

Figure 7.1: Steps and Guiding Questions for Instructional Planning

Planning Step	Guiding Questions for Teacher Teams	Actions to Take
Step 1: Analyze the standard and determine learning targets.	<p>What must students know, understand, and be able to do to show mastery of this standard?</p> <p>How will teachers communicate this information so students can answer the question, "Where am I going?"</p>	<p>Begin planning by reviewing the standard and ensuring a common understanding of what students must know, understand, and be able to do.</p> <p>Determine specific learning targets and mastery criteria.</p> <p>Design a proficiency scale or unit organizer that allows all students to be working toward mastery of the same standard while working at their individual levels of proficiency.</p> <p>Figure 7.7 (page 206) shows a unit organizer example, and figure 7.9 (page 209) shows a proficiency scale example.</p>
Step 2: Determine how teachers will know students are learning the essential skills	<p>What skills will teachers assess at the end of the unit, and how can they measure progress mid-unit?</p> <p>How will teachers communicate this information so students can answer the question, "Where am I now?"</p>	<p>Consider the end-of-unit assessment and align at least one mid-unit common formative assessment (CFA) to measure learning.</p> <p>Measure progress on learning targets in order to be able to proactively intervene.</p> <p>Review the unit plan and schedule a time for a team data review after the CFA as well as when reteaching will occur mid-unit.</p>
Step 3: Design the instructional plan. Work collaboratively to design Tier 1 instruction with students' diverse learning needs in mind.	<p>How can teachers design instruction to maximize the success of all students?</p> <p>How can teachers work as a team to collectively plan for students who they predict will struggle or need to have learning extended?</p>	<p>Work collaboratively in teams and ensure the following:</p> <ul style="list-style-type: none"> • Align all instruction to the rigor of the standard. • Consider a team commitment that members will not determine instructional activities until after they analyze the standard and determine assessment criteria. • Consider the needs of individual learners in designing initial instruction. Consider the types of unique learners most teachers have and collectively plan in advance for them. • Consider the goals and strategies individual students need and, if possible, embed them into the discussions, group activities, or documents all students use. For example, if a small number of students need highlighting or advance organizers, consider how to do this so it benefits all students.

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Step 4: Determine a plan of action for students who may not learn it the first time.	<p>Who are the students teachers predict will have difficulty? What are the learning targets and potential academic hurdles they will struggle with?</p> <p>What will teachers assess mid-cycle, when will they review data, and when will they reteach?</p> <p>How will teachers communicate this information so students can answer the question, "How will I close the gaps in my learning?"</p>	<p>Include strategies for unique learners in planning for initial instruction as well as have plans in place for those who may continue to struggle. A proactive mid-unit plan will greatly reduce the number of students needing additional support after the summative assessment.</p> <p>If you developed a proficiency scale (see figure 7.3, page 193), utilize the strategies outlined for the students' performance levels.</p>
Step 5: Determine a plan to extend learning for those who have already mastered the learning targets.	<p>Who are the students teachers predict will have already mastered the learning targets, and how can they extend their learning?</p> <p>How will teachers communicate this information so students can answer the question, "How can I extend my learning?"</p>	<p>Use preassessment and ongoing checks for understanding to discover students who need extended learning.</p> <p>If you developed a proficiency scale (see figure 7.3, page 193), utilize the strategies outlined for extending student learning.</p>