

High School Achievement Teams: From Clarity to Collective Impact

A collaborative planning and evidence tool for department and course teams | Clarity → Common Evidence → Analysis → Instructional Response → Impact

Anchor Question

How do we work together so every student learns at high levels, receives the right response, and makes visible progress?

1. Clarify the Learning - What Matters Most? Priority learning: Identify the essential standard(s) or outcome. Keep the focus small enough to teach, assess, and respond to within a short cycle. Learning intention: What should students know, understand, or be able to do? Success criteria: What will high-quality student work look or sound like? Academic language: What disciplinary vocabulary, concepts, or ways of reasoning will students need? Cognitive demand: What level of thinking must students demonstrate? Alignment check: Do instruction, tasks, and assessments match the intended learning?	2. Design Common Evidence - Keep it Short & Useful Agree on the evidence: What will every teacher collect so the team can learn together? Match evidence to criteria: Each item or task should reveal a specific part of the intended learning. Use multiple sources: Quick checks, selected responses, constructed responses, performance tasks, labs, essays, projects, or student work. Keep the cycle manageable: Use evidence the team can review quickly and act on - not another grading event. Plan before teaching: Anticipate likely misconceptions and decide what evidence would reveal them.	3. Analyze Student Work - Look for Patterns, Not Labels Start with the criteria: Which success criteria are secure, emerging, or not yet demonstrated? Sort the evidence: Consider students who are exceeding, meeting, approaching, or not yet meeting the criteria. Look across classrooms: What patterns are common? Where are results different? What might explain the variation? Study errors: What misconception, unfinished learning, language demand, or task feature may be underneath the error? Stay curious: Describe what the evidence shows before explaining why it happened.
4. Select the Instructional Response - What Will We Try? Match the strategy to the need. Do not reteach everything. Respond to the specific success criterion or misconception. Possible responses: explicit modeling I worked examples I think-alouds I guided practice I structured discourse I retrieval practice I feedback + revision I scaffolds I extension I collaborative problem solving Share team expertise: Which teacher had stronger results on this criterion? What did they do that others can adapt? Protect rigor: Change the support, representation, grouping, or pathway before lowering the learning expectation. Decide together: Who needs what, who will provide it, and when will the team check again?	5. Check Impact - Did Our Response Work? Recheck the same learning: Use a brief common follow-up aligned to the original success criteria. Compare evidence: What changed after the instructional response? Which students moved? Which criteria improved? Measure impact simply: Compare pre/post performance, percent meeting criteria, or another useful growth measure. Learn from variation: Which strategy produced the strongest response? For whom? Under what conditions? Keep, modify, or discontinue: The goal is not strategy completion - it is improved student learning.	6. Commit to Next Steps - Continuous Improvement Stay close to classroom learning: Bring actual student work and common evidence to the table. Use names and needs: Move from “our students struggle” to specific students, criteria, and misconceptions needing a response. Honor course differences: Evidence may look different across disciplines, but the team still needs a shared definition of success. Include every learner: Examine patterns for multilingual learners, students with IEPs, advanced learners, and students needing additional support. End with action: Every meeting should produce a clear instructional next step, an owner, and evidence the team will revisit.

PLAN TOGETHER	Priority standard / learning intention: _____	Success criteria: _____
ANTICIPATE	Likely misconception / unfinished learning: _____	Common evidence we will collect: _____
RESPOND	Instructional strategy / team move: _____	Students needing reteaching / extension: _____
LEARN FROM EVIDENCE	What changed? _____	What will we keep, modify, or discontinue? _____