

## Teacher Collaboration QFIC Guide

### Professional Responsibility

Team members...

- Demonstrate a deep understanding of content, instruction, and assessment practices
- Are focused and engaged
- Are prepared to share (artifacts, content, lesson ideas, etc.)
- Arrive on time and attend the entire meeting
- Challenge others respectfully

### Standards

Team members...

- Use the CMCSS Curriculum Guides as a basis for selecting standards for instruction
- Deconstruct standards and create agreed upon clear targets for instruction
- Progressively sequence clear targets from an introductory to a mastery level
- Make logical connections between multiple standards in lessons
- Address content specific literacy standards and practices daily

### Planning

Team members...

- Use framework for instructional planning (*Classroom Instruction that Works*) to align best practices with intended outcomes
- Create traditional and digital activities, materials, and assessments that are aligned to state standards
- Plan, implement, and assess the use of instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students
- Identify ways to differentiate instruction for student mastery at various levels, including:
  - content differentiation (compacting and/or accelerating pace, modifying text levels, etc.)
  - delivery differentiation (whole group, small group, individual instruction, etc.)
- Discuss pacing of instruction with attention to district curriculum pacing and assessment dates
- Facilitate opportunities for students to set goals, reflect on, and evaluate their own learning

### Assessment

Team members...

- Identify formative and summative ways to identify student understanding and mastery of standards
- Write standards-based questions
- Write questions of multiple item types (multiple choice, multiple select, evidence-based selected response, open-ended, etc.)
- Utilize a tracking system to compile data from common assessments
- Reference district and state assessment items for guidance when creating items.

### Reflection

Team members...

- Reflect upon the use of instructional strategies that led to or impeded student learning
- Plan future instructional units based on the analysis of his/her students' work
- Reflect on individual and collective student assessment outcomes to determine next steps for instruction