

School:	Fox Elementary	Subject:	<u>Reading/ELA</u>	Teacher:		Date:	
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<b>PRE-PLANNING</b>	<b>BENCHMARK:</b>	<b>OBJECTIVE</b>
	Click here to enter text.	What will your students be able to learn?
	Click here to enter text.	Click here to enter text.
	<b>ASSESSMENT “Begin with the End in Mind”</b> How will you know whether your students have made progress toward the objective? How and when will you assess mastery?	<b>ESSENTIAL QUESTION(S)</b> A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>HIGHER ORDER QUESTIONS (3-5)</b> What questions will be answered to provoke higher order thinking and include Moderate to High DOK Complexity Levels? What would the ideal student response be for each question? What type of collaborative structure will you use so all students are engaged?	<b>Vocabulary</b> Essential vocabulary that should be introduced and/or reviewed.	
Click here to enter text.	Click here to enter text.	Click here to enter text.

<b>LESSON</b>	<b>BELLRINGER</b> Provide reinforcement of previously taught skills.				
	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

<b>WORD WORK</b>					
	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>INTRODUCTION</b> Set the purpose of the lesson. <ul style="list-style-type: none"> <li>Introduce or review the Essential Question.</li> <li>Explain the relevance of lesson and the importance of learning the concept.</li> </ul> Introduce important vocabulary using the word wall as an interactive learning tool.					
<b>MODELING “I DO”</b> Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work. <ul style="list-style-type: none"> <li>Conduct a think aloud while modeling the steps to completing an activity or solving a problem.</li> </ul>					

<ul style="list-style-type: none"> <li>Model the use of reading comprehension strategies.</li> </ul> <p>Model the use of a graphic organizer or interactive journal entry.</p>					
<p><b>GUIDED PRACTICE “WE DO”</b></p> <p>Provide students support while they try doing what was modeled to them.</p> <ul style="list-style-type: none"> <li>Perform checks for understanding. List the questions that you will ask to check for understanding.</li> <li>Use questioning techniques such as re-directing, wait-time and prompting.</li> </ul> <p>Encourage student accountable talk during discussion.</p>					
<p><b>COLLABORATIVE PRACTICE “THEY DO”</b></p> <p>Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.</p> <ul style="list-style-type: none"> <li>Incorporate the use of a collaborative strategy in small groups.</li> </ul> <p>Circulate throughout the room and provide guidance to each group as needed.</p>					
<p><b>INDEPENDENT PRACTICE “YOU DO”</b></p> <p>Allow students the opportunity to independently practice what was learned throughout the lesson.</p> <p>Differentiate your instruction to reach the diversity of learners in your classroom:</p> <ul style="list-style-type: none"> <li>Pull small groups or individuals for more intensive support.</li> <li>Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.</li> </ul> <p>Provide above-level students with extended practice through the use of higher level activities.</p> <p><b>A) Students who need extra support will...</b></p>					

<p><b>B) Students who are working on level and independently will...</b></p> <p><b>C) Students who need to be challenged or finish early will...</b></p>					
<p><b>CLOSURE</b></p> <p>Wrap up the lesson and help students organize the information learned into a meaningful context.</p> <ul style="list-style-type: none"> <li>Have students answer the Essential Question in writing.</li> </ul> <p>Help students connect today's learning to their bigger goal in the course.</p>					
<b>WRITING</b>					
	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<p><b>INTRODUCTION</b></p> <p>Set the purpose of the lesson.</p> <ul style="list-style-type: none"> <li>Introduce or review the Essential Question.</li> <li>Explain the relevance of lesson and the importance of learning the concept.</li> </ul> <p>Introduce important vocabulary using the word wall as an interactive learning tool.</p>					
<p><b>MODELING "I DO"</b></p> <p>Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.</p> <ul style="list-style-type: none"> <li>Conduct a think aloud while modeling the steps to completing an activity or solving a problem.</li> <li>Model the use of reading comprehension strategies.</li> </ul> <p>Model the use of a graphic organizer or interactive journal entry.</p>					
<p><b>GUIDED PRACTICE "WE DO"</b></p> <p>Provide students support while they try doing what was modeled to them.</p> <ul style="list-style-type: none"> <li>Perform checks for understanding. List the questions that you will ask to check for understanding.</li> <li>Use questioning techniques such as re-directing, wait-time and prompting.</li> </ul>					

