

Understanding the Role of Essential Standards

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Identifying essential standards (See chapter 2, page 17.)	We haven't yet, as a collaborative team, identified the essential standards either unit by unit or for the entire year.	We know what essential standards are and have discussed how we will complete the process.	We have identified the essential standards and have vertically aligned them for our course or grade level.	We have identified our essential standards and communicated them to other teams, students, and parents.
Getting clear on the standards: The unwrapping process (See chapter 2, page 17.)	We haven't yet started identifying the learning targets that we will use in our work.	We've started the process of identifying learning targets by looking at the key words in the standards (nouns, verbs, context).	We have unwrapped each of our standards to determine both explicit and implicit learning targets that we must teach and assess, including the academic vocabulary. We have also discussed the rigor of each of the targets, using a common language such as DOK.	Each collaborative team understands how the learning targets teachers are teaching fit vertically with the grade level or course before theirs and the grade level or course after theirs.
Understanding the expectations for rigor (See chapter 3, page 33.)	We haven't yet built an understanding of the expectations for rigor that we must use in our instruction and assessments.	We have begun the discussions about what rigor should look like and are learning more about DOK and the tasks associated with each level. We are learning how to develop tasks at a variety of DOK levels.	We have begun designing instructional materials and tasks that mirror the expectations for rigor written in our standards. Additionally, we have investigated learning progressions to plan scaffolded strategies to help students learn more rigorous targets.	We have aligned the assessments we use to the anticipated rigor we want our students to master.