

# High-Performing Teams: Work Plan Flow Chart

**Create Norms – Expectations  
Pre-Assess/Set SMART Goal**



**Develop Power Standards/Essential  
Learnings**



**Develop/Align Curriculum Around  
Power Standards/Essential Learnings**



**Unit Planning:  
Identify Essential Questions/Big Ideas**



**Create Lessons Targeted Towards Power  
Standards/Essential Learning**



**Formative Assessments: Team-Created  
Common Assessments, Checks for  
Understanding**



**Collaborative Analysis of Student Work/  
Re-Analyze Instructional Strategies**



**Implement Pyramid of Interventions  
for Students Not Meeting  
Standard/Extend Learning for  
Those Meeting Standard**



## Resources

- Learning by Doing: Dufours/Eaker, p. 102, 210
- Creating Effective Teams: Wheelan, p. 124

- Power Standards: Identifying the Standards that Matter the Most: Ainsworth
- Learning by Doing: p. 50-54
- Common Formative Assessments: Ainsworth/Viegut

- Mapping the Big Picture: Danielson
- Getting Results with Curriculum Mapping: Hayes Jacobs
- Developing the Curriculum: Oliva
- Understanding by Design: McTighe/Wiggins

- Understanding by Design: (Template on 181-183)
- Scoring Rubrics in the Classroom: Arter
- Test Better, Teach Better: Popham
- Student-Involved Assessment FOR Learning: Stiggins
- Total Instructional Alignment: Carter

- Multiple titles on Differentiated Instruction: Tomlinson
- Differentiated Instructional Strategies: Gregory
- Classroom Instruction that Works (plus handbook): Marzano
- The Art and Science of Teaching: Marzano
- Socratic Circles: Copeland

- Common Formative Assessment: Ainsworth/Viegut, Ch. 6-9
- Learning by Doing: p. 55-58
- Check for Understanding: Fisher/Frey
- After Early Intervention, Then What? (Reading): McCormack
- Ahead of the Curve: Reeves

- Collaborative Analysis of Student Work: Langor
- Instructional Rounds in Education: Elmore, et al
- Fair Isn't Always Equal: Wormeli
- How to Grade for Learning: O'Connor

- Learning by Doing: Ch. 4
- Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn: R. Dufour