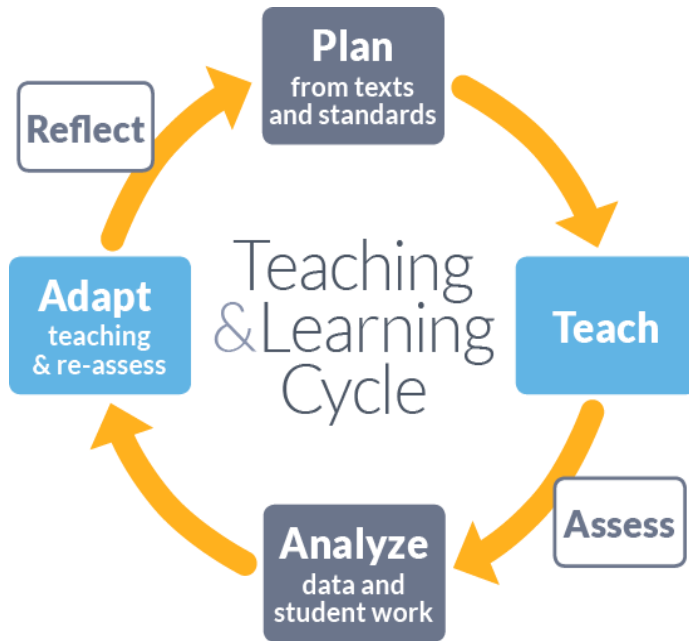# Common Core Best Planning Practices

Do you want to **TEACH** like a champion? Well, you have to **PLAN** like a champion first!

Planning from Standards in Math

Focus: strongly where the standards focus

Coherence: think across the grades, and link to major topics within the grades

Rigor: in major topics, pursue with equal intensity: conceptual understanding, procedural skill and fluency, and application

Planning from Texts in ELA

Regular practice with **complex text** and its **academic language**.

Reading, writing, and speaking grounded in **evidence from text**, both literary and informational

Building knowledge through c**ontent-rich nonfiction**

Math Best Planning Practices

- Teacher planning in *math* should incorporate teachers actually **taking the lesson, module, and unit test** before they begin teaching the unit because it will allow them to make connections on how students should solve the problems.

- Why taking the test? According to Bloom's Taxonomy, we learn 90% of things from *Doing*.

- By taking the tests and other teacher planning methods in math, math teachers should identify common *misconceptions* before the lesson is taught and after *student work* is analyzed.

ELA Best Planning Practices

- Teacher planning in *ELA* should start with a qualitative analysis of the text: meaning/purpose, structure, knowledge, vocabulary.

- Developing **high-quality text dependent questions** where students gain a deeper understanding of the text by having students to cite their answers directly from the text.

- This qualitative analysis should allow teachers to properly prepare for the areas students may struggle with when they read the text (e.g., vocabulary, etc.)

- Then teachers can identify the standards the text is aligned to after the analysis.

Important things to consider while planning

- Teacher planning should incorporate teachers *creating* a performance task aligned to the standard. To improve a school's instructional quality, standards must be used as the learning benchmarks for each grade level.

- Teacher planning in math should include teachers understanding the *vertical progression* of the standards for *remediation* and *enrichment* purposes.

- For students struggling in math using the vertical progression of the standards to previous foundational standards (i.e., remediation) will help fill-in the foundational math gaps that a student may have. For example, **4.MD.3** is currently being taught and the foundational standards would be *3.OA.4, 3.MD.7b, 3.MD.8.*; or **4.G.3** is currently being taught and the foundational standard would be *1.G.2*.

- A study revealed after states transitioned to the Common Core, **86%** of assignments have not changed and were rote in nature and not aligned to the standards; most teachers still do not understand the rigor associated with the standards they are tasked with teaching.

- How will your *Instructional Priorities* of major work of the grade (math) and text-dependent questions (ELA) be emphasized in your planning?

How can *myANet* assist you with your teacher planning?

1. Schedule of Assessed Standards (SAS; print or interactive)
2. Objectives Guides
3. Misconceptions Guides
4. Vertical Progressions
5. Sample Questions

Note: ANet schools that spend *30%* of their time on **myANet** on the **"standards tab"** usually see a marked improvement in their standardized test scores

How can the ANET Schedule of Assessed Standards (i.e., SAS) assist you with your teacher planning?

- To supplement a pacing guide or other curriculum materials
- To aid in the vertical planning process
- To begin to help you think about how to prioritize standards

Effective PLCs/Grade Level Meetings

1. Understand what students need to learn (i.e., standards, skills and knowledge);

2. Determine whether students have learned the content (i.e., how will students be assessed); and

3. Determine what to do for students who learned the content and those who did not (i.e., interventions, re-teaching, and acceleration)

4. Common Assessments should be given in the middle of the unit of study and at the end. (e.g., surgery vs. autopsy); Think of it as a Test A and Test B concept.

5. This allows teachers to compare notes (i.e., instructional strategies and real-time common assessment data.

6. Common Assessments should be both formative assessments and summative assessments.

7. Ideas for bellwork include reinforcing previous skills/standards or even slowly introducing prerequisite skills/standards for the next unit.

8. Plan for a re-teaching day after analyzing your formative assessment data before you give a summative assessment.

9. **Data Analysis:** The purpose of reviewing this data is to identify what skills, knowledge, and or standards students struggle with entering your class and exiting your class on a routine basis. Data analysis serves as a strategy to address those areas of concern to improve student achievement.