Planning Guide

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

Establish the Focus for Collaborative Planning

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

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

Actions: Use the Louisiana Guide to Implementing Eureka, the Eureka introductory material, and/or the Rigor Document to determine the targeted standards.

Look-fors

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

Notes:

Foundational Study of the Standards

***Purpose*:** Participants 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, Domain, Cluster Heading, and Content Standard) to ensure a common understanding of the content.
- Identify related standards in the grades/courses before and after using the Remediation Tables or Coherence Map. Describe how the focus grade/course level standards are different than the adjacent standards.
- Describe the components of rigor addressed by the targeted standard(s). Use the Rigor Document 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 call for by the standard(s)?
  - Identify expected prerequisite skills or strategies from the previous grade/course?
  - Determine new strategies, skills, or key content being introduced?
  - Identify strategies or skills being finalized in this grade/course?
  - Determine what students should know and be able to do to demonstrate (regarding content, practices, and rigor) they have learned the mathematics?

Notes:

Bridge to Lesson Planning

Purpose: Participants will connect their understanding of the standards to EngageNY resource materials in order to 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 *Louisiana Eureka Guide* to identify if other lessons address the same standard(s). Preview these lessons to clarify which aspects of the standard(s) each one addresses.
- Study the lesson(s).
  - Review the "Concept Development" or "Classwork" piece and "Student Debrief" or "Closing." Work every problem.
- Annotate the lesson(s).
  - Determine what problems or sets of problems, if any, should be omitted, expanded, or adjusted. Determine if instructions for problem sets need revision to better meet the intent of the standards. Think through correct answers and strategies that students might use to get them.
  - Determine strategies for instruction for each part of the lesson(s) (whole class – WC, group work – GW, individual work – IW).
  - Determine instructional moves needed to ensure student engagement (appropriate tools, manipulatives, and opportunities for student discourse, etc.).
  - Think through hot spots, or places that students are likely to get stuck or have misconceptions. Determine a plan to probe student thinking and support student learning without lowering cognitive demand.
  - Determine how the lesson could be facilitated in order to bring out the identified Standards for Mathematical Practice.
  - Identify desired reflections and possible opportunities for clarification to use during the "Student Debrief" or "Closing."
  - Determine how you will support students who miss the exit ticket items and extend learning for those who master the content.

Look-fors

- Did the group…
  - Determine if the problems in the lesson give 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?
  - Determine possible strategies students might use to solve problems?
  - Identify how the Standards for Mathematical Practice 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: