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| **Steps:** | **Date** | **YES** | **NO** | **Comments/Next Steps** |
| Step 1: Standards  1. The teacher has assessed students over standards prior to developing the unit. (Pre-assessment)  2. The teacher has identified standards to be taught and assessed.  3. The number of standards to be taught are a manageable #  4. The teacher is clear on what the standard is asking them to teach for mastery. |  |  |  |  |
| Step 2: Deconstruction 1. The teacher deconstructed standards into “bite size chunks”  2. The teacher has created “I can statements and success criteria; if needed.  3. The teacher is aware of the expectation of posting, reading, and referencing learning target prior to and during the lesson.  4. The teacher has a planned daily formative assessment to measure the daily learning “I can statement” for each lesson taught.  5. The teacher collects and uses daily data from formative assessment to drive the next day’s instructional activities. |  |  |  |  |
| Step 3: Assessment  1. The teacher creates proficiency measures over standards to be taught prior to developing lesson plans.  2. Standards and assessment items must be congruent  3. Ratio 12 Multiple Choice to 1 ORQ |  |  |  |  |
| Step 4:Instructional activities include:  Real world experiences  Flashbacks (to review material from preceding grades and/or lessons)  Literacy connections  Higher-order thinking activity  Critical vocabulary  Differentiated instruction  Group Work (Cooperative learning)  Hands-on  Independent practice  Live Scoring (as needed) |  |  |  |  |
| 5. Data  1. The teacher input proficiency measure data information into KCCT calculator  2. The teacher analyze(s) the data from the proficiency measure prior to meeting with administration  3. The teacher reflect(s) about what the issue is to nonmastery of the standards and develops an RTI response plan. |  |  |  |  |
| 6. Intervention Groups:  1. Does the teacher have an RTI plan for each tier?  Tier 1- Is it a core issue? Reteach the standard to everyone  Tier 2- Intensive, individualized focused instruction on a specific skill  Tier 3-  2. The teacher reassess through formative assessment |  |  |  | Tier 1 Plan:  Tier 2 Plan:  Tier 3 Plan: |