

## Figure 4.1: Critical Issues Assessment Chart

___ 1.	We have organized staff members into meaningful collaborative teams that support each member's daily responsibilities.
___ 2.	We provide protected time for collaborative teams to meet on a weekly basis (if possible).
___ 3.	We have identified team norms and protocols to guide us in working together.
___ 4.	We have created the bar by analyzing student achievement data and getting clear on the most essential learnings of our course in general as well as the essential learnings of each unit. We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.
___ 5.	We have established a short-term SMART goal of ensuring that 100 percent of students master the identified essential learning targets per (quarter/semester/six-week intervals). We commit to work interdependently to achieve this goal.
___ 6.	We demonstrate a sense of urgency by tracking and monitoring progress toward these goals on a weekly basis.
___ 7.	We have prioritized course content or topics so we can devote more time to essential curriculum.
___ 8.	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.
___ 9.	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.
___ 10.	We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of their units.
___ 11.	We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

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| ___ 12. We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.  |
| ___ 13. We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.   |
| ___ 14. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common formative assessments.   |
| ___ 15. We use the results of our common formative assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students at higher levels.                      |
| ___ 16. We use the results of our common formative assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support. |
| ___ 17. We have developed common summative assessments that help us assess the strengths and weaknesses of our program.  |
| ___ 18. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common summative assessments.   |