Common Planning Time Support Tool

Observer: **Grade Level/Subject Area:** **Date:**

During common planning time, teachers should be working alongside grade-level, subject-area peers to prepare units and lessons using their curricular materials. This tool captures information on the extent to which this is occurring.

For each look-for, the observer should mark yes or no.

Indicators	Teacher Actions	Yes or No
Indicator 1: All teachers —including special education, English language, and reading interventionists— prepare for instruction using high-quality materials, led by an individual trained in the content.	**A. High-quality curricular materials are being used.** *If yes, complete the remainder of the form. If no, document the activities below.*	
	B. 1. The leader of common planning time is: *teacher * administrator *vendor *other **B. 2. The leader has participated in:** *Content Leader training *content module redelivery *Intervention Content Leader training *Mentor Teacher training *NISL *other content/curriculum training	
	C. Teachers are planning for the upcoming unit or lesson using high-quality curricular materials.	
Indicator 2: All teachers are planning for necessary supports within the lesson for students that require them.	**A. Teachers have identified where students will struggle within the lesson or their likely misconceptions about the material.**	
	B. Teachers have identified students who will need additional support to access the curriculum.	
	C. Teachers are planning how to support those students within the lesson and using the appropriate resources and work connected to the high-quality curriculum.	

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The activities listed below are considered best practices. Observers should select all activities that are observed. If "other" is selected, this indicates best practices are not observed.

During planning in English, teachers:	During planning in math, teachers:	During planning in science, teachers:
Prepare for the unit by: ● Reading and summarizing the unit goal ● Analyzing the unit assessments to determine the knowledge and skills needed to be successful ● Reading, annotating, and discussing the unit texts to determine the big ideas, how they connect to the task, and what qualitative features[1] students might struggle with ● Tracing the development of knowledge and skills through sections and lessons ● Writing exemplars for writing and speaking tasks and identifying the range of responses Prepare for the lesson by annotating the lesson plan to: ● Determine high-leverage knowledge and skill look-fors ● Determine the purpose of each activity and question ● Identify possible student misconceptions ● Create exemplar responses ● Justify lesson changes and timing adjustments ● Incorporate instructional strategies to enhance student engagement ● Identify areas of need for small group instruction Other	Prepare for the unit by: ● Reading and annotating the standards and/or unit overview ● Examining the sequence of lesson objectives ● Completing and analyzing the unit assessments ● Solving the conceptual understanding problems ● Identifying the models and strategies necessary to ensure students master the most difficult tasks in the unit Prepare for the lesson by annotating the lesson plan to: ● Complete the culminating task using the models/strategies highlighted ● Complete and analyze the problem set ● Distinguish between "Must Do" and "Could Do" problems ● Answer the student debrief questions ● Identify the questions to support students to master the lesson Other	Prepare for the unit by: ● Identifying the disciplinary core ideas, science and engineering practices, and crosscutting concepts for the unit ● Outlining the unit storyline; identifying the problems students need to solve and questions that need to be answered ● Discussing how the disciplinary core ideas, science and engineering practices, and crosscutting concepts are threaded throughout the unit's storyline ● Identifying the appropriate places in the unit to address key understandings and/or misconceptions about the phenomenon and science concepts ● Reviewing the unit assessment Prepare for the lesson by annotating the lesson plan to: ● Determine connections to the phenomenon and opportunities to build understanding of key science concepts ● Review lesson guidance and lab safety requirements ● Prepare labs and hands-on activities ● Identify connections between the lesson and upcoming assessments Other

[1] Use the informational or literary rubric for qualitative text analysis.