



Strategic Action Plan

TEACHER COLLABORATION

Not an
established
practice

Exists
in small
pockets

Exists but
not yet
systematic

Is common
practice and
systematically
embedded

Teams collaboratively create learning intentions and success criteria using the skills and concepts in grade level and content area learning standards.				
Teams collect multiple sources of evidence, including affective evidence, from students to drive instructional inferences and decisions.				
Teams create multiple opportunities to learn and grow from each other's practice and develop their collective efficacy (i.e. microteaching, peer observations, etc.)				
Teams have protocols and structures to openly discuss trends identified in student data based on ethnicity, gender, socio-economic status, special services, ELL status, etc.				

What's my priority:

Actions for next week:

Strategic Action Plan



INSTRUCTIONAL CLARITY

Not an
established
practice

Exists
in small
pockets

Exists but
not yet
systematic

Is common
practice and
systematically
embedded

Teachers collaboratively design learning intentions and success criteria using a process that dissects the skills, concepts, and rigor level within standards or curricular outcomes.				
Teachers create opportunities for students to interact with the learning intentions and success criteria throughout the course of the lesson <i>(Examples: identify existing knowledge, co-construct success criteria, self-assess, progress monitor, use as basis for self and peer feedback, goal set)</i>				
Teachers design or select learning tasks to elicit evidence of student learning focused on the success criteria established.				

What's my priority:

Actions for next week:

Strategic Action Plan



STUDENT LEARNING

Not an
established
practice

Exists
in small
pockets

Exists but
not yet
systematic

Is common
practice and
systematically
embedded

Teachers use evidence of student learning as feedback on their impact and make instructional adjustments to best support student needs.				
Teachers identify learner dispositions (i.e., curious, resilient, seeks feedback, sets goals, etc.) and support students in developing learner dispositions through intentional reference and inclusion in learning opportunities.				
Teachers use and reference evidence-based strategies when planning and designing learning opportunities for students.				

What’s my priority:

Actions for next week:

Strategic Action Plan



EQUITY

	Not an established practice	Exists in small pockets	Exists but not yet systematic	Is common practice and systematically embedded
Teams examine instructional and leadership practices and policies through an equity lens.				
Teams establish an environment of tone and trust to engage in conversations around inequities in order to move student learning forward.				
Teams embed culturally responsive practices into everyday teaching and learning and into the school culture.				

What's my priority:

Actions for next week:

Ready to Get Started? Contact your Corwin Professional Learning Advisor to create your professional learning plan. info@corwin.com

