Planning Guide

Collaboration, and the use of cyclical, reflective processes among teams of teachers, generates greater results than does individual effort alone. The planning process, when implemented with fidelity, leads to increased professional expertise, alignment of system competencies, sustainability, and success.

Establish the focus for collaborative planning

***Purpose*:** Select standards to be discussed. Establish conversation expectations, group norms, and desired outcomes. Participants may benefit from having read the standards and gathered curricular resource materials prior to the planning session.

***Time estimate*:** 2 to 3 minutes

Actions: Use the appropriate *Implement Tier 1 Curricula* guide and/or the relevant rigor document (see *A Guide to Rigor in Mathematics 2.0*[1]) to determine the targeted standards.

Look-fors

- Did the group…
  - establish conversation expectations, group norms, and desired outcomes?
  - select relevant and timely standard(s)?

Notes:

[1] The *Louisiana Student Standards for Mathematics: A Guide to Rigor in Mathematics 2.0* is available at https://www.louisianabelieves.com/docs/default-source/year-long-planning/k-12-lssm-alignment-to-rigor.pdf. This document (name in link: "A Guide to Rigor in Mathematics 2.0") as well as the individual rigor documents for each grade level—e.g., "Kindergarten LSSM Alignment to Rigor," "Grade 1 LSSM Alignment to Rigor," and so on) can be downloaded via this web page: https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning

Foundational study of the standards

***Purpose*:** Team members will collaboratively deepen their understanding of what students should know and be able to do based on the *Louisiana Student Standards for Mathematics*.

Time estimate: 10 to 15 minutes

Process

- Analyze the targeted standard(s)—examine Introduction, Content Standard, Cluster heading, Domain, and Conceptual Category—to ensure a common understanding of the standards.
- Identify related standards in the grades/courses before and after the standard(s) being studied. (Tip: use the LSSM Remediation Guides or Coherence Map.) Describe how the focus grade-level or course standards differ from the adjacent standards.
- Describe the components of rigor addressed by the targeted standard(s). Use the rigor document (*A Guide to Rigor in Mathematics 2.0*[2]) to better understand the standard(s).
- Develop clear, specific, measurable statements that describe what students do to demonstrate their knowledge. (e.g., success criteria, learning targets/objectives, student-friendly "I can…" statements).

Look-fors

- Did the group…
  - Determine key learning expected from the standard(s)?
  - Identify specific strategies called for by the standard(s)?
  - Identify expected prerequisite skills or strategies from the previous grade-level or course standards?
  - Determine new strategies, skills, or key content being introduced?
  - Identify strategies or skills being finalized in this grade or course?
  - Determine what students should know and be able to do to demonstrate (regarding content, practices, and rigor) that they have learned the mathematics?

Notes:

[2] The *Louisiana Student Standards for Mathematics: A Guide to Rigor in Mathematics 2.0* is available at https://www.louisianabelieves.com/docs/default-source/year-long-planning/k-12-lssm-alignment-to-rigor.pdf. This document (name in link: "K-12 LSSM Alignment to Rigor") as well as the individual rigor documents for each grade level—e.g., "Kindergarten LSSM Alignment to Rigor," "Grade 1 LSSM Alignment to Rigor," and so on) can be downloaded via this web page: https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning

Bridge to lesson planning

Purpose: Team members will connect their understanding of the standards to their Tier 1 curriculum resources so they can make instructional decisions that best meet the intent of the standards and the needs of all students.

Time estimate: 20 to 30 minutes

Process

- Choose appropriate lesson(s).
  - Use the appropriate *Implement Tier 1 Curricula* guide to identify whether other lessons address the same standard(s). Preview these lessons to clarify which aspects of the standard(s) each lesson addresses.
- Study the lesson(s).
  - Review all components of the lesson. Work through every mathematics problem.
- Annotate the lesson(s).
  - Determine what problems or sets of problems should be omitted, expanded, or adjusted. Determine whether instructions for problem sets require revisions to better meet the intent of the standards. Think through the correct answers and some of the strategies that students might use to get to them.
  - Determine strategies for instruction for each part of the lesson(s)—whole-class (WC), group work (GW), individual work (IW).
  - Determine instructional moves—appropriate tools, manipulatives, opportunities for student discourse, and so on—needed to ensure student engagement.
  - Think through potential "hot spots," or places where students are likely to get stuck or have misconceptions. Determine a plan to probe student thinking and support student learning without lowering the cognitive demand on the students. Use the *Remediation Guides* to help identify remedial standards that may be necessary to fill gaps in learning.
  - Determine how the lesson could best be facilitated to bring out the identified Standards for Mathematical Practice (SMPs).
  - Identify opportunities for formative assessment of student understanding.
  - Determine how you will support students with unfinished learning and how you will extend learning for students who master the content.

Look-fors

- Did the group…
  - Determine whether the problems in the lesson provide students opportunities to meet the identified skills and strategies necessary to achieve the intent of the standard(s)?
  - Determine instructional strategies and moves needed to make the learning more engaging and meaningful for students?
  - Identify potential student misconceptions?
  - Anticipate possible strategies that students might use to solve problems?
  - Identify how the Standards for Mathematical Practice (SMPs) will manifest in the lesson?
  - Plan to support students with unfinished learning?
  - Plan to increase the complexity, open-endedness, or level of thinking for students who master the content?

Notes:

Unpack student understanding

Purpose: Team members will analyze student work to formatively assess the nature and extent of student understanding and to determine the implications for instructional practice and effectiveness.

Time estimate: 30 to 40 minutes

Ground rules for student work analysis

- Focus on the evidence, not on what you think the student knows.
- Be aware of personal bias.
- Be in the spirit of dialogue.
- Maintain a professional atmosphere.

Process

- Review the lesson-level performance expectation to develop consistency in the implementation of a rating system.
- Individually analyze and rate student work samples for evidence of student understanding, and sort these samples into three stacks:
  - Stack 1: Most target dimensions are not evident.
  - Stack 2: Most target dimensions are evident.
  - Stack 3: All target dimensions are clearly evident.
- As a group, share and compare findings reaching consensus for each work sample.
- Determine the following:

What are patterns and trends in what students know and can do?
Based on this student work analysis, what are the implications for future instruction?
What is the plan for responding to students' needs for intervention and enrichment?

Look-fors

- Did your team…
  - Make determinations about student work based on evidence linked to the target dimensions?
  - Allow all members to have a voice in reaching consensus for placement of student work?
  - Reach consensus on the identified patterns and trends?
  - Resolve differences in opinion?
  - Identify and discuss implications for instruction?
  - Plan appropriate intervention and enrichment opportunities?
  - Agree on next steps to implement the plan?

Notes: