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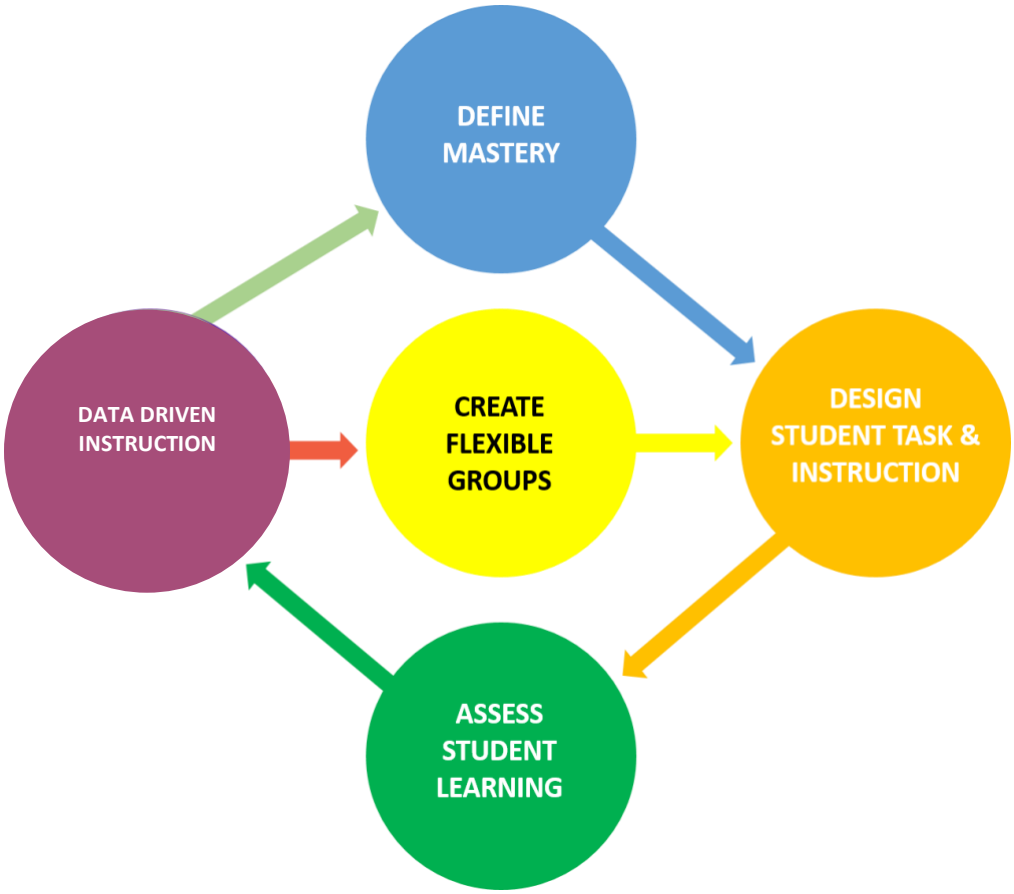
Gardner Public Schools

COMMON PLANNING TIME PLAYBOOK

Big Idea Cycle for Teaching and Learning



11. BIG IDEA CYCLE FOR TEACHING AND LEARNING

1. DEFINE MASTERY
   a. Teacher Leader identifies questions within summative assessments that assess mastery of standards within the Big Idea
   b. CPT Team answers the questions themselves to understand the knowledge and skills necessary to achieve mastery, as well as predict struggles students will encounter.
   c. CPT Team defines what a successful answer looks like.
   d. CPT Team determines what students need to know and be able to do in order to successfully answer the questions on the summative assessment.
   e. CPT Team develops the Assessment Process (Rubric/Learning Criteria/Grade/etc.) to evaluate students' level of mastery. (Whenever possible, the summative assessment rubric/scoring guide should be used.)

2. DESIGN STUDENT TASK AND INSTRUCTION
   a. CPT Team designs a Student Task which must require:
      i. A product or performance that demonstrates the knowledge, skills, and understanding needed to answer questions on the summative assessment(s);
      ii. Students to perform under testing conditions (only allowing modifications and supports that match those provided on the actual summative assessments);
      iii. Students to transfer their learning to a new and unique situation/problem/question (Deep Learning)
      iv. Math/Science Student Tasks must also:
         a. Require Students to engage in Standards for Mathematical Practice (p. 16) or the Science & Engineering Practices (p. 98)
         b. Ensure the student product/performance requires students to reason, analyze, and/or evaluate.
      v. ELA/Social Studies Student Tasks must also require students to:
         a. Read complex, grade-level text (other than when learning creative writing). Note: Primary source material is preferable for Social Studies.

b. Clearly articulate a claim, opinion, or inference in a written response or prompt.
c. Cite and evaluate evidence that supports or qualifies their claim, opinion, or inference.

b. Teachers design initial instruction (may be outside of CPT) that provides:
   i. Multiple Modes of presenting information;
   ii. Multiple ways for students to engage with the learning and show
   1. what they know;
   iii. Supports for the diverse learning needs of SWDs and ELs.

