

# Evidence-Based Questions to Support the Work of Teams

Educators must work in collaborative teams and take collective responsibility for student learning rather than work in isolation.

## TEAM/SCHOOL EXPECTATIONS

## COLLABORATION QUESTIONS

### Essential Standards/Skills

Teams will come to consensus on the essential standards/skills that every student needs in the course/grade level.



Which essential standards/skills have been LEARNED?

Teams will deconstruct each essential standard/skill and gain shared clarity by clearly defining proficiency for each.



What EVIDENCE can your team provide showing there is consistency in proficiency from teacher to teacher?

### Targeted Assessment

Teams will frequently monitor student learning through the use of team formative assessments



What EVIDENCE do you have that the students learned it?

Teams will use the results of their formative assessments to answer:

- Which students met proficiency?
- Which students need extra time and support?
- Which teaching practices elicited the best results?



What are the names of the SPECIFIC STUDENTS who are not proficient in the essential standard/skill?

What EVIDENCE do you have that your team is providing multiple opportunities for the student to show proficiency?

### Extra Time and Support

The school and teams will provides a systematic process for intervention and extensions that is timely, directive (not invitational), and diagnostic (focusing on specific skills) and does not remove a student from new essential standard/skill instruction.



What EVIDENCE do you have that your team is providing extra time and support for those students who are not proficient in the essential standards/learning targets?

What EVIDENCE do you have that you are extending the learning of those who already know it?