |

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| Question 2: How will we know if they've learned it? | Actions to take: | Questions to ask: |
|---|---|---|
| | Create/Review common formative and summative assessments | When will you administer the CFAs and CSAs? |
| | Collect and Profile assessment data throughout the unit & keep up to date in google drive | What targets are addressed? What does proficiency look like for the learning targets? |
| | Analyze CFAs and CSAs as a team (make sure grading is comparable) | When will you analyze the assessments as a team? |
| | Make lists/charts of re-teaching/extension groups | What types of items will be best for the learning targets (rigor and DOK)? |
| | Bring samples of student work to meetings. | What mistakes do you expect students to make? How can you use those mistakes as distractor items? |
| | Work on effective collection of student data folders | What are the results of the assessment? |
| | Think about next steps. | How will your team address targets that need additional instruction? |
| | Complete mid-unit and end of unit reflections | What assessment alterations do you need to make? |
| | Review intervention requirements and progress. | Who is making progress? Who is not making progress? Does there need to be an intervention change? |

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| Question 3: What will we do if they didn't learn it? | Actions to take: | Questions to ask: |
|---|---|---|
| | Plan ahead: Specific learning target re-teaching. | What skills may need to be retaught? How will we teach these in another way? |
| | Bring student work examples to discuss/compare. | What common mistakes or errors are students making? How can we correct the mistakes? |
| | Work on a re-teaching schedule. | Are there groups of students that outperformed others? Why? How can you transfer that success to other groups? |
| | Look for specific skills to re-teach based on data. (whole group and small group). | What pieces of the content are the students missing? Is this a quick clarifying issue or a deeper concern? |
| | Create student groups with similar needs. | How can you divide students into groups based on need? |
| | Find adjustments that will help with re-teaching; pictures, manipulatives, video, practice games, etc. | What new strategies can be used for re-teaching? |
| | Plan specific, quick, lessons for re-teaching. | How can you break down the materials so students can experience success? |
| | Find different ways for students to show what they know. | Can students create a different kind of product to show mastery? |
| | Think about what other support students might need. | Do any of the students need additional support? |

# Working On the Work

| | | Tier 3? |
|---|---|---|
| | Reflect on the assessment, re-teaching, and new data. | What should your next steps be as an individual and as a team? |

| Question 4: What will we do if they already know it? | Actions to take: | Questions to ask: |
|---|---|---|
| | Plan ahead: specific ideas for extension. | What are nice to know standards that can be an extension for this essential standard? |
| | Bring student work examples to discuss/compare. | Have the students truly mastered the skills? Can they explain and teach it to someone else? |
| | Work on an extension schedule. | Is there an intentional time for students to work on extension. |
| | Think about compliance and easy answers compared to deep thinking. | At what level did the students perform? |
| | Think about what would naturally be an area to extend (interest, excitement). | What components of the content did the students understand best? |
| | Think about what the students can accomplish in a short time. | What pieces of the content could you help them reach further? (higher lexile?) |
| | Think about a different product the students could create to show proficiency. | How can you provide students with a different process for understanding the material at a deeper level (writing to learn, advanced organizers, making a video, etc.)? |