



## Elementary Common Planning Guidelines

Suggested Outline of a Common Planning (Modify to fit your needs)	
<b>Day/Time of Meeting</b>	Identify the day of the week and the block of time the meetings will occur each week.
<b>Opening</b>	Review norms, Assign recorder to take and submit minutes, Assign time keeper, etc.
<b>Meeting Norms:</b>	<p>Norms should be developed by team members at the first meeting and addressed before each meeting begins. Sample norms are listed below:</p> <ul style="list-style-type: none"> <li>• Recognize that everyone has expertise.</li> <li>• Be Present, Be Punctual and Participate.</li> <li>• Stay on topic.</li> <li>• Limit use of electronic devices.</li> <li>• Attack the problem, not the person.</li> <li>• All lessons and assessments developed will be implemented in my classroom.</li> </ul>
<b>Agenda(s) and Minutes</b>	<p>For every Common Planning an agenda is needed to keep track of topics and time (please include amount of time for each topic to be discussed).</p> <p><u>Standard items for Agendas and Minutes</u></p> <p>Agenda:</p> <ul style="list-style-type: none"> <li>• Provide to all team members at least a <b>day</b> in advance.</li> <li>• Include goals or expected outcomes.</li> <li>• Include specific topics for discussion with estimated times listed.</li> </ul>
<b>Participants</b>	Make sure there is an attendance sheet to track participants' attendance ( <i>If absent, you are responsible for reading the minutes for the missed meeting and collaborating with your team</i> ).
<b>Instructional Materials (what to bring for planning)</b>	<ul style="list-style-type: none"> <li>• Laptops for Online Teacher Resources</li> <li>• Curriculum Guides</li> <li>• Focus Calendars (Science)</li> <li>• Student Workbook/Journals (ELA and Mathematics) or Interactive Worktext (Science)</li> <li>• Test Item Specifications</li> <li>• Teacher's Manual</li> <li>• Lesson Plan Template</li> <li>• Common Planning Log/Form</li> <li>• Data (formative and/or summative) as needed</li> <li>• Student Work Protocol Document as needed</li> <li>• Samples of Student Work (exit tickets, entrance tickets, etc.)</li> <li>• Pillars of Excellence/Look Fors</li> <li>• Lab Materials as needed to prepare for upcoming aligned investigations (Science)</li> </ul>
<b>Goals/Outcomes:</b>	Goals/Outcomes should be provided on the agenda with a due date for the end product.
<b>Topics for Discussion and Guiding Questions</b>	<p>Suggestions for discussion:</p> <ol style="list-style-type: none"> <li>1. <b>Curriculum Planning (<i>Review curriculum, item specs, etc.</i>)</b> - What do we expect students to know and be able to do by grade level, by course, and by module/unit of</li> </ol>

	<p>instruction? Are we clear and consistent in what we are teaching? Is our lesson aligned to key standards?</p> <p>2. <b>Data Analysis</b> - What results are we getting? What is the identified problem? What is the root cause of the problem?</p> <p>3. <b>Reflective Practice</b> – Review student work. What, in our practices/planned lesson, might be causing our students to have these deficiencies?</p> <p>4. <b>Interventions</b> - How can we change what we are doing to improve our results? What will we do for those who are still struggling? What will we do for those who are showing proficiency?</p>
<p><b>When Reviewing Data based on Formative/Summative assessments</b></p>	<ul style="list-style-type: none"> <li>• What percent of the class was proficient? Does this need to be addressed in Tier I?</li> <li>• What percent of the class needs remediation? Does this need to be addressed in Tier II?</li> <li>• What skills are students lacking that are impeding mastery of the Standards?</li> <li>• Which students require Tier II intervention?</li> <li>• When will remediation be provided for specific students (whole group)?</li> <li>• What instruction will be provided to remediate skill deficits?</li> <li>• What instruction will be provided to propel students to mastery of the skills/Standards?</li> </ul>

## Common Planning Elementary Mathematics Facilitation Guide

### Tier I: Core

A three-step process is suggested to prepare to teach. It is understood that at times teachers may need to make adjustments (customizations) to lessons to fit the time constraints and unique needs of their students. The recommended planning process is outlined below. This planning process is most effective done collaboratively and facilitated.

#### Step 1: Understand the Lesson(s) within the Module & Topic

- Understand the Standards and the expectation for which they will be assessed.
- Briefly review the Table of Contents for the module, recalling the *overall* story of the module and analyzing the role of this lesson in the module.
- Read the Topic Overview of the lesson, and then review the Problem Set and Exit Ticket of each lesson of the topic.
- Review the assessment following the topic, keeping in mind that assessments can be found midway through the module and at the end of the module.

#### Step 2: Unpack the Lesson(s)

- Complete the lesson's Problem Set.
- Analyze and write notes on the new complexities of each problem as well as the sequences and progressions throughout problems (e.g., pictorial to abstract, smaller to larger numbers, single- to multi-step problems).
- Anticipate where students might struggle, and write a note about the potential cause of the struggle.
- Answer the Student Debrief questions, always anticipating how students may respond.

#### Step 3: Hone the lesson.

- Select problems from the Problem Set.
  - Select "Must Do" problems from the Problem Set that meet the objective and provide a coherent experience for students. The expectation is that the majority of the class will complete the "Must Do" problems within the allocated time. While choosing the "Must Do" problems, keep in mind the need for a balance of calculations, various word problem types and work at both the pictorial and abstract levels. Students having a common problem can inform the Student Debrief.
  - "Must Do" problems might also include remedial work as necessary for the whole class, a small group, or individual students.
  - "Could Do" problems are for students who work with greater fluency and understanding and can, therefore, complete more work within a given time frame.
  - At times, a particularly tricky problem might be designated as a "Challenge!" problem. This can be motivating, especially for advanced students. Consider creating the opportunity for students to share their "Challenge!" solutions with the class.
- Consider how to best use the vignettes of the Concept Development section of the lesson. Read through the vignettes, and highlight selected parts to be included in the delivery of instruction so that students can be independently successful on the assigned task.
- Pay close attention to the questions chosen for the Student Debrief. Regularly ask students, "What was the lesson's learning goal today?" Hone the goal with them.
- Adjust the balance of the lesson's components as necessary to support the work students are expected to do in the Problem Set or task, e.g., the Fluency, Exit Ticket, Homework, or Application Problem.

*Adapted from: Eureka, Appendix D: Preparing to Teach a Lesson from A Story of Units.*

## Common Planning Elementary Mathematics Tier II & Tier III

A three-step process is suggested to prepare to teach. The recommended planning process is outlined below. This planning process is most effective done collaboratively and facilitated.

### Step 1: Engage in reflective practice

- **Reflective Practice** – Review student work. What, in our practices/planned lesson, might be causing our students to have deficiencies? How can we respond? When? Who needs reteaching & remediation from core?

### Step 2: Understand your data

- Understand your data and place students in appropriate small groups based on data. Leverage Instructional Grouping Profile from i-Ready Diagnostic as well as current student data to group students. Identify your Tier III intervention students and prioritize them for Teacher-Led center.
- Look for commonalities across the grade level, and places where teachers can share strategies and resources to reteach and remediate.

### Step 3: Thoughtfully plan differentiated centers.

- **Understand what structures are needed.** Teachers may have 2-5 different configurations in a given day or week.
- **Plan for Teacher-Led Center.** Teacher led small groups of students that are determined specifically by students' achievement levels and needs. Students are grouped homogeneously, yet fluid, as individual students' level of understanding change. This structure allows teachers to closely observe student work, monitor student attention, and provide strong support for struggling learners, and provide extra challenge for proficient learners. Time with different students is varied throughout the week based on their needs. Tier III intervention is a priority in this structure.
- **Plan rotation/plan for i-Ready Online.** i-Ready online intervention based upon i-Ready assessment results. Students may be working with below grade level, on grade level, or above grade level content depending on their learning path prescription. Provides personalized student instruction targeted to students' unique areas of needs. Students should have 45-60 minutes weekly online in their learning path.
- **Plan Student Led Centers.** Students may work on content aligned to grade level or aligned to their learning path on iReady. Students work in small groups together and more responsibility is released to the students. Teacher models and provides scaffolds prior to them working together. Teachers ensure students have evidence of learning to analyze work.
- **Plan Fluency Practice.** (if needed). Students engage in activities designed to increase their fluency with mathematics.

## Common Planning Elementary ELA Facilitation Guide

### Tier I: Core

A three-step process is suggested to prepare to teach. It is understood that at times teachers may need to make adjustments (customizations) to lessons to fit the time constraints and unique needs of their students. The recommended planning process is outlined below. This planning process is most effective done collaboratively and facilitated.

#### Step 1: Understand the Lesson(s) within the Module & Unit

- Understand the standards and the expectation for which they will be assessed.
- Briefly review the overview for the module, recalling the *overall* focus of the module and analyzing the role of this lesson in the module.
- Read the Unit Overview and then review the core text used within the Unit (3-5). Read the Introducing the Read-Aloud section, the selection, and the Word Work activity for each day before the meeting (K-2).
- Review the assessment following the Unit, keeping in mind that assessments can be found midway through the unit/module and at the end of the unit/module (3-5). Review the end of module assessment as well as the informal assessments within the modules.

#### Step 2: Unpack the Lesson(s)

- Carefully read and analyze the text under consideration and the lesson within the Teacher's Manual. Use sticky notes and/or pencils to jot notes within the text and manual to guide discussion with students.
- Analyze and write notes on the complexities of each text and the tasks that students complete (close reading, writing prompts, collaboration protocols, etc). Utilize the teacher interactive journal to complete the task(s) and place in the teacher journal to use as a model for students as needed.
- Review the teaching notes that give information specific to lesson delivery.
- Anticipate where students might struggle, and write a note about the potential cause of the struggle. Answer the text-dependent/exit questions, always anticipating how students may respond.

#### Step 3: Hone the lesson.

- Analyze the learning target and the complexities of the text and determine where students may need additional support. If needed, prepare scaffold questions that will guide students to answer more challenging questions appropriately. Plan to ask questions that force students to use evidence to support their answers.
- Identify additional resources that may be needed in order to prepare students for the upcoming content. Identify what resource used during the story will best assist students in understanding (e.g., reread of portion of text, show an image from selection, anchor chart, etc.)
- Pay close attention to the questions chosen for the Closing. Regularly ask students, "What was the lesson's learning goal today?" Hone the goal with them.

## Common Planning Elementary ELA Facilitation Guide Tier II & Tier III

A three-step process is suggested to prepare to teach. The recommended planning process is outlined below. This planning process is most effective done collaboratively and facilitated.

### Step 1: Engage in reflective practice

- **Reflective Practice** – Review student work. What, in our practices/planned lesson, might be causing our students to have deficiencies? How can we respond? When? Who needs reteaching and remediation from core?

### Step 2: Understand your data

- Understand your data and place students in appropriate small groups based on data. Leverage Lexile levels from Achieve 3000 (3-5) and Class Norms Report from i-Ready (K-5), DAR data, and Instructional Grouping Profile/Student Profile Reports from i-Ready Diagnostic to group students. Identify your Tier II and Tier III intervention students and prioritize them for Teacher-Led center and work with intensive interventions. Plan for purposeful, differentiated Tier II instruction aligned to i-Ready and Achieve 3000 data. Reading Interventionists prepare for intensive interventions for students requiring Tier III support.
- Look for commonalities across the grade level and places where teachers can share strategies and resources to reteach and remediate skill deficiencies.

### Step 3: Thoughtfully plan differentiated centers.

- **Understand what structures are needed.** Teachers may have 2-5 different configurations in a given day or week.
- **Plan for Teacher-Led Center.** Teacher led small groups of students that are determined specifically by students' achievement levels and needs. Students are grouped homogeneously, yet fluid, as individual students' level of understanding change. This structure allows teachers to closely observe student work, monitor student attention, and provide strong support for struggling learners, and provide extra challenge for proficient learners. Time with different students and personnel providing interventions are varied throughout the week based on their needs. Tier II interventions with the classroom teacher and Tier III interventions provided by the Reading Interventionists are priorities in this structure. Students in K-5 who fall in profiles 1 and 2 on i-Ready are below grade in phonics and have weaknesses in vocabulary. Teachers should primarily utilize DAR-TTS/i-Read Tools for Instruction/Saxon lessons for this group. K-5 students who fall in profiles 3 and 4 are on grade level in phonics but have comprehension deficits. Teachers should prepare guided reading lessons for this group. Students in profile 5 are on or above grade level. Teachers should provide grade level skills and comprehension lessons or literature circles for this group.
- **Plan for Blended Learning.** Achieve 3000 (3-5) and i-Ready (K-5 based upon the Decision Tree) should be utilized for blended learning. Students may be working with below grade level, on grade level, or above grade level content depending on their learning path prescription within each program. Provides personalized student instruction targeted to students' unique areas of needs. Students should have 45-60 minutes weekly online in their learning path.
- **Plan Student Led Centers.** Struggling students may work on foundational skill deficiencies identified through DAR/i-Ready data analysis. Students may also work on content aligned to grade level or aligned to their learning path on i-Ready/Lexile on Achieve. Students work in small groups together and more responsibility is released to the students. Teacher models and provides scaffolds prior to them working together. Teachers ensure students have evidence of learning to analyze work. There isn't a "one activity fits all" model. Lessons need to align to each student's deficiencies/strengths.