

REPRODUCIBLE

Instructional Roadmap Process (online resource)

Before beginning process—set norms and outcomes. Why do we roadmap?

Stage One: Determine the Essential Learning (What do students need to know and be able to do?)

STEP 1: **Unpack all** the priority standards from standards documents in correlation with the pacing guide into student-friendly learning targets. Determine all learning targets (explicit and implied).

STEP 2: List all student and target **vocabulary**. Create team definitions using precise language.

STEP 3: Create essential questions that frame the concept of the unit. Your team may decide to group standards into mini-units. Your essential questions are what guide students through the learning. This is also helpful for the instructor to keep in mind the “**big picture**” when teaching individual targets. How do targets and questions relate to student knowledge? Team agrees on how to ask questions.

Essential Questions ...

- Have no simple “right” answer; they are meant to be argued.
- Are designed to provoke and sustain student inquiry while focusing on learning and final performances.
- Often address the conceptual or philosophical foundations of a discipline.
- Raise other important questions.
- Naturally and appropriately recur.
- Stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons.

STEP 4: Determine what to **preassess**. Use the district end of unit assessments and unpacked learning targets to determine essential learning. Teams may use the end-of-unit assessments, apply parts of the assessment, or create their own preassessment. A preassessment must be administered prior to the start of the unit.

STEP 5: Determine the date for preassessment and get assessment ready.

Stage Two: Determine What Evidence to Collect (How do we know they know it?)

STEP 1: **Analyze preassessment (bring assessments)**. Use results to determine **focus learning targets**. The team determines how many targets are assessed during the units. While all the standards listed in the Unit Pacing Guide need to be taught, these **focus learning targets** will be formally assessed as a team (CFA). All targets will be assessed on the postassessment (CSA).

STEP 2: Write **proficiency level descriptions (PLDs)** for each focus learning target. The more specific these PLDs are, the easier they will be to use. **Consult Webb’s Depth of Knowledge (DOK) and Bloom’s Taxonomy.**

Proficiency Level Descriptions—General Description

	Descriptions of Proficiency Levels	
4	In addition to exhibiting Level 3 performance, in-depth inferences and applications that <i>go beyond what was taught in class</i> .	Advanced
3	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were <i>explicitly taught</i> (usually Webb’s DOK 3 and 4).	Proficient
2	No major errors or omissions regarding the <i>simpler</i> details and processes, but major errors regarding the more complex ideas and processes (usually Webb’s DOK 1 and 2).	Approaching
1	<i>With help</i> , a <i>partial knowledge</i> of some of the simpler and complex details and processes.	Emerging

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STEP 3: Decide which focus learning targets need **common formative assessments based on the district's postassessment**. Not all your focus learning targets will need CFAs. Choose the most important by applying the following criteria.

1. **Individually**, apply the following criteria to the focus learning targets:
 - a. Which targets are most likely to cause students (or teachers) difficulty?
 - b. Which targets are prerequisite skills or knowledge?
 - c. Which targets are absolutely essential?Any target that meets all three criteria should be considered for a CFA.
2. Compare lists with teammates.
3. If there is agreement about a particular learning target being included or not included, there is no need to discuss it.
4. If there is disagreement about a particular learning target being included or not included, provide each team member in the minority to explain their thinking for wanting to include or exclude a particular learning target.
5. After every team member has had an opportunity to discuss their opinions, attempt to establish consensus (has the group's opinion been swayed? Can the dissenters live with the will of the group?).

STEP 4: Create the CFAs derived from the district end-of-unit assessment. The assessment tasks on the CFA will be similar in format and rigor to the tasks on the district end-of-unit assessment.

STEP 5: Create a tracker that displays student data for the entire team to access. Feel free to create your own simple tracker or use the **templates** in the chapter.

* Tracking will become easier once you've had some practice. Just remember that it isn't important to display the data for the whole team to see. Our goal is to go beyond a messy sort of our data!

Stage Three: Calendar Assessments and Learning Targets

STEP 1: Create an assessment plan.

- Create a calendar for the district end-of-unit assessment.
- Create a calendar for the CFAs (focus learning targets).
 - Include team meeting dates for data chat after each CFA.
- Time for reteaching should be included in the plan.

STEP 2: Create an instructional plan.

- Create a timeline for focus learning targets that will best scaffold student learning.
- Create a calendar for all standards for this unit.

* Consult your curriculum resources and research-based best practices as your team creates timelines for assessments and learning targets.

Stage Four: Increase Teacher Capacity (What will WE do if they know it? Or don't know it?)

STEP 1: Determine instructional strategies to best meet students' needs.

STEP 2: Collaboratively design at least one lesson and plan to teach the same lesson within a 2-day period.

STEP 3: Complete the **data chat reflection guide** and focus conversations on the root cause and what is within the locus of control of the team.

Source: Adapted from Bailey and Jakicic (2012) and Dixon, Lott Adams, Nolan, and Kanold (2015).

Bailey, K., & Jakicic, C. (2012). *Common formative assessment: A toolkit for professional learning communities at work*. Bloomington, IN: Solution Tree Press.

Kanold, T. D. (Ed.), Dixon, J. K., Adams, T. L., & Nolan, E. C. (2015). *Beyond the Common Core: A handbook for mathematics in a PLC at work, Grades K–5*. Bloomington, IN: Solution Tree Press.