# What do we expect students to learn?

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| 4.0 | • The teacher team collaboratively agrees upon curriculum focus and on what students are expected to learn. Content is reduced to more meaningful (essential and important) content taught at greater depth.<br><br>• They have worked to best sequence the content of the course or grade level into instructional units within the district pacing guides.<br><br>• Pre-assessment data is used to plan the depth and complexity of instruction of essential learning(s) based on students' readiness to maximize student learning. |
| 3.0 | • The team has analyzed the work of district teacher teams who have collaboratively established essential learning(s) for each nine-week grading period and are committed to instructing their students in the essential learning(s).<br><br>• Prerequisite knowledge and skills students need in order to master the essential learning(s) of each unit of instruction has been identified.<br><br>• The team collaboratively plans instruction according to the district pacing guide. |
| 2.0 | • State and Common Core Standards are used to make decisions regarding what to teach students.<br><br>• Prerequisite knowledge and skills students need in order to master the essential learning(s) of each unit of instruction has been discussed and is in the process of being identified for each unit of instruction.<br><br>• District pacing guide is referenced but teachers may be basing instructional sequence on textbooks or other resources. |
| 1.0 | • Teachers make independent decisions regarding what to teach students.<br><br>• Prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction has not been identified.<br><br>• Teachers make independent decisions about instructional sequence. |

## How will our instructional practices ensure learning by all?

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| 4.0 | • Utilizing action research and lesson study, teachers engage in deep reflection as individuals and in the PLC setting about the most effective instructional practices to optimize student learning and engagement.<br><br>• The collaborative team differentiates instruction based on student readiness, interest, or learning style evidenced by pre-assessments and ongoing assessments to maximize learning of all students.<br><br>• Students are involved in collaboratively determining criteria that will be used in judging their work enabling the teacher to provide specific targeted feedback and allowing students to assess their own progress toward learning targets. |
| 3.0 | • Results of common assessments are used to assist each other in building on instructional strengths and sharing research-based best practices to optimize student learning and ensure high levels of student engagement in the learning process.<br><br>• Teachers differentiate instruction based on identified student needs to extend and deepen understanding for all students including those who have already mastered learning targets.<br><br>• Teachers work collaboratively to determine criteria for judging student work and providing consistent feedback. Students understand what quality work looks like. |
| 2.0 | • The collaborative teacher team has begun to develop or select pre-assessments and ongoing assessments at the team level to guide instructional decisions and discuss results during collaborative team time.<br><br>• Teachers understand the concept of differentiated instruction and recognize differences in readiness levels based on student data but planning for academic differences may lack purpose and consistency.<br><br>• Teachers discuss criteria used in individual classrooms to judge the quality of student work and provide academic feedback. |
| 1.0 | • Teachers work in isolation and make instructional decisions independent of their team and students' results. Teachers may use summative data to drive instructional decisions.<br><br>• Differentiated instruction is not purposeful or based on assessment evidence.<br><br>• Teachers may individually set criteria and provide student feedback. |

## How will we know when they have learned it?

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| 4.0 | • Collaborative teams regard ongoing analysis of results from a variety of sources as a critical element in improving student learning.<br><br>• Results from common formative assessments are compared to results from state and district assessments to validate the effectiveness of their local assessments.<br><br>• Proficiency scales are used to assess student understanding of learning targets. |
| 3.0 | • Student achievement data has been analyzed to inform practice and establish SMART goals that the team is working interdependently to achieve.<br><br>• Teams routinely use collaboratively developed common formative and summative assessments aligned with district essential learning(s) and the pacing guide to assist in determining each student's mastery of learning targets.<br><br>• Agreed upon criteria to judge the quality of student work related to the essential learning(s) has been identified and teams have practiced applying the criteria consistently. |
| 2.0 | • Teachers have worked together to analyze student results from state and district tests and to develop improvement strategies.<br><br>• Common formative assessments are developed by teams to guide instructional decisions.<br><br>• Teachers have discussed how to assess student learning on a consistent and equitable basis. |
| 1.0 | • District representatives may analyze results of state test and report the results to the schools.<br><br>• To monitor student learning individual teachers create assessments that may vary in format and rigor from one teacher to another.<br><br>• Teachers individually judge the quality of student work and assign a grade. |

# How will we respond if they don't learn?

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| 4.0 | • The school and teams are committed to a systematic response to intervention with a tiered approach embedded in the school day.<br><br>• Students are required to be involved when they are experiencing difficult learning. Structures are in place to support teachers' efforts in providing additional time and support.<br><br>• Analysis of the performance of individual students enables the team and school to create specific targeted interventions based on the cause of the difficulties not the symptoms. |
| 3.0 | • All students have access to a school-wide, well planned, system of interventions that provides additional time and support within and outside the school day.<br><br>• The teacher team collaboratively plans interventions and responds promptly to students who are not learning.<br><br>• Skilled professionals use highly effective teaching practices that meet each student's individual needs based on results from common assessments of learning targets. |
| 2.0 | • The team and school have created opportunities for students to receive additional time and support for learning before and after school.<br><br>• Individual teachers periodically plan interventions and invite students to participate.<br><br>• Interventions are based on overall student achievement or performance and generally do not focus on specific identified learning targets. |
| 1.0 | • Remediation is inconsistently offered when students fail to learn.<br><br>• Students are invited rather than required to get support when they haven't learned the targeted knowledge and/or skills.<br><br>• When available, interventions primarily consist of homework help. |