Encourage student accountable talk during discussion.					
<p><b>COLLABORATIVE PRACTICE “THEY DO”</b></p> <p>Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.</p> <ul style="list-style-type: none"> <li>Incorporate the use of a collaborative strategy in small groups.</li> </ul> <p>Circulate throughout the room and provide guidance to each group as needed.</p>					
<p><b>INDEPENDENT PRACTICE “YOU DO”</b></p> <p>Allow students the opportunity to independently practice what was learned throughout the lesson.</p> <p>Differentiate your instruction to reach the diversity of learners in your classroom:</p> <ul style="list-style-type: none"> <li>Pull small groups or individuals for more intensive support.</li> <li>Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.</li> </ul> <p>Provide above-level students with extended practice through the use of higher level activities.</p> <p><b>C) Students who need extra support will...</b></p> <p><b>D) Students who are working on level and independently will...</b></p> <p><b>C) Students who need to be challenged or finish early will...</b></p>					
<p><b>CLOSURE</b></p> <p>Wrap up the lesson and help students organize the information learned into a meaningful context.</p> <ul style="list-style-type: none"> <li>Have students answer the Essential Question in writing.</li> </ul> <p>Help students connect today’s learning to their bigger goal in the course.</p>					
<b>LISTENING COMPREHENSION</b>					

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>INTRODUCTION</b> Set the purpose of the lesson.</p> <ul style="list-style-type: none"> <li>• Introduce or review the Essential Question.</li> <li>• Explain the relevance of lesson and the importance of learning the concept.</li> </ul> <p>Introduce important vocabulary using the word wall as an interactive learning tool.</p>					
<p><b>MODELING “I DO”</b> Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.</p> <ul style="list-style-type: none"> <li>• Conduct a think aloud while modeling the steps to completing an activity or solving a problem.</li> <li>• Model the use of reading comprehension strategies.</li> </ul> <p>Model the use of a graphic organizer or interactive journal entry.</p>					
<p><b>GUIDED PRACTICE “WE DO”</b> Provide students support while they try doing what was modeled to them.</p> <ul style="list-style-type: none"> <li>• Perform checks for understanding. List the questions that you will ask to check for understanding.</li> <li>• Use questioning techniques such as re-directing, wait-time and prompting.</li> </ul> <p>Encourage student accountable talk during discussion.</p>					
<p><b>COLLABORATIVE PRACTICE “THEY DO”</b> Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.</p> <ul style="list-style-type: none"> <li>• Incorporate the use of a collaborative strategy in small groups.</li> </ul> <p>Circulate throughout the room and provide guidance to each group as needed.</p>					

<p><b>INDEPENDENT PRACTICE</b>  <b>“YOU DO”</b></p> <p>Allow students the opportunity to independently practice what was learned throughout the lesson.</p> <p>Differentiate your instruction to reach the diversity of learners in your classroom:</p> <ul style="list-style-type: none"> <li>• Pull small groups or individuals for more intensive support.</li> <li>• Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.</li> </ul> <p>Provide above-level students with extended practice through the use of higher level activities.</p> <p><b>E) Students who need extra support will...</b></p> <p><b>F) Students who are working on level and independently will...</b></p> <p><b>C) Students who need to be challenged or finish early will...</b></p>					
<p><b>CLOSURE</b></p> <p>Wrap up the lesson and help students organize the information learned into a meaningful context.</p> <ul style="list-style-type: none"> <li>• Have students answer the Essential Question in writing.</li> </ul> <p>Help students connect today's learning to their bigger goal in the course.</p>					

CENTER ROTATIONS				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p style="text-align: center;">Center Rotation 1: Teacher-Led (Secondary Benchmark)  Center Rotation 2: Practice- eyes on text and writing to answer HOT questions  Center Rotation 3: Technology (Reading Wonders My Binder, Achieve 3000, Smarty Ants, Moby Max (Math)  Center Rotation 4: Independent – practice a previously taught skill from last week's lesson</p>				
<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p>	<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p>	<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p>	<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p>	<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p>

4.) Click here to enter text.				
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**HOME-LEARNING**  
How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Click here to enter text.				

