

**Team members/\*\*roles:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*\*ROLES**

*Facilitator: Develops, distributes agenda; keeps team on track*

*Recorder: Records decisions and next steps; maintains team information*

*Timekeeper: Monitors agenda time and topics, keeps group focused and moving*

*Reporter: Review norms at start of meeting, assess use of norms at end*

**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

<p align="center"><b>Performance Strengths</b></p> <p>What do students have correct or do well in relation to the standard? In which areas of the assessment did our students do well?</p>	<p align="center"><b>Inference</b></p> <p>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</p>
<p align="center"><b>Performance Errors/Misconceptions</b></p> <p>What did students do that was incorrect or show a misconception? What skill deficiencies do we see?</p>	<p align="center"><b>Inference</b></p> <p>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?</p>

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 Strategies (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 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)*

**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 use gradual release when teaching close reading then 80% of our students in the "FTG" and "Approaching" groups will be able to demonstrate the ability to summarize.*
- How was the percentage of growth determined?*

**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?*

*Did we meet our meeting objectives?*

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

**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?*