



## Core Workout Worksheet

|       | Core Data Deep Dive  |  |   | Hypothesis  | Action Steps   |
|-------|--|--|---|---|--|
| Topic | What % of the student population is sufficiently supported by core instruction (tier 1)? | Which grade levels are not yet being adequately supported? | Which demographic subgroups are not yet adequately supported? | What are possible causes?<br>What additional information is needed? | Who do I need to speak with?<br>What questions do I have to follow up on?<br>Do I need to re-prioritize my time to address a need? |
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Common Considerations Re:  
The Health of Your School's Core

How Do I Know? (examining curriculum guides, lesson plans, classroom observations, analyzing discipline data, joining department/grade level collaborative meetings, etc.)

District/School provides clear expectations regarding teaching and learning. The district provides required classroom tools/resources (content and assessment) needed for student success

Instruction is standards based and student work reflects that alignment

Instructors are highly skilled, have content knowledge, deliver engaging lessons and students are informed of the standards they must meet

Instructional strategies are research based and are routinely differentiated, responding to students' exceptionalities, language and cultural needs

Instructional materials are provided in multiple formats over the course of a lesson or unit

Instructional staff collaboratively plan and document teaching and learning intent

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|---|--|
| Instructors use a variety of strategies to assess learning  |  |
| Instructional staff routinely analyze and use diagnostic tools to determine the impact of teaching on learning and make adjustments |  |
| Instructional Staff routinely receives specific feedback from content experts and school level administrators                       |  |

You can [click here](#) for an editable version

## Branching Minds Helps Educators



Understand school health and wellness across the district



Target approach to strengthen SEL and behavior intervention practice



Avoid overidentification or under-referral of student subgroups



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