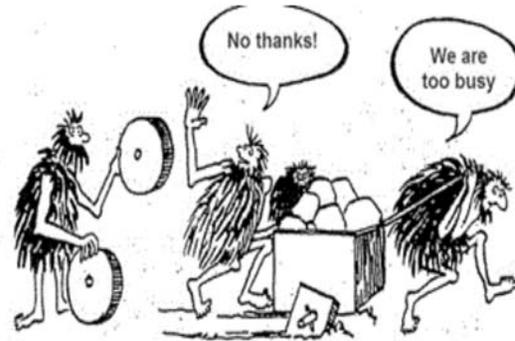


Standards: Forming a Bridge to Become Effective in Closing the Academic Gap



Common Language: Standards

_____ are what we teach.

_____ is how we teach.

We want to teach using the same _____ of skills.

What ways are we creating confusion on the field?



Unpack the Standard

RI.6.1– Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Intent:

Main Skills:

Collective Teacher Efficacy:

How can we collectively have an impact on students academic performance?

How can we show a years growth for years input (judgement, interpretations, and what can we do as a team)?

What are our expectations for a 10-12 week period?

What type of student work can be evaluated to determine the impact of the team?

How can the team build social sensitivity (ability to learn from each other and provide feedback)?

Thoughts:

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Collective Planning

Conceptual

Understanding: Write learning objectives



Discuss:

- Why is the content important for students to learn?
- What resources are available to support our teaching and students learning?
- What do we know about this content and what do we need to learn in order to teach it?

Evidence: List the ways you will allow students to demonstrate learning

Discuss:

- Do our assessments match the objectives?
- How will we document and analyze the students' responses to these assessment strategies (collaboratively)?
- How will we know that the students have achieved the desired learning outcomes?
- What evidence will we accept that students have mastered the intent of the standard?
- How will we use the evidence for specially designed instruction or intervention services in class and out of class?



Prerequisites: How can we help students see the links between grade-level goals and previous learning based on the progression of prerequisite skills?

Discuss:

- What is their proficiency in using skills and strategies needed to learn the content? How can we find out?
- What scaffolding and explicit instruction is needed (e.g., think sheets; editing and revising guides, visual organizers) to help students understand where they are in the process of completing task?
- When and how can we make supports optional (e.g., When they are no longer needed) so control of activities is transferred to the learner?



Instructional Planning:

- What are some activities/tasks that we can engage students in that will promote their learning and growth?
- Which activities are likely to have the most impact on our students' understanding and provide necessary support throughout the learning process?
- How do the activities we are considering match up to the unit objectives?



Before a student can (standard), they need to be able to (prerequisite skill). They should understand (conceptual understanding) to be able to (evidence).

Take-Away:

Action Step: