

## What Do We Want Students to Know and Be Able to Do?

No matter who you are working with on a professional learning team, you must start with a shared definition of what exactly you want students to know and be able to do before you can move forward together. Please complete this handout collaboratively in an upcoming meeting to begin shaping your interdisciplinary learning team’s work together.

Question	Team Response
<p>1. Brainstorm a list of the content or skills that play an important role in student success in the classrooms of every teacher in your learning team. Then, prioritize those skills in order from the most important to the least important. Identify one or two common bits of content or skills that are ranked highly by every member of your team.</p>	
<p>2. Which of the highly ranked bits of common content or skills are directly connected to our school’s mission and vision? Which are already playing an important part in our ongoing efforts to grow as a staff? Which are most important to the success of the students in our community?</p>	
<p>3. Are there any school or district-based data to support your team’s belief that the content or skills you have identified are important enough to spend time studying together?</p> <p>(Remember, our administrative team can often provide teams with a detailed look at student learning data in our school.)</p>	
<p>4. How are these bits of prioritized content or skills applied in each of your unique classrooms? What are the similarities in the ways that students use that content and those skills across your classrooms? What are the differences in the ways that students use that content and those skills across your classrooms?</p>	

Question	Team Response
5. What would a student who has mastered the prioritized content and skills that your team has identified be able to do? Would mastery look different depending on your unique fields, or would there be similarities among the performances of successful students regardless of your discipline?	
6. What steps would you take in your own classroom to support students who are struggling with the prioritized content and skills that your team has identified? Would intervention look different depending on your unique fields, or are there similarities in the steps you would take as a teacher, regardless of your discipline?	