<b>School:</b>		<b>Subject:</b>	Math	<b>Teacher:</b>		<b>Date:</b>	
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>INTRODUCTION</b> Set the purpose of the lesson.					

<ul style="list-style-type: none"> <li>• Introduce or review the Essential Question.</li> <li>• Explain the relevance of lesson and the importance of learning the concept.</li> </ul> <p>Introduce important vocabulary using the word wall as an interactive learning tool.</p>					
<p><b>MODELING “I DO”</b></p> <p>Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.</p> <ul style="list-style-type: none"> <li>• Conduct a think aloud while modeling the steps to completing an activity or solving a problem.</li> <li>• Model the use of reading comprehension strategies.</li> </ul> <p>Model the use of a graphic organizer or interactive journal entry.</p>					
<p><b>GUIDED PRACTICE “WE DO”</b></p> <p>Provide students support while they try doing what was modeled to them.</p> <ul style="list-style-type: none"> <li>• Perform checks for understanding. List the questions that you will ask to check for understanding.</li> <li>• Use questioning techniques such as re-directing, wait-time and prompting.</li> </ul> <p>Encourage student accountable talk during discussion.</p>					
<p><b>COLLABORATIVE PRACTICE “THEY DO”</b></p> <p>Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.</p> <ul style="list-style-type: none"> <li>• Incorporate the use of a collaborative strategy in small groups.</li> </ul> <p>Circulate throughout the room and provide guidance to each group as needed.</p>					
<p><b>INDEPENDENT PRACTICE “YOU DO”</b></p>					

<p>Allow students the opportunity to independently practice what was learned throughout the lesson. Differentiate your instruction to reach the diversity of learners in your classroom:</p> <ul style="list-style-type: none"> <li>• Pull small groups or individuals for more intensive support.</li> <li>• Assign students independent work that is directly aligned with the "I Do" and "We Do" portions of the lesson.</li> </ul> <p>Provide above-level students with extended practice through the use of higher level activities.</p> <p><b>G) Students who need extra support will...</b></p> <p><b>H) Students who are working on level and independently will...</b></p> <p><b>C) Students who need to be challenged or finish early will...</b></p>					
<p><b>CLOSURE</b> Wrap up the lesson and help students organize the information learned into a meaningful context.</p> <ul style="list-style-type: none"> <li>• Have students answer the Essential Question in writing.</li> </ul> <p>Help students connect today's learning to their bigger goal in the course.</p>					

<b>CENTER ROTATIONS</b>				
<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<p><b>Center Rotation 1: Teacher-Led (Secondary Benchmark)</b>  <b>Center Rotation 2: Practice- practice of new learning; writing to justify answers</b>  <b>Center Rotation 3:Technology (Prodigy, Envision, Moby Max (Math)</b>  <b>Center Rotation 4: Independent – practice a previously taught skill from last week's lesson</b></p>				
<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p>	<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p> <p>4.) Click here to enter text.</p>	<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p> <p>4.)Click here to enter text.</p>	<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p> <p>4.) Click here to enter text.</p>	<p>1.)Click here to enter text.</p> <p>2.)Click here to enter text.</p> <p>3.)Click here to enter text.</p> <p>4.) Click here to enter text.</p>

4.) Click here to enter text.				
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**HOME-LEARNING**

How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Click here to enter text.				

<b>School:</b>		<b>Subject:</b>	Science	<b>Teacher:</b>		<b>Date:</b>	
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>INTRODUCTION</b> Set the purpose of the lesson.					

