# What DO We Want Students to Know and be Able to Do?

*No matter who you are working with on a professional learning team, you must start with a shared definition of what exactly you want students to know and be able to do. Without a shared answer to this question, it is impossible to engage in an ongoing cycle of collective inquiry. Please complete this handout collaboratively in an upcoming meeting to begin developing your interdisciplinary learning team’s work together.*

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| ***Question*** | ***Team Response*** |
| Brainstorm a list of the content and/or skills that play an important role in student success in the classrooms of every teacher who is a member of your learning team. Then, prioritize those skills in order from the most important to the least important. Identify one or two common bits of content or skills that are ranked highly by *every* member of your team. |  |
| Which of the highly ranked bits of common content and/or skills are directly connected to our school’s mission and vision? Which are already playing an important part of our ongoing efforts to grow as a building? Which are most important to the success of the students in our community? |  |
| Is there any school and/or district based data to support your team’s belief that the content/skills you have identified are important enough to spend time studying together?  *\*Remember, our administrative team can often provide teams with a detailed look at student learning data in our school.* |  |
| How are these bits of prioritized content and/or skills applied in each of your unique classrooms? What are the similarities in the ways that students use that content/skill across your classrooms? What are the differences in the ways that students use that content/skill across your classrooms? |  |
| What would a student who has mastered the prioritized content/skills that your team has identified be able to do? Would “mastery” look different depending on your unique fields or would there be similarities between the performance of successful students regardless of your discipline? |  |
| What steps would you take in your own room to support students that were struggling with the prioritized content/skills that your team has identified? Would “intervention” look different depending on your unique fields or are their similarities in the steps that you would take as a teacher regardless of your discipline? |  |