

Five (5) Habits of Inquiry

Potential EVIDENCE and/or ARTIFACTS

PLAN

Articulate the goal and assessment

- Write a SMART goal
- Create Common Checks for understanding
 - ◊ Develop scoring criteria / rubrics / Proficiency scales / exemplars
 - ◊ Choose a date to check-in on the goal that is before the date the goal is expected to be met
- Integrate new learning as needed

A. Clarify a Focused and Shared Vision of Success

P₁ READINESS STANDARDS have been Prioritized, Sequenced, Paced and Vertically Articulated.

P₂ Prioritized READINESS STANDARDS have been unwrapped; ESSENTIAL (High-Leverage) LEARNING TARGETS have been identified at the Concept/Skill/Context Level.

P₃ We have identified the Academic Language, Key Vocabulary, and Expected Rigor for the ESSENTIAL (High-Leverage) LEARNING TARGETS.

P₄ We have Designed (*informal and/or formal; short-cycle and/or medium cycle*) Common Formative Assessment(s).

P₅ We have Developed and Calibrated COMMON RUBRICS where needed, agreeing on the Criteria we will use in judging the quality of student work.

P₆ We have Practiced Applying the Criteria in our efforts to Develop Anchor Papers and Inter-Rater Reliability.

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B. Develop a Collaborative Plan for Instruction and Assessment

P₇ We have Reviewed Prior Year Results to gather insight on the 3R Instructional Protocol (Retain, Refine, or Replace).

P₈ We have Reviewed the Prerequisite Knowledge and Skills students need in order to master the ESSENTIAL (High-Leverage) LEARNING TARGETS.

P₉ We have Identified which students have not mastered the necessary prerequisite knowledge and skills and assisted those students in acquiring the knowledge and skills at the beginning of the unit (*providing CORE and MORE*).

P₁₀ We have Brainstormed Instructional Strategies, Resources Needed, and Common Misconceptions in our collaborative discussion regarding Effective Strategies/Differentiation and Extensions/Enrichments.

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What do we want students to learn? How will we know when they've learned it?

DO

Teach and commonly assess

- Make instructional decisions based on district approved program and student needs
- **Teach**
- Administer common check to all students before the date of the goal

Integrate new learning as needed

How will we know when they've learned it?

C. Implement Instruction and Assessment

D₁ We Posted the ESSENTIAL (High-Leverage) LEARNING TARGETS in the classroom and discussed them with the students at the beginning of the lesson, as needed during the lesson to reinforce, and at lesson closure.

D₂ As we Implemented our Instructional Strategies and Differentiation, we applied the Keys to Quality Assessment that is Effectively Used and Develop Students as “Users of Data on Winning Streaks”.

D₃ We have administered one (or more) common assessment(s) in our effort to purposefully gather Evidence of Student Learning (by Student, by Target, and by Classroom/Instructional Strategies).

What do we want students to learn? How will we know when they've learned it?

STUDY

Analyze the assessment and determine next steps

- ♦ Use scoring criteria/ rubrics/ proficiency scales/ exemplars to score work
- ♦ Analyze common checks for understand
- ♦ Look at student work and student data to inform instructional decision making
 - ♦ Determine where students are w/ regard to the SMART goal
- ♦ Integrate new learning as needed

How will we know when they've learned it?

D. Analyze Data Collaboratively

S₁ We have established NORMS to Use While Examining Data.

S₂ We have used an agreed-upon Data Analysis Protocol to Analyze the Data.

S₃ We've Built Shared Understanding of What the Data Reveals.

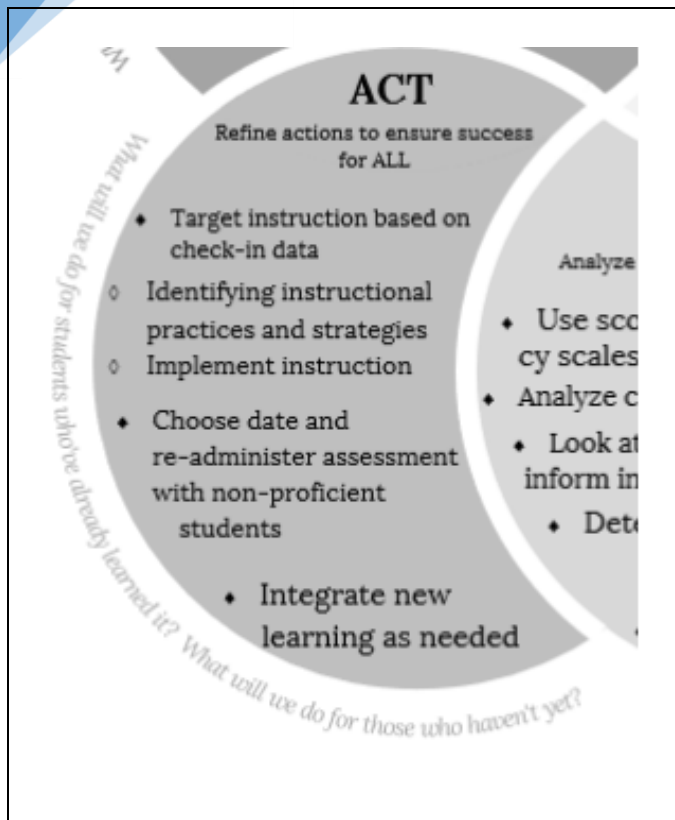
S₄ We have Planned Systematic Responses to **Improve PROGRAM** (ESSENTIAL High-Leverage LEARNING TARGETS).

S₅ We have Planned Systematic Responses to **Improve INSTRUCTION** (Retain, Refine, and/or Replace).

S₆ We have Planned Systematic Responses to **Provide Extra Time and Support** for those students who have not yet mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS.

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E. Use Informed Team Action Planning

A1 We have ALIGNED Intervention Strategies that are Systematic, Targeted, Timely, Directive, Monitored, and Fluid.

A2 We have provided Extra Time and Support for those students who have not yet mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS.

A3 We have Re-Assessed to confirm Mastery of those remaining ESSENTIAL (High-Leverage) LEARNING TARGETS not originally mastered.

F. Use Informed Team Action Planning

A4 We have provided Extensions and/or Enrichments to those students who have already mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS.

A5 We have asked those students to Achieve/Produce an appropriate Outcome/Product.