<ul style="list-style-type: none"> <li>• Introduce or review the Essential Question.</li> <li>• Explain the relevance of lesson and the importance of learning the concept.</li> </ul> <p>Introduce important vocabulary using the word wall as an interactive learning tool.</p>					
<p><b>MODELING “I DO”</b></p> <p>Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.</p> <ul style="list-style-type: none"> <li>• Conduct a think aloud while modeling the steps to completing an activity or solving a problem.</li> <li>• Model the use of reading comprehension strategies.</li> </ul> <p>Model the use of a graphic organizer or interactive journal entry.</p>					
<p><b>GUIDED PRACTICE “WE DO”</b></p> <p>Provide students support while they try doing what was modeled to them.</p> <ul style="list-style-type: none"> <li>• Perform checks for understanding. List the questions that you will ask to check for understanding.</li> <li>• Use questioning techniques such as re-directing, wait-time and prompting.</li> </ul> <p>Encourage student accountable talk during discussion.</p>					
<p><b>COLLABORATIVE PRACTICE “THEY DO”</b></p> <p>Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.</p> <ul style="list-style-type: none"> <li>• Incorporate the use of a collaborative strategy in small groups.</li> </ul> <p>Circulate throughout the room and provide guidance to each group as needed.</p>					
<p><b>INDEPENDENT PRACTICE “YOU DO”</b></p>					

<p>Allow students the opportunity to independently practice what was learned throughout the lesson. Differentiate your instruction to reach the diversity of learners in your classroom:</p> <ul style="list-style-type: none"> <li>• Pull small groups or individuals for more intensive support.</li> <li>• Assign students independent work that is directly aligned with the "I Do" and "We Do" portions of the lesson.</li> </ul> <p>Provide above-level students with extended practice through the use of higher level activities.</p> <p>I) <b>Students who need extra support will...</b></p> <p>J) <b>Students who are working on level and independently will...</b></p> <p>C) <b>Students who need to be challenged or finish early will...</b></p>					
<p><b>CLOSURE</b> Wrap up the lesson and help students organize the information learned into a meaningful context.</p> <ul style="list-style-type: none"> <li>• Have students answer the Essential Question in writing.</li> </ul> <p>Help students connect today's learning to their bigger goal in the course.</p>					

<b>School:</b>		<b>Subject:</b>	<b>Social Studies</b>	<b>Teacher:</b>		<b>Date:</b>	
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	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<p><b>INTRODUCTION</b> Set the purpose of the lesson.</p> <ul style="list-style-type: none"> <li>• Introduce or review the Essential Question.</li> <li>• Explain the relevance of lesson and the importance of learning the concept.</li> </ul> <p>Introduce important vocabulary using the word wall as an interactive learning tool.</p>					

<p><b>MODELING “I DO”</b>  Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.</p> <ul style="list-style-type: none"> <li>• Conduct a think aloud while modeling the steps to completing an activity or solving a problem.</li> <li>• Model the use of reading comprehension strategies.</li> </ul> <p>Model the use of a graphic organizer or interactive journal entry.</p>					
<p><b>GUIDED PRACTICE “WE DO”</b>  Provide students support while they try doing what was modeled to them.</p> <ul style="list-style-type: none"> <li>• Perform checks for understanding. List the questions that you will ask to check for understanding.</li> <li>• Use questioning techniques such as re-directing, wait-time and prompting.</li> </ul> <p>Encourage student accountable talk during discussion.</p>					
<p><b>COLLABORATIVE PRACTICE “THEY DO”</b>  Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.</p> <ul style="list-style-type: none"> <li>• Incorporate the use of a collaborative strategy in small groups.</li> </ul> <p>Circulate throughout the room and provide guidance to each group as needed.</p>					
<p><b>INDEPENDENT PRACTICE “YOU DO”</b>  Allow students the opportunity to independently practice what was learned throughout the lesson.  Differentiate your instruction to reach the diversity of learners in your classroom:</p> <ul style="list-style-type: none"> <li>• Pull small groups or individuals for more intensive support.</li> </ul>					

