**Where are we?**



Teachers in my school:

1. Identify what students must know, understand and be able to do during planning;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Determine acceptable evidence that will verify students have achieved the desired results;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Analyze results of collected evidence to determine what to do next for each student;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Collaboratively plan learning experiences tied to outcomes;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Explicitly identify essential new and background vocabulary;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Use the 5-step process for teaching essential new and background vocabulary;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Use the “I can’ statement to set a purpose for learning and then guide instruction;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Check for and build background knowledge prior to teaching new content;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Understand the research-based instructional strategies;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Apply research-based strategies purposefully;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Actively engage students in learning;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Share a common approach to increasing the literacy of each student n our school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Ask second questions to facilitate deeper student thinking;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Differentiate support rather than expectations;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Actively participate in the redelivery process;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Are provided specific feedback in their implementation of school identified strategies;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Have a commitment to continuous improvement;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Gather evidence to assist each other in refining their craft;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Focus on results aligned with goals for student learning; and

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

1. Strive to build positive relationships with all their students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| **1** | **2** | **3** | **4** | **5** |

Based on my responses to these questions, I preliminarily think an opportunity for my school to focus improvement efforts this year is to: