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, norms, and desired outcomes. Participants may benefit from having read the standards and gathering curricular resource materials prior to the planning session.

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

Actions: Use the *Louisiana Guide to Implementing Eureka Math*, the *Eureka Math* introductory material, 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, 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: "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

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, Content Standard, Cluster heading, Domain, and Conceptual Category—to ensure a common understanding of the content.
- 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:

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Bridge to lesson planning

Purpose: Participants will connect their understanding of the standards to *Engage NY* resource materials 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 *Louisiana Guide to Implementing Eureka Math* 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 the "Concept Development" or "Classwork" piece and "Student Debrief" or "Closing" piece. Work through every mathematics problem.
- Annotate the lesson(s).
  - Determine what problems or sets of problems, if any, should be omitted, expanded, or adjusted. Determine whether instructions for problem sets require any 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 these answers.
  - 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. Include consideration of appropriate tools, manipulatives, and opportunities for student discourse.
  - 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 cognitive demand on the students.
  - Determine how the lesson could best be facilitated to bring out the identified Standards for Mathematical Practice (SMPs).
  - 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 how you will extend learning for those 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?
  - Determine possible strategies that 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: