**Ashgrove Collaborative Planning Process**

**Step 1 Review Norms:**

 **Review Goal:**

**Step 2 - (only when you start a new unit; not every meeting)**

**Look at upcoming unit**

1. Determine essential priority standard(s)and focus for this unit- within the priority standards, what are the ABSOLUTE MUST HAVES to move on to the next grade level
2. Before delivery of the Unit of Instruction, please review the Common End of Unit Assessment for the following items:
	1. Review the Proficiency Scale to assure a tightly aligned match to the learner expectation of the Priority Standards in the Unit of Instruction.
		* Pay specific attention to the representation of the priority concepts and skills
		* Pay specific attention to the level of cognitive demand. What does the verb say kids should be doing?
	2. Review the questions to assure a match to the expectations in the Proficiency Scale.
* Pay specific attention to the representation of the priority concepts and skills
* Pay specific attention to the level of cognitive demand..what does the verb say kids should be doing.
	1. Do you have common, written administration procedures to assure consistency between classrooms?
	2. Decide how the team will record the student performance data so that you can use it during your PLC meetings.
		+ Deconstruct priority standard (verb, noun, context)
		+ Resources: What do you have? What do you need?
	3. Checking for **Critical Prerequisite Skills (This is different from pre/post assessment)**
1. Decide which critical prerequisite skills need to be in place before beginning Unit Instruction
2. Develop some options for assessing pre requisite skills
	1. No need for a proficiency scale
	2. Should be quick and give you immediate feedback
3. Plan for addressing missing prerequisite skills before starting Unit Instruction

**Step 3 *CHUNK* Essential Standard(s) for instruction**

* + Design a CFA (common formative assessment) (CHECK for Understanding)
	+ Again, pay attention to the level of rigor...does the level of rigor on the formative assessment match the expectations on the summative assessment
	+ You do not need a proficiency scale for a common formative assessment.
	+ Determine assessment window for administering the CFA and the PLC dates you will use to review the CFA data; if they don’t have these skills on the CFA..we have to stop and reteach them.
	+ How will you record student performance data so that you can use it during your PLC meetings
* Scaffold Learning Target(s) to inform Lesson planning and determine Formative Assessments
	+ What are the steps needed to master essential standard? (CHUNK - Prerequisite skills or benchmarks and align to a formative assessment- how are you going to check if they have mastered the learning targets?)Learning Targets are **COMMON**
	+ **LEARNING TARGETS:**
		1. 
		2.
		3.
		4.
		5.
		6.
		7.
		8. Summative Assessment (the full standard)
* **INPUT this information on your Lesson Plan - Post only 1 daily and refer to it with students**

**Step 4 Plan (This occurs throughout the unit) NEEDS UPDATED**

**Workshop Lessons:**

1. According to daily learning target, decide on an explicit teaching point. **COMMON**
2. From teaching point, check core resource for possible lessons.
3. If aligned lesson exists, modify lesson to fit your students’ needs and include in lesson plan.
4. If lesson does not exist, draft mini lesson from teaching point to include COMMON Learning Target and Teaching point
	* The following pieces can be planned individually or as a grade level.
	* Planning Mini lesson can be done - be sure to include Connection, Teach, Active Engagement with a check for understanding, and Link
	* Plan Independent Practice and Formative Assessment for Learning Target
	* Teacher-led Small groups, conferring, Tier 2 or Tier 3 students, one-on-one (during independent practice)

**Program Based Lessons:**

1. Where can you insert the learning target for the Daily Lesson - how will you share this expectation with students?
2. Align resource lessons to unit expectation and placement of CFA and adjust if necessary.
3. If aligned lesson exists, modify lesson to fit your students’ needs and include in lesson plan.



**Step 5 Reflection on planning process**

* + Was the goal for collaborative time met?
	+ Did we respect our norms?
	+ What still needs to be done? Who’s doing it and when?
	+ Next steps?

[JoAnne’s Unit Planning Document](https://docs.google.com/document/d/1VgP5iDPCO_Z-nDTA5P5SPjlduVLvs_uEw1MJEi2be1A/edit?usp=sharing)  [Use and Validation of the Unit of Instruction…](https://docs.google.com/document/d/1Q6D5Ib9528lb_FBdc1zYQTDtMpOaVgg8iFrL02ZObNI/edit?usp=sharing)

[Ashgrove Collaborative Planning Unit Tool](https://drive.google.com/open?id=1X7wgFhToRUXqHYtX2vWn8ZiHnvO6q5llNDiWIJFZbZk)