**Identifying Team Norms Protocol**

**Directions:** The team facilitator can use the protocol on this page to help team members collaborate around effective norms.

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| **Step** |  **Action** |
| 1 | Make sure the team members understand why they are writing these norms and how they will use the norms to make their collaborative practices more effective. Remind the team members of the areas they might want to consider as they are writing their own norms: decision making, participation, time management, response to conflict, and confidentiality. |
| 2 | Ask team members to each reflect on unsuccessful teams they have been on before or have observed in their work. What were the negative behaviors that prevented the teams from functioning at high levels? Members should write each negative behavior on a sticky note. Make sure teachers do this step individually and without discussion. |
| 3 | Collect and review all the sticky notes, asking for clarification if needed. Cluster any similar behaviors together. |
| 4 | Ask team members to consider successful teams they’ve been part of. What positive behaviors did these teams engage in? Again, have members write these behaviors on sticky notes. These sticky notes should be a different color than the sticky notes from step 2. |
| 5 | After collecting the sticky notes from each team member, cluster any similar behaviors together, and seek clarification on those that are ambiguous. As a team, take some time to link the positive behaviors with the negative behaviors that would diminish the positive ones if implemented. If a negative behavior doesn’t have a corresponding positive one, the team should discuss and develop a positive action to diminish the negative behavior. |
| 6 | Initiate an open discussion about which of the positive behaviors the team members want to include on their final list of norms. |
| 7 | If there is disagreement about a norm, allow time for discussion about how the norm would help the team in its work. After thoroughly discussing the norm, use the *fist to five* strategy to see where the team is on consensus for that norm. To use this strategy, each member holds up the number of fingers that represents his or her confidence in this product. A five represents 100 percent agreement, and a fist represents complete disagreement. Ideally, there are no fists, but teams must ensure all members hear from any dissenting voices. |
| 8 | The team members need to agree on how they will handle situations when a team member violates an agreed-on norm. Suggest that the team members have to be willing to take responsibility for the way the team works together and that they must care enough to confront. |
| 9 | Capture the final set of norms in writing, and publish them for use at all team meetings. Start each meeting with a review of the norms, and plan to revisit them twice a year. |

**Unpacking Standards Protocol**

Use the following steps to unwrap a standard.

1. **Clarify the standard to unpack:** Look at an upcoming unit of study to identify the essential standard the team wants to unpack into a series of learning targets.
2. **Annotate the standard to identify key words and phrases:**
	* Circle the verbs. These words highlight the main skills students are expected to do or demonstrate.
	* Underline the significant nouns or noun phrases. These words help point to the major concepts, information, or definitions students will need to know or understand.
	* Bracket any information that describes the context or stimulus that students will encounter. This helps point to the level of rigor or type of assessment items that the team may design.
3. **Use a graphic organizer or template to record the team’s thinking and identify the learning targets:** Create the template on poster paper or in a shared document. As a team, examine the key words in the standard, and identify the specific concepts or information students will need to know or understand and the smaller skills they will need to learn and demonstrate.

While some standards easily reveal their learning targets, many standards require that teams read between the lines by asking, “What knowledge and skills will students really need to demonstrate in order to show full understanding of the standard? What are the smaller steps of learning that will lead to students’ learning this standard?”

1. **Discuss the level of rigor for each learning target:** For this determination, we suggest using the shared language of Webb’s Depth of Knowledge (DOK; Hess, 2013), which provides descriptors of rigor and complexity teams can use to clarify their end in mind for specific targets. For example, DOK 1 comprises recall and reproduction, DOK 2 is skills and concepts, DOK 3 reflects strategic thinking and reasoning, and DOK 4 covers extended thinking.
2. **Identify the academic language or vocabulary required by students:** For students to achieve this standard, determine what specific terms or academic language will be crucial for them to comprehend and use.

Developing Assessments Protocol

Collaborative teams design and use common assessments, both formative and end-of-unit, to gather evidence about their students’ learning. Use this protocol to outline the major steps teams should take when designing their assessments.

# Facilitator Notes

Remind team members that the purpose of each common assessment is to provide data back to the team about which students have or have not mastered each of the learning targets being assessed.

The team will respond to students who need additional time and support around a specific learning target, those who might benefit from additional practice, and those who would benefit from opportunities for enrichment and extension.

# The Design Process

## Step One: Decide What to Assess

Consider all the learning targets you have found during the planning process that are being taught during this part of the unit. Decide which of these targets to assess. Remember you do not have to assess every learning target.

Ponder the following three questions.

1. Which targets are most likely to cause certain students difficulty?
2. Which targets are most important or are prerequisite skills for information to come later in this unit?
3. Which targets are absolutely necessary for students to know?

## Step Two: Decide How to Assess

For each learning target, make sure team members agree on the expected level of thinking for mastery of that target. Also, for each learning target, choose the most appropriate assessment method: selected- response, constructed-response, or performance assessment. Make sure that the thinking level you’re expecting can be assessed with the type of assessment you’ve chosen.

## Step Three: Develop the Assessment Plan

Complete the assessment plan on the TC document. Decide what type of items and how many items you will use to assess student learning on each priority standard. Consider how long the assessment will take to administer and how much time teachers will need to score the results.

## Step Four: Determine the Timeline

Decide the date or dates for administering the assessment and the date for the next meeting to discuss results. Remember to consider scoring time before you establish the date for the meeting to discuss the data.

## Step Five: Write the Assessment

**Writing Quality Questions**

**Constructed-Response Questions**

1. Provide a context to the question when it is appropriate. For example, connect it to what students learned in class, narrow the focus of the question, or present a novel situation.
2. Be clear about your expectations. Use boldface text to draw students’ attention to the number of ideas they must include. Consider using a small graphic organizer to make this clear.
3. Create a rubric for students as well as for the team that lays out what the answer must include to demonstrate proficiency.
4. Provide adequate space for the answer. Many students will use the blank space you include but won’t go over it.

**Selected-Response Questions**

*Multiple-Choice Stems*

1. Write as a complete question or a complete statement.
2. Avoid giving away the answer with a singular or plural verb or with “a” or “an” before a noun.
3. Avoid using a negative in the stem.
4. Make qualifiers like most likely and best obvious to students.

*Answer Choices*

1. Make every choice reasonable.
2. Use parallel construction and similar length for choices.
3. Use all of the above and none of the above sparingly.
4. Put answer choices in a logical order (date, alphabetical, numerical).
5. Make sure the correct answer is the only correct answer unless you are using specific distractors such as “a and b” or “all of the above.”

## Step Six: Review the Assessment Before Administration

Review the assessment to make sure that the directions are clear and that students will understand what you are expecting from them during the assessment.

## Step Seven: Set Proficiency Criteria and Decide How to Gather the Data

Determine what the score for proficiency will be so that data can be reported back by standard and by student.