

## Maxwell Elementary/Middle School Collaborative Planning Tool

|   |                                |   |                                    |
|---|--------------------------------|---|------------------------------------|
| <b>Before-the-unit Actions:</b>   |                                |   |                                    |
| <b>Unit Title/Instructional Days:</b>   |                                | <b>Date:</b>  | <b>Grade:</b>                      |
| <b>Set Proficiency Goal:</b> ____ % of students will score at ____ % or above on _____  |                                |   |                                    |
| <b>Essential Standards: What do we want students to know and be able to do?</b> (Collaborative discussion)  |                                |   |                                    |
| What are the essential pre-requisite knowledge and skills that students need in order to be successful in meeting standards in this unit?   |                                |   |                                    |
| What are the essential/related unwrapped standards and their DOK level?   |                                |   |                                    |
| I can/SWBAT statement(s):   |                                |   |                                    |
| <b>SMP</b> (Which ones are most relevant and will we intentionally stress?)<br>1. ____ Make sense of problems and persevere in solving them.<br>2. ____ Reason abstractly and quantitatively.<br>3. ____ Construct viable arguments and critique the reasoning of others.<br>4. ____ Model with mathematics.<br>5. ____ Use appropriate tools strategically.<br>6. ____ Attend to precision.<br>7. ____ Look for and make use of structure.<br>8. ____ Look for and express regularity in repeated reasoning. |                                | <b>MTP</b> (Which ones are most relevant and will we intentionally use?)<br>1. ____ Establish math goals to focus learning<br>2. ____ Implement tasks that promote reasoning & problem solving<br>3. ____ Use/connect math representations<br>4. ____ Facilitate meaningful math discourse<br>5. ____ Pose purposeful questions<br>6. ____ Build procedural fluency from conceptual understanding.<br>7. ____ Support productive struggle in learning mathematics<br>8. ____ Elicit and use evidence of student thinking. |                                    |
| <b>Common Assessments: How will we know if they know it?</b> (Collaboratively create Pre-Assessment, Formative Assessments {i.e. Exit tickets/CEPAS} with Criteria Statements, and Post-Assessments for each unit. Collaboratively agree on how your assessments will be graded, to include partial credit, prior to giving the assessment. Ensure that the standards you teach and how you teach them are aligned with what is assessed and how it is assessed {i.e. DOK levels, question type}).            |                                |   |                                    |
| <b>Higher-Level-Cognitive-Demand Tasks</b> (Create a balance of workstations and performance tasks, during the 60% work session, that are aligned to the unit standards and assessments and that provide a variety of DOK. Discuss possible pathways, misconceptions, tools, technology, and student discourse.):   |                                |   |                                    |
| <b>Level 1 (Recall)</b>   | <b>Level 2 (Skill/Concept)</b> | <b>Level 3 (Strategic Thinking)</b>   | <b>Level 4 (Extended Thinking)</b> |
|   |                                |   |                                    |
| <b>Common Homework</b> (Collaboratively select homework assignments by identifying a <b>few</b> best tasks to support the standards that have been taught and that prepare students for future assessments. Discuss amount, rigor, and spiral review):  |                                |   |                                    |

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**During-the-Unit Actions:**

**Common Pacing:** Collaboratively plan the pacing of identified tasks, workstations, homework and assessments to help students master the essential standards.

**Using Data: What will we do if they don't know it or if they do know it?** Regularly and collaboratively Look at Student Work (HW and assessments) and use the data to provide intentional student feedback, plan for RTI, and adjust pacing or instruction. (Reminder: Post your I can/SWBAT statement daily)

| Monday   | Tuesday  | Wednesday  | Thursday   | Friday   |
|--|--|--|--|--|
| <input data-bbox="415 321 470 373" type="checkbox"/> | <input data-bbox="814 321 869 373" type="checkbox"/> | <input data-bbox="1192 321 1247 373" type="checkbox"/> | <input data-bbox="1583 321 1638 373" type="checkbox"/> | <input data-bbox="1961 321 2016 373" type="checkbox"/> |
| <input data-bbox="415 925 470 977" type="checkbox"/> | <input data-bbox="814 925 869 977" type="checkbox"/> | <input data-bbox="1192 925 1247 977" type="checkbox"/> | <input data-bbox="1583 925 1638 977" type="checkbox"/> | <input data-bbox="1961 925 2016 977" type="checkbox"/> |

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| Monday   | Tuesday  | Wednesday  | Thursday   | Friday   |
|--|--|--|--|--|
| <input data-bbox="415 186 470 240" type="checkbox"/>   | <input data-bbox="812 186 867 240" type="checkbox"/>   | <input data-bbox="1190 186 1245 240" type="checkbox"/>   | <input data-bbox="1583 186 1638 240" type="checkbox"/>   | <input data-bbox="1959 186 2013 240" type="checkbox"/>   |
| <input data-bbox="415 609 470 662" type="checkbox"/>   | <input data-bbox="812 609 867 662" type="checkbox"/>   | <input data-bbox="1190 609 1245 662" type="checkbox"/>   | <input data-bbox="1583 609 1638 662" type="checkbox"/>   | <input data-bbox="1959 609 2013 662" type="checkbox"/>   |
| <input data-bbox="415 1036 470 1089" type="checkbox"/> | <input data-bbox="812 1036 867 1089" type="checkbox"/> | <input data-bbox="1190 1036 1245 1089" type="checkbox"/> | <input data-bbox="1583 1036 1638 1089" type="checkbox"/> | <input data-bbox="1959 1036 2013 1089" type="checkbox"/> |

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**After-the-Unit/Module Actions:**

**Was our collaborative instructional plan successful?**

What percentage of students met the proficiency goal?

What celebrations can we recognize?

Of students who continue to struggle, which will we refer for support services?

What were the main areas of student confusion?

What on-going RTI strategies need to be implemented to bridge existing gaps? When and how can we best implement them?

Based on main areas of student confusion and what worked/didn't work, what instructional changes (tasks, assessments, workstations, homework) will we make to increase student achievement?

How should pacing be adjusted for next year?

What steps will we take to ensure that this unit is even more successful next year?