

**Prepare for collaborative lesson planning.**

- Overview the unit and or subset of lessons.
- In order for teachers to meaningfully engage in this process, each teacher should arrive having reviewed all components of the lesson and worked through every mathematics problem.

**Step 1: Foundational Study of the Standards**

Time estimate: 5 to 10

minutes

**Question:** What is the expectation of the standard(s)?

**Purpose:** Team members will collaboratively analyze the expectation(s) of standard(s) and deepen their understanding of what students should know and be able to do by studying specific [Louisiana Student Standards for Mathematics](#). Examine the [Louisiana Guide to Implementing](#) and [Acceleration Guidance](#) documents to understand the progression of math learning across prior grades or courses.

Process	Look for
<ul style="list-style-type: none"> <li>● Use the appropriate <a href="#">Louisiana Guide to Implementing</a> to determine the targeted standard(s).</li> <li>● Analyze the targeted standard(s) for intended component of rigor and intent at the targeted grade level using the <a href="#">Teachers Companion Document 2.0</a>.</li> <li>● Reflect on important <a href="#">prerequisite standards</a>.</li> </ul>	<p><b>Did the group</b></p> <ul style="list-style-type: none"> <li>● determine key learning expected from the standard(s)?</li> <li>● identify specific strategies called for by the standard(s)?</li> <li>● identify expected prerequisite skills or strategies from the previous grade-level or course standard(s)?</li> <li>● determine new strategies, skills, or key content being introduced?</li> <li>● identify concepts taught for the final time in this grade or course?</li> </ul>
<p><b>Notes:</b></p>	

**Step 2: Collaborative Lesson Planning**

Time estimate: 20 to 30 minutes

minutes

**Question:** What instructional decisions must I make to ensure all students can access the content and that the employment of this lesson meets the intent of the standard(s)?

**Purpose:** Team members will connect their understanding of the standard(s) to their high-quality curricular resource so they can make instructional decisions that best meet the intent of the standard(s) and the needs of all students.

Process	Look for
<p><b>As a group, annotate the lesson(s) through the lens of the standard(s).</b></p> <ul style="list-style-type: none"> <li>● Compare the expectations of the standard(s) discussed with the learning objectives listed in the lesson(s).</li> <li>● Prioritize the problems students should engage with according to the expectation(s) of the standard(s).             <ul style="list-style-type: none"> <li>○ Think through the correct answers and possible strategies students might use.</li> <li>○ Identify potential places that may require students to make use of SMP 1, "Make sense of problems and persevere in solving them."</li> <li>○ Plan just-in-time supports to ensure access to grade-level mathematics for every student based on the prerequisite standard(s) identified in step 1.</li> </ul> </li> <li>● Determine class structure for each part of the lesson— whole-class, group work, individual work.</li> <li>● Identify opportunities for discourse, engaging students in the Math Practices and formative assessment of student understanding.</li> <li>● Determine appropriate extension activities to support students in expanding their understanding.</li> <li>● What tools and materials will students need?</li> </ul>	<p><b>Did the group</b></p> <ul style="list-style-type: none"> <li>● 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)?</li> <li>● determine instructional strategies and moves needed to make the learning more engaging and meaningful for students?</li> <li>● anticipate             <ul style="list-style-type: none"> <li>○ potential points in the lesson in which students will need to persevere in problem solving.</li> <li>○ possible strategies that students might use to solve problems?</li> <li>○ the meaning of strategy choice in relation to student understanding?</li> <li>○ potential unfinished learning that will hinder access to grade-level mathematics?</li> </ul> </li> <li>● identify how the Standards for Mathematical Practice (SMPs) will manifest in the lesson?</li> <li>● plan appropriate extension activities to support students in expanding their understanding?</li> </ul>

**Notes:**

### Step 3: Unpack Student Understanding

Time estimate: 30 to 40 minutes

**Question:** How did students respond to the enacted lesson? Based on the information from formative assessments, what are my next instructional steps?

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

**Reminders for student work analysis**

- Focus on the evidence, not on what you *think* the student knows.
- Consider patterns or trends in what students know and can do.
- Approach analysis with an asset-based mindset. (In what areas have students demonstrated success? How can we build on these assets to support future growth?)

- Be aware of personal bias.

**Sample sources of student work:**

- Exit Tickets, Cool Downs
- classwork
- tutoring Exit Tickets

Process	Look for
<ul style="list-style-type: none"> <li>● Review the intent and expectation of the standard(s).</li> <li>● Individually analyze student work samples for evidence of student understanding, and sort these samples into three stacks:               <ul style="list-style-type: none"> <li>○ Stack 1: Not yet.</li> <li>○ Stack 2: Almost there.</li> <li>○ Stack 3: Got it!</li> </ul> </li> <li>● As a group, share and compare findings reaching consensus for each work sample.</li> <li>● Determine               <ul style="list-style-type: none"> <li>○ evidence of patterns and trends in student understanding;</li> <li>○ implications for future instruction; and</li> <li>○ a responsive plan that is specific to students' need for individualized support or extension.</li> </ul> </li> </ul>	<p><b>Did the group</b></p> <ul style="list-style-type: none"> <li>● make determinations about student work based on evidence linked to the expectations of the standard?</li> <li>● reach consensus on the identified patterns and trends?</li> <li>● identify and discuss implications for instruction?</li> <li>● plan appropriate support and enrichment opportunities?</li> </ul>

**Notes:**

## Resources

### [K-12 Math Planning](#)

#### [Accelerate Math](#)

#### Louisiana Guides to Implementing

- [Grades K-8, Algebra I, Geometry Louisiana Guide to Implementing Eureka Math](#)
- [Grades 6-8, HS Louisiana Guide to Implementing Illustrative Mathematics](#)
- [Grades K-8 Louisiana Guide to Implementing JUMP Math](#)
- [Algebra I, Geometry Louisiana Guide to Implementing SpringBoard](#)

#### Acceleration Guidance Documents

- [Kindergarten](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)
- [Algebra I](#)
- [Geometry](#)
- [Algebra II](#)

#### [Teachers Companion Document 2.0](#)