

I. Connections (COLLECT AND CHART DATA)

Grade Level/Subject

- ☐ Whole Class
- ☐ Performance Level
- ☐ Sub-Group
- ☐ Individual Student

What specific skills, knowledge, and/or processes will students demonstrate? What does meeting this standard look like? **(WHAT SHOULD STUDENTS KNOW, BE ABLE TO DO, AND UNDERSTAND?)**

What are the performance levels of your entire class? Add student(s) names in the appropriate columns and determine percentages.

SMART GOAL (ESTABLISH GOALS)

Choose one or more samples for further analysis. What are examples and evidence of what students know and are able to do?

Exceeds Standard	At Standard	Approaching Standard	Not at Standard

V. Identify (ANALYZE DATA AND PRIORITIZE NEEDS)

What are possible misconceptions? What are students' learning needs?

Exceeds Standard	At Standard	Approaching Standard	Not at Standard

VI. Plan (SELECT INSTRUCTIONAL STRATEGIES)

How will you differentiate instruction to move students' learning forward?

Exceeds Standard	At Standard	Approaching Standard	Not at Standard

VII. Next Steps (MONITOR AND EVALUATE RESULTS)

What are some next steps? What resources (people, materials, technology) might support you and your students? What professional development would support your learning?

What do you need to take next steps?

<i>Instructional Materials and Resources</i>	<i>Model Teacher(s)</i>	<i>Coach</i>	<i>Technology</i>	<i>Professional Learning</i>
<i>Curriculum Coordinator</i>	<i>Principal</i>	<i>Co-Teacher(s)</i> <i>ELL, TAG, IEP</i>	<i>Interdisciplinary Connections</i>	<i>Heartland Consultants</i> <i>(Please work through a curriculum coordinator to contact a consultant)</i>