<ul style="list-style-type: none"> <li>Assign students independent work that is directly aligned with the "I Do" and "We Do" portions of the lesson.</li> </ul> <p>Provide above-level students with extended practice through the use of higher level activities.</p> <ul style="list-style-type: none"> <li><b>K) Students who need extra support will...</b></li> <li><b>L) Students who are working on level and independently will...</b></li> <li><b>C) Students who need to be challenged or finish early will...</b></li> </ul>					
<p><b>CLOSURE</b></p> <p>Wrap up the lesson and help students organize the information learned into a meaningful context.</p> <ul style="list-style-type: none"> <li>Have students answer the Essential Question in writing.</li> </ul> <p>Help students connect today's learning to their bigger goal in the course.</p>					

**FOX ELEMENTARY SCHEDULE**

<b>Teacher</b>	<b>8:00-9:00</b>	<b>9:00-10:00</b>	<b>10:00-10:30</b>	<b>10:30-11:00</b>	<b>11:00-11:45</b>	<b>11:45-11:55</b>	<b>11:55-12:25</b>	<b>12:25-1:15</b>	<b>1:15-1:45</b>	<b>1:45-2:15</b>	<b>2:15-3:00</b>	
5 Blythers (ELA)	Specials	Literacy (60)	ILT (30)	Writing (30)	Soc. St. (45)	Literacy (10)	Lunch	Literacy (50)	ILT (30)	Writing (30)	Soc. St. (45)	
4 Cook (ELA)	Specials	Literacy (60)	ILT (30)	Writing (30)	Soc. St. (45)	Literacy (10)	Lunch	Literacy (50)	ILT (30)	Writing (30)	Soc. St. (45)	
3 Patel (ELA)	Specials	Literacy (60)	ILT (30)	Writing (30)	Soc. St. (45)	Literacy (10)	Lunch	Literacy (50)	ILT (30)	Writing (30)	Soc. St. (45)	
<b>Teacher</b>	<b>8:00-9:00</b>	<b>9:00-10:00</b>	<b>10:00-10:30</b>	<b>10:30-11:45</b>	<b>11:45-11:55</b>	<b>11:55-12:25</b>	<b>12:25-1:15</b>	<b>1:15-1:45</b>	<b>1:45-3:00</b>			
5 Herring (Math)	Science (60)	Specials	ILT (30)	Math (75)	Science (10)	Lunch	Science (50)	ILT (30)	Math (75)			
4 Mills (Math)	Science (60)	Specials	ILT (30)	Math (75)	Science (10)	Lunch	Science (50)	ILT (30)	Math (75)			
3 Pitts (Math)	Science (60)	Specials	ILT (30)	Math (75)	Science (10)	Lunch	Science (50)	ILT (30)	Math (75)			
<b>2nd Grade</b>												
<b>Teacher</b>	<b>8:00-10:00</b>		<b>10:00-10:30</b>	<b>10:30-11:10</b>	<b>11:10-11:40</b>		<b>11:40-12:40</b>	<b>12:40-1:40</b>	<b>1:40-2:40</b>	<b>2:40-3:00</b>		
Ferguson	Literacy/Social Studies (120)		ILT (30)	Math (40)	Lunch		Specials	Math (60)	Science (60)	Char.Ed		
Peterson	Literacy/Social Studies (120)		ILT (30)	Math (40)	Lunch		Specials	Math (60)	Science (60)	Char.Ed		
Zurita	Literacy/Social Studies (120)		ILT (30)	Math (40)	Lunch		Specials	Math (60)	Science (60)	Char.Ed		
<b>1st Grade</b>												
<b>Teacher</b>	<b>8:00-10:00</b>		<b>10:00-10:30</b>	<b>10:35-11:05</b>	<b>11:05-12:35</b>			<b>12:40-1:40</b>	<b>1:40-2:40</b>	<b>2:40-3:00</b>		
Jackson	Literacy (120)		ILT (30)	Lunch	Math (90)			Specials	Sci (30)	S.St. (30)	Char.Ed	
Snell	Literacy (120)		ILT (30)	Lunch	Math (90)			Specials	Sci (30)	S.St. (30)	Char.Ed	
Vinson	Literacy (120)		ILT (30)	Lunch	Math (90)			Specials	Sci (30)	S.St. (30)	Char.Ed	
<b>Kindergarten</b>												
<b>Teacher</b>	<b>8:00-10:00</b>		<b>10:00-10:30</b>	<b>10:35-11:05</b>	<b>11:05-12:35</b>			<b>12:40-1:40</b>	<b>1:40-2:40</b>	<b>2:40-3:00</b>		
Crocker	Literacy/Social Studies (120)		ILT (30)	Lunch	Math (90)			Supervised PE	Science (60)	Char.Ed		
Estes	Literacy/Social Studies (120)		ILT (30)	Lunch	Math (90)			Supervised PE	Science (60)	Char.Ed		
Frandor	Literacy/Social Studies (120)		ILT (30)	Lunch	Math (90)			Supervised PE	Science (60)	Char.Ed		
<b>Teacher</b>	<b>8:00-9:00</b>	<b>9:00-10:00</b>	<b>10:00-11:30</b>				<b>11:40-12:40</b>	<b>12:40-1:40</b>	<b>1:40-3:00</b>			
Art	3,4,5, ELA	3,4,5 Math	Planning and Lunch				2nd Grade	1st Grade	Instructional Support			
Music	3,4,5, ELA	3,4,5 Math	Planning and Lunch				2nd Grade	1st Grade	Instructional Support			
Physical Educator	3,4,5, ELA	3,4,5 Math	Planning and Lunch				2nd Grade	1st Grade	Instructional Support			

