REPRODUCIBLE

Critical Issues for Team Consideration

Use the scale below to indicate the extent to which each of the following statements is true of your team. 1	Team Name:											
Use the scale below to indicate the extent to which each of the following statements is true of your team. 1.												
1. We have identified team norms and protocols to guide us in working together. 2. We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve. 3. Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit. 4. We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students. 5. We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum. 6. We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings. 7. We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course. 8. We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and kills. 9. We have developed strategies and systems to assist students in acquiring prerequisite knowledges and kills students in acquiring prerequisite knowledge and kills. 11. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments. 12. We have developed common summative assessments that help us assess the strengths and weaknesses of our program. 13. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments. 14. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments. 14. We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency. 15. We have taught students the criteria we will use in judging the qu	Use the scale below to indicate the extent to which each of the following statements is true											
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ments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.	1 2 3 4 5 6 7 8	We have identicated with a state and district and district and district at the present and each unit. We have identicated assist studenticated assists and each unit.	tified team nous in working yzed student ablished SMAF interdepender of our team in ings of our consential learning and the essential learning tified course in be eliminated the course in be eliminated the course in be eliminated the course in second on how to fee the course in the	orms and together achievem RT goals that y to achieve mourse in goals of each tial learnings of each tial curricular students of best sequents and have expected in order students of our expected in order students and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent common to determine and skill gies and syng prerequent gies and skill gies and syng prerequent gies and syng gies and syn	proto- ent data nat we nieve. the eneral as n unit. ngs with nigh- ts. and/or can ulum. uence estab- s achieve knowl- er to course eated nts have s. vstems uisite lacking on form- ermine	11 12 13 14 15 16	We have each ski common we have assessme and weal we each ski summat. We have judging to the exwe practionsister. We have use in judy have prower we each year we each year we we we we to assist and add process to help. We use ments to tional tilearning and prower weach year we	e want each of assessment assessment e developments that aknesses of e establishe want each continue assessive agreed of the qualities applying the ovided the luate our each other each other each other each other estudents at the results of continue students at the results of continues the results of continues the results of continues and segs, and we cesses of the results of	ch students. ed conhelp up of our med the charts. on the students arning the students and here am no so of our er in by eakned uous in achieve as of our students students arning the students arning the students are uous in achieve as of our students our students of ou	e proficience dent to achievamined we man summer summer summer summer summer dent to achievamined we criteria we criteria we criteria we criteria we criteria we criteria dent to achievamined wildent words of our corose criteria de cri	cy stan- ieve on with our mative e strengths cy stan- ieve on with our will use in k related urse, and to ensure ria we will work and s. I the effec- t twice assessments strengths c of a t designed levels. assess- ed addi- essential systems	