

SAMPLE Math Benchmark-Based Planning Protocol 4.0

<i>Establish Benchmark-Based Planning Team and Norms</i>	• What expectations are in place for benchmark-based planning? • What structures are in place for benchmark-based planning? • Who will facilitate benchmark-based planning? Who are the content experts on campus? • What norms are in place for common expectations?
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Before Planning

Actions	Coaching Questions
<i>Identify understandings of the benchmark(s) by:</i> • Review and annotate B.E.S.T. Instructional Guide for Mathematics (B1G-M) ○ Benchmark Clarifications ○ Connecting Benchmarks/Horizontal Alignment ○ Vertical Alignment ○ Terms/Vocabulary ○ Purpose and Instructional Strategies ○ Common Misconceptions or Errors ○ Solve Instructional Tasks ○ Solve Instructional Items	• What are the expectations of the benchmark? ○ What do the students need to understand and do? ○ What is the intended learning of this benchmark? (skills that build upon conceptual understanding, procedures, and/or application) ○ What are the benchmark clarifications? • What is the horizontal alignment/connecting benchmarks of this concept within the grade level? • What is the vertical alignment of this concept? ○ What do students already know from previous grade levels? ○ What will students need to know in future grade levels? • What is the purpose for learning this benchmark? Why is it important? • What instructional strategies support understanding of this benchmark? • Which Mathematical Thinking and Reasoning Standards would support the understanding of this benchmark?
<i>Review Curriculum Resources</i> • Instructional Focus Calendar/Pacing Guide • Textbook resources ○ Sequence of concepts ○ Sample tasks and items	• How much time is allotted to teach this concept? • What additional benchmarks are included within this concept? • What tasks or items are aligned to the benchmark? What tasks or items are not aligned to the benchmark? • How does the textbook resource sequence these concepts?
<i>Review Student Learning Data</i> • Standards-aligned assessments on current benchmark(s) • Standards-aligned assessments on connecting benchmark(s)	• What does the data tell us about student understanding of this concept/benchmark? • What learning gaps have been identified around the concept or strategies related to the concept?

During Planning

Actions	Coaching Questions
<i>Review the Benchmark(s)</i>	- What are the expectations of the benchmark? - What do the students need to understand and do? - What is the intended learning of this benchmark? (skills that build upon conceptual understanding, procedures, and/or application) - What are the benchmark clarifications? - What is the horizontal alignment/connecting benchmarks of this concept within the grade level? - What is the vertical alignment of this concept?
<i>Identify, <u>Practice</u>, and Sequence the Instructional Strategies</i>	Identify the instructional strategies to support student understanding. - What strategies will support student understanding of this benchmark or concept? <u>Practice</u> the instructional strategies to support student understanding. - As you practice each strategy, discuss the following: - What models or visuals will support understanding of this strategy? - What is the purpose for understanding that particular strategy? - How could you address possible misconceptions with this strategy? - What questions will you ask to deepen student understanding? - Which Mathematical Thinking and Reasoning Standards would support student understanding of this concept? What would this look like? - How does this MTR connect to the understanding of the benchmark? - What is the relationship between these strategies? - What connections should students be making to the current concepts? Sequence the Strategies - How would you sequence these strategies? - How does this particular sequence build student understanding of this concept?
<i><u>Practice and Solve</u> the Tasks and Items</i>	<u>Practice and solve</u> each task and item. - How does this task or item align to the intended learning of the benchmark? - What is the purpose of this task or item? - How does it support student understanding of the benchmark? - What questions will you ask to facilitate learning? - What would proficiency look like for each task or item? - Which Mathematical Thinking and Reasoning Standards would support the purpose for this task/item? What would this look like?
<i>Determine the Task and Item Progression</i>	- What order will you present the tasks and items? - How will you know your students are ready to move on to the next task? - What observables and deliverables will indicate that students are ready to move through the progression? - How will you know your students are ready to move onto the next benchmark or concept?

After Planning

Actions	Coaching Questions
<i>Teachers map out daily lesson plans</i>	• How much time do you have within your Math block to teach this concept? • How many days do you have to teach this benchmark/concept? • How will you sequence strategies to support student understanding of the concept? • How will you sequence the tasks or items to support student understanding of the concept? • Which Mathematical Thinking and Reasoning Standards will support student understanding of the lesson? How will you plan for opportunities for students to use mathematical thinking and reasoning to support their understanding of this concept?
<i>Teachers determine accommodations for identified students</i>	• Which students in your classroom require accommodations for these lessons? • Which tasks/learning activities may provide the greatest challenge for your students with accommodations?
<i>Teachers prepare materials for tasks/items/learning activities</i>	• What can be prepared/organized ahead of time for students? • What structures for student collaboration/discourse may support student understanding and processing?
<i>Teachers review student data to determine whether or not students demonstrated proficiency of the objectives of the daily lesson and adjust instruction as a result</i>	• Why were students successful? • Why were students not successful? • What reteaching/adjustments need to be made to instruction to ensure students are reaching proficiency of the concept? • How/when will this concept be revisited? • What will we do if students are not successful?
<i>Ongoing: Capacity Building and Monitoring of Implementation</i>	What system will be in place to monitor the transfer of benchmark-based planning to instruction and student learning? • What tools or documents are needed to ensure instruction is implemented as designed during planning? • What observables/deliverables have been identified for instructional walks? • When will instructional walks be conducted and at what frequency? • How will feedback be provided to teachers? • If instruction is not implemented as designed, how will support (planning, classroom, etc.) be adjusted?