

\*This should be completed at least 1 week prior to the beginning of the Unit

## Pre-Unit Get CLEAR Protocol

Description	Priority Conversations
C: Create Collective Understanding	<ul style="list-style-type: none"><li>-Quickly review the overall purpose of the unit</li><li>-Quickly ensure that team members know which priority standards are being assessed in the unit.</li><li>-Agree on what each learning target looks like instructionally.</li><li>-Review unit resources to connect teaching and learning to the standards. (ReadyGen, Bridges, colorful docs)</li><li>-Quickly review rubrics to ensure consistency of mastery/proficiency expectations for unit priority standards.</li></ul>
L: Look at the Calendar and devise initial Instructional Plan	<p><b>Determine why, what, and WHEN for the following:</b></p> <ul style="list-style-type: none"><li>-Unit Assessments (mid-unit CFAs, end-of-unit assessments, etc.)</li><li>-Data conversations and evidence-based instructional planning</li><li>-Unobtrusive assessment (how will we incorporate this?)</li> <li>-Review the <b>initial</b> instructional plan pacing</li><li>-Remind each other of the purpose of FLEX days (to go deeper into the priority standards using the evidence of student learning)</li><li>-Agree on homework assignments for the unit.</li></ul>
E: Examine Assessment Administration and Attitude	<ul style="list-style-type: none"><li>-Review the plan for test administration to ensure consistency.</li><li>-Decide how we will model a positive attitude regarding assessment so that students feel empowered and motivated.</li><li>-Decide how we will communicate high expectations for ALL students no matter what.</li></ul>
A: Anticipate instructional planning/student needs and student involvement	<ul style="list-style-type: none"><li>-Review the unit assessment to get clear about what is expected of students (take the assessment or review it carefully as a team).</li><li>-Based on what we know about each of our students and what is expected on the assessment, discuss where we think students will struggle most.</li><li>-Decide on the necessary scaffolds for instruction based on individual student needs while still keeping expectations high and allowing students to productively struggle.</li></ul>
R: Review and Reflect on Overall Discussions and Commitments	<ul style="list-style-type: none"><li>-Review overall ideas discussed and next steps for each category of the protocol (C, L, E, A, R)</li><li>-Commit to revisit the ideas discussed to determine what worked well and what we may want to change.</li><li>-Clarify anything that still is unclear.</li></ul> <p><b>Optional Discussions:</b></p> <ul style="list-style-type: none"><li>-Discuss how we will involve students in the assessment process through goal-setting, feedback loops, etc..</li></ul>

## Pre-Unit Get **CLEAR** Protocol

Description	Priority Conversations
<b>C:</b> Create Collective Understanding	
<b>L:</b> Look at the Calendar and initial Instructional Plan	
<b>E:</b> Examine Assessment Administration and Attitude	
<b>A:</b> Anticipate instructional planning/student needs and student involvement	
<b>R:</b> Review and Reflect on Overall Discussions and Commitments	