Team Process Sheet   Date: _____

Team members/roles:**

_____ _____
_____ _____
_____ _____
_____ _____

Step 1: Plan and Prepare Instruction (1 meeting for initial design/5 minutes if pre-assessment has been given):

Standard(s): *Define the standard, and attach your work on how the standards have been deconstructed and the academic vocabulary.*
I can statement(s): *Restate the standard in clear and concise student-friendly language.*

• *Deconstruct standard(s) and use them to really understand what the students are being asked to do* • *Develop rubric(s)* • *Determine what proficiency looks like for the standard(s)* • *Create a common assessment at the appropriate depth of knowledge and Bloom's level* • *Create a scoring rubric* • *Calibrate scoring* • *Develop a pre/post assessment covering the standard(s) in the unit* • *Administer pre-assessment*
See the box on the second page for additional considerations.

Type of Assessment: ❑CFA *(answer questions below)* ❑Interim   ❑Summative (Pre- and Post-)

*CFA: • *Have the standards been deconstructed so that skills and concepts targeted in CFAs are explicitly linked to a standard or standards?*
- *Were CFAs created so that students' prior learning is captured, providing teachers with baseline performance?*
- *What resources were used to create CFAs (SBAC blueprints, unit test, Engage NY)*
- *Have teachers taken the CFA to check for clarity and to better infer when students will struggle?*
- *Has clear criteria been identified (cut-off scores) for each grouping of students? 100% does not equal "Exceeding."*
- *How have CFA results been shared with students (e.g., My Favorite No, student goal-setting based on performance differences)*
- *How are students going to demonstrate learning?*

Step 2: Organize and Chart Data (<10 minutes):

Type of Assessment: Pre-Assessment   Progress Monitor   Post-Assessment   Summative Assessment

Cut Scores			Exceeding			Meeting			Approaching			Far to Go (FTG)
T.I.	#	%	Students Names	#	%	Students Names	#	%	Student Names	#	%	Student names
Total												

Step 3: Analyze Data and Prioritize Needs (10-15 minutes): Select a group or combined group of students that need similar skill instruction. *What does the data show (trends/patterns/misconceptions), based on common instructional approach/strategy?*

Choose One Student Group: Exceeding   Meeting   Approaching   Far to Go

Performance Strengths	**Inference**
What do students have correct or do well in relation to the standard? In which areas of the assessment did our students do well?	What is happening in the students' minds that may have led to their answers/responses? How does our instruction compare? *If possible, make note of specific strategies that led to these strengths
Performance Errors/Misconceptions	**Inference**
What did students do that was incorrect or show a misconception? What skill deficiencies do we see?	What is happening in the students' minds that may have led to their errors or misconceptions? What patterns do we see in the mistakes, and what do they tell us?

The error/need we have identified as our top priority is: _____

(Be sure to ask: *Will this help the student support core instruction?*)

Step 4: Select Common Instructional Strate ies (5 minutes): *What will we do?*
Based on the prioritized need from Step #3, consider which effective strategies your team agrees to use to respond to that need.

Note: Scaffolded tools such as graphic organizers **support** *learning. Strategies such as close reading* **improve** *learning.*
Do selected strategies support core instruction?
Do interventions focus on the same skills being taught in core?
Can we move on to a new standard or do we need to go back and launch another core approach?
Do we need to go deeper with the standard? What is the task level?
Incorporate sound instruction (e.g. writing to learn, writing to demonstrate/four-square
Include vocabulary (Freyer model as a word study)

Step 7: Reflect, Monitor & Evaluate the Process (5 minutes):

Notes for Next Year/ Reflection

Do we need to change or improve the CFA?

Do we need to schedule time to observe how selected strategies are being implemented?

Step 6: Create a Theory of Action (<5 minutes):

If we _____ then _____ of our

students will be able to _____ .

- *You should be focusing on a specific group of students. For example: If we* <u>use gradual release when teaching close reading</u> *then* <u>80%</u> *of our students in the "FTG" and "Approaching" groups will be able to* <u>demonstrate the ability to summarize.</u>
- *How was the percentage of growth determined?*

Step 5: Determine Results Indicators (15 minutes): How will we use this strategy? What will it look like/sound like if we do the selected strategy well? Consider how you will increase rigor, decrease scaffolds and follow gradual release as students progress with the strategy selected.

What will the teachers do? (How will we instruct students using the strategy?)

Include the following on your instructional calendar to ensure gradual release:
***M**: Modeled, **S**: Shared, **SG**: Small Groups, **C**: Collaborative, **I**: Independent*

Did we all stay on track with our team instructional agreements?
Set common instructional agreements (math block, etc., what we agree to use)
Should we schedule time to observe each other instruct?
Design an anchor chart showing modeled, guided, collaborative, independent practices.

What will the students do? (Other than just listening…)

Which instructional supports will all students have access to? (Precision partners, student discourse, performance tasks)

What will we see in student work if the strategy is working? (Use this question to generate your Progress Monitor and record the date you agree to give it by.)

How will we progress monitor? (exit tickets, student discourse, quizzes, restating learning)
Which intervention(s) will be used that are aligned to core instruction? (close reading, My Favorite No)

Did we meet our meeting objectives?

- *Set a timeline*
- *Draft the next PLC agenda*

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*ADDITIONAL CONSIDERATIONS FOR **STEP 1: PLAN AND PREPARE INSTRUCTION***

- *Have you captured the "whole standard?"*
- *Have you identified the nouns and verbs within the standard?*
- *What are students expected to do (e.g., retell vs. recount) and do teachers understand the difference?*
- *How will you help students understand the importance of this standard (enduring understanding)?*
- *What are the essential questions students should be able to answer?*
- *Has key content and vocabulary been identified?*
- *What is the suggested learning target (knowledge, skills, reasoning, or product)?*
- *What instructional strategies can be used to start instruction?*