## Student Learning Communities

<b>TIER I TUESDAYS</b> <ul style="list-style-type: none"><li>• Prioritize and unwrap standards</li><li>• Decide what mastery will look like and how to get there</li><li>• Develop the first common formative assessment before the instructional unit begins</li></ul>	What to bring: <ul style="list-style-type: none"><li>• Grade level standards</li><li>• MCSD pacing guides</li><li>• Teacher's Editions</li><li>• Laptops</li></ul>
<b>TIER II WEDNESDAYS</b> <ul style="list-style-type: none"><li>• Data Team cycle with the previous week's assessment</li><li>• Begin to look at what individual students (groups) need</li><li>• Begin to look at how concepts will be retaught</li></ul>	What to bring: <ul style="list-style-type: none"><li>• Student work samples</li><li>• Formative assessment results</li><li>• Assessment data charted</li><li>• Laptops</li></ul>
<b>TIER III THURSDAYS</b> <ul style="list-style-type: none"><li>• Discuss differentiation strategies</li><li>• Plan for small groups for the following week and possible ILT</li></ul>	What to bring: <ul style="list-style-type: none"><li>• RTI documentation</li><li>• Instructional Strategies</li><li>• Ideas of how to reteach</li><li>• Knowledge of individual learning styles</li><li>• Laptops</li></ul>

### Materials Need for Meetings

Standards and Pacing Guide

Teacher's Edition(s)