3. ASSESS STUDENT LEARNING (Individual Teachers)
   a. Implement the instruction and require students to perform the Student Task while checking for understanding and providing in-the-moment lesson correction as you go;
   b. Assess students' product/performance utilizing the Assessment Process developed when the CPT Team "Defined Mastery" (above) and utilizing the Data Protocol Tool;

4. DATA DRIVEN INSTRUCTION

   a. Based on my students' performance on the assessment, the class met/exceeded mastery of the standard/Big Idea. My classroom will progress to the next standard or Big Idea (Tier 1 level).
   b. Based on my students' performance on the assessment, the class did not meet the standard/Big Idea (Tier 1 level).
      i. CPT will:
         a. design flexible groups based on the data and provide targeted supports, interventions, and instruction.
         b. identify students not mastering standards/skills when time to move on, identify standards/skills not mastered, identify supports/reteaching/interventions for RTI groups and/or individualized interventions as needed
   c. Data Analysis Procedure: Data Protocol Tool (See Tool Below Also)

Data Meeting Protocol

Date of Meeting:

Members present:

Data Source:

Assign roles:

DATA PROTOCOL:

- **District Team looking at whole district data (Some questions may not be applicable to whole district analysis - answer N/A)**
- **BLT looking at whole school data (Some questions may not be applicable to whole school analysis - answer N/A)**
- **CPT looking at individual student data**

To Consider prior to the meeting:

1. What is the focus for the data review?	
2. What is the visual for looking at the data?	
3. Who is responsible for creating the visual?	

Step 1: Observation of Data - Just the facts, no judgment (**5' –** 2' silent writing, 3' group discussion)

a) What parts of the data catch your attention? Why?	
b) What can the team celebrate?	
c) How does this data reflect/compare to/support the data analysis you are doing?	

Step 2: What does our observation tell us? (**10' –** 2' silent, 8' discussion)
Facilitator encourages team members to support their statements with evidence from the data.

a) How many students have mastered the standard? (What % of your students have mastered the standard?)	
b) Do we need additional information to address the skill deficits? If so, what information is needed? How would we collect that information?	

Student Analysis: Enter LOWEST-PERFORMING students (lowest 10%-15%)

Student Name/Subgroup/Grade Level (add/delete as necessary)	Score	IEP/504 ?	Major areas of weakness (Skill Deficit)	Interventions to be Implemented

******Staff must answer the relevant assessment questions themselves and discuss as a group prior to answering Step 3 questions*****

Step 3: What are some challenges and barriers suggested by the data? (5' – 2' silent, 3' discussion)
Facilitator helps the group narrow the focus of problems of practice.

List Standard/ Question #s that were not mastered (add/delete rows as necessary)	Deep-dive Analysis	Notes/Response to Questions in Column 2
	a) What critical thinking are students asked to do in these questions? (You can use the table at the bottom of the organizer for guidance, if needed.) b) Does the assessment align with the breadth and depth of the standard(s)?	

	c) What specific content skills are required in this task? d) What misconceptions might arise for students in completing this task? e) How was this focus area taught? a. Were there opportunities to do this level of critical thinking in the student tasks?	

Step 4: Action Planning (**10**'- 2' silent, 8' discussion)

a) What instructional changes (THINK RUBRIC) can we make to overcome these barriers for all students? **(CPTs reply to questions a-d below)** a. How many small groups will we need? b. Who will be in each small group? c. What skill will each group focus on? d. What instructional strategies will we use with each group? (UDL guidelines, SEI strategies, Inclusion/Co-Teaching strategies, etc.)	
b) Is this a change/option that we can offer to every student for the next lesson (tier I - universal)?	
c) What changes/options can we offer students to potentially overcome the barriers during RTI or for Tier II/III?	
d) What different ways might a student understand and make meaning of this task?	
e) If there are two or more adults in the classroom, what will each adult be doing?	
f) What are the team's specific next steps? *(consider both whole class instruction and small group instruction for specific students depending on content or critical thinking skill mastery)*	

Step 5: Commitments (5')

a) When will we plug these ideas into our lesson/unit trajectory?	
b) When will we discuss this standard again to determine whether students have made progress?	
c) What will progress monitoring look like? a. What assessments will we monitor? b. How often will we monitor progress?	

Resource:

Critical Thinking Skills (Identify which to focus on for this data cycle)	**Parking Lot** (Add any longer term ideas or changes to consider for future planning)
• Synthesis and Framing the Essence/Essentials • Inference and Analysis • Arguing and Counter-arguing • Comparing and Contrasting • Sorting and Categorizing • Relationships (Degree, Similarity, Difference, Strength, Analogies) • Identifying Contradictions • Taking Something to the Logical Conclusion • Creating New Ways/Solutions/Compromises • Cause, Effect & Correlation • Frames, Lens & Schema • Contextualization	