Rubric

Question #21 written by the teacher or exemplary work sample

Students' work samples

Assessment Data charted

## Collaborative Planning Overview A Rubric for Effective Practice

	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Team Leadership and Facilitation</b>	<p>A team nominated teacher leader fosters discussions that are analytic, reflective and results-oriented. (GSPS Leadership 1, 4; Curriculum &amp; Planning 1; TKES 1, 9, 10)</p> <p>The team establishes collegial norms, and a productive, improvement-oriented culture, including giving and receiving peer feedback. (GSPS Curriculum &amp; Planning 1; Planning &amp; Organization 3; School Culture 2, 4; TKES 1, 9, 10)</p>	<p>A designated team leader (coach/teacher) has been established and explicit norms and protocols developed.</p> <p>Teachers understand that working together interdependently towards a common goal will improve teaching practices and student achievement.</p>	<p>Leadership is not clearly established amongst the team.</p> <p>Teachers meet to engage in collaborative planning. However, the process that is used is inconsistent and/or does not follow a specific protocol.</p>	<p>No evidence of leadership, protocols or norms within the group.</p> <p>Most teachers prefer to work in isolation and do not understand how their collaborative efforts will impact teaching and student learning.</p>
	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Reflective Teaching Practice</b>	<p>Teachers are reflective within their discussions about teaching practices connected to student learning gaps related to the content standards. (GSPS Curriculum &amp; Planning 1, 2, 3; Professional Learning 4; TKES 1, 2, 3, 9, 10)</p> <p>Teachers anticipate student responses to instruction. (GSPS Instruction 2, 3, 4; TKES 1, 2, 3, 4)</p> <ul style="list-style-type: none"> <li>• What misconceptions are likely, and what can we do to prevent or minimize these misconceptions?</li> </ul> <p>Teachers engage in deep, collective inquiry and shared responsibility for enabling students to master standards. (GSPS Curriculum &amp; Planning 1; Professional Learning 2, 4; School Culture 2; TKES 1, 2, 9, 10)</p> <ul style="list-style-type: none"> <li>• What specific objectives must students achieve to master this standard?</li> <li>• How can we present concepts so that students see connections with their background and prior knowledge?</li> <li>• What vocabulary must students know and understand to discuss this concept comfortably?</li> </ul>	<p>Teachers are reflective within their discussions about teaching practices connected to student learning gaps.</p> <p>Reflection Questions (Danielson):</p> <ul style="list-style-type: none"> <li>• What worked in this lesson? How do I know?</li> <li>• What would I do the same or differently if I could reteach this lesson? Why?</li> <li>• What root cause might be prompting or perpetuating this student behavior?</li> <li>• What do I believe about how students learn? How does this belief influence my instruction?</li> <li>• What data do I need to make an informed decision about this problem?</li> <li>• Is this the most efficient way to accomplish this task?</li> </ul> <p>Some evidence of anticipation of student responses to instruction.</p>	<p>Teachers participate in limited discussions about teaching practices with partial connection to student learning gaps.</p>	<p>Teachers lack understanding of student learning gaps.</p>

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<b>Standards-Based Instructional Planning</b>	<p>Teachers deeply discuss Georgia Standards of Excellence, resulting in prioritized content standards, in order to create pacing guides and curriculum documents. (GSPS Curriculum &amp; Planning 1, 2; TKES 1, 2, 5, 9, 10)</p> <p>Analysis of standards lead to the identification of teacher misconceptions, resulting in research and content knowledge development, and clarification of what students are expected to know, understand, and do. (GSPS Curriculum &amp; Planning 1; Professional Learning 1; TKES 1, 9, 10)</p> <p>Teachers identify end of unit and quarterly student learning targets, create standards-based common assessments, utilizing unpacked Georgia Standards of Excellence, and ensure student learning targets clearly align to prioritized standards. (GSPS Instruction 2; Assessment 3, 5; TKES 1, 2, 5, 9, 10)</p> <p>Action plans are proactively developed to support at-risk students and students in need of enrichment. (GSPS Instruction 9; Assessment 4; TKES 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p>	<p>Teachers analyze the Georgia Standards of Excellence to determine the intent of the standards and clarify what students are expected to know, understand, and do.</p> <p>Teachers embed the Georgia Standards of Excellence in the creation of pacing guides and curriculum documents.</p> <p>Teachers analyze and agree upon student learning targets and assessments for unit and quarterly standards prior to instruction.</p>	<p>Teachers embed the Georgia Standards of Excellence in the creation of curriculum documents and performance tasks.</p> <p>Teachers discuss student learning targets for unit or quarterly standards prior to instruction.</p>	<p>Teachers depend solely on textbooks or performance tasks that may or may not be aligned to the Georgia Standards of Excellence.</p> <p>Teachers may discuss student learning targets for unit or quarterly standards.</p>

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<b>Lesson Plans</b>	<p>Lesson Plans are aligned to the Georgia Standards of Excellence, developed collaboratively based on common student assessment data, and includes clear learning targets involving a high level of rigor as aligned to the standards. (GSPS Curriculum &amp; Planning 1, 2; Assessment 1, 3; TKES 1, 2, 3, 4, 5, 6, 8, 9, 10)</p> <p>Real-world connections, vocabulary development, differentiated instructional strategies, teacher and student technology integration, opportunities for guided and independent practice (<i>I do, we do, you do</i>), the use of multiple resources, and higher level questioning are imbedded throughout the lesson. (GSPS Curriculum &amp; Planning 1, 2; Instruction 2, 3, 4, 7; TKES 1, 2, 3, 4, 8)</p>	<p>Lesson Plans are aligned to the Georgia Standards of Excellence, developed collaboratively, and includes clear learning targets within an instructional framework.</p> <p>Assessments align to the learning targets.</p> <p>Vocabulary development, differentiated instructional strategies, technology integration, and opportunities for guided and independent practice (<i>I do, we do, you do</i>) are imbedded into the lesson plans.</p>	<p>Teachers create lesson plans that may be aligned to the Georgia Standards of Excellence, incorporating the instructional framework. A common lesson plan protocol is evident.</p> <p>Although the components of a good lesson plan may be present, there is little evidence of collaboration in the development of the lesson plans (<i>i.e. teacher's jigsaw lesson components or contents</i>).</p>	<p>Teachers talk about ideas for lesson plans that are not clearly aligned to the Georgia Standards of Excellence.</p> <p>A common lesson plan format has not been established or implemented.</p>

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<b>Assessment and Evidence of Student Learning</b>	<p>Teachers use a balanced system of common diagnostic, formative, and summative assessments aligned with the rigor of the Georgia Standards of Excellence. (GSPS Assessment 1, 3. TKES 1, 2, 5, 6, 8)</p> <p>Teachers focus on analyzing what is and is not working based on disaggregated assessment data and student work, and develop remediation/enrichment action plans to meet student needs. (GSPS Assessment 4; Instruction 9. TKES 1, 2, 4, 6, 8)</p> <p>Teachers analyze diagnostic assessments at the item level to assess students' background knowledge and skills, determine learning targets, anticipate student progress and adjust instruction. (GSPS Assessment 3. TKES 1, 2, 6)</p> <p>Teachers analyze formative assessments at the item level to monitor student progress, inform instruction, and improve teacher practices. (GSPS Assessment 3. TKES 1, 2, 6)</p> <p>Teachers analyze summative assessments at the item level to determine mastery of standards, implement remediation, and improve teacher practices. (GSPS Assessment 3, Instruction 9. TKES 1, 2, 4, 6)</p> <p>Teachers provide standards-based feedback to students with regard to progression of achievement towards learning targets. (GSPS Assessment 4, Instruction 8. TKES 1, 2, 6, 10)</p>	<p>Teachers use common formative and summative assessments, aligned with the Georgia Standards of Excellence, to determine student learning targets, monitor student progress, inform instruction, and improve teacher practices.</p> <p>Teachers focus on analyzing what is and is not working based on aggregated assessment data and student work, and develop remediation/enrichment action plans to meet student needs.</p> <p>Teachers provide standards-based feedback to students with regard to progression of achievement towards learning targets.</p>	<p>Teachers use formative and/or summative assessments to monitor student progress.</p> <p>Teachers share assessment data results. Assessment data may or may not be utilized to guide instructional plans.</p> <p>Teachers may provide feedback to students regarding their work.</p>	<p>Teachers use assessments. However, neither assessment data nor student work are utilized to guide instructional planning.</p>