

Pre-Unit Get CLEAR Protocol

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

Optional Discussions:

-Discuss how we will involve students in the assessment process through goal-setting, feedback loops, etc..

Pre-Unit Get CLEAR Protocol

Description	Priority Conversations
<p>C: Create Collective Understanding</p>	<ul style="list-style-type: none"> ● Overall: ● Tri 2 targets reported out on in this unit: Lit.K.1&3, Lit.K.2, LK1, LK2CP, LK2S, NWK3, LK4-5, GWK5 ● Additional targets addressed this unit: Lit.K.9 ● Lit.K.2 -- for a 3.0, need to retell in order, include characters, setting, problem/solution, with prompting and support, text end of the year ● **We are confused about teaching b/m/e but we assess on problem/solution -- we will ask Julie about this ● Flow maps: beginning (character, setting), middle (problem), end (solution) ● Narrative writing: <ul style="list-style-type: none"> ○ Flow map as a planner -- beginning, middle, end, reaction ○ From now on, we will start having kids plan before writing
<p>L: Look at the Calendar and initial Instructional Plan</p>	<ul style="list-style-type: none"> ● 3A CFA/PBA - December 17&18 ● CFA - Gerald the Spider <ul style="list-style-type: none"> ○ Read to whole class once ○ Pull small groups to give QR codes (4-6 kids) ○ Have story available to students (either printed out or on your computer) ○ Pull kids back to ask a question about the story -- dictate exactly what they say ○ If kids master questions, pull them back for extends questions ● PBA - Tessie playing in the snow <ul style="list-style-type: none"> ○ Not hiding in TE!!! ○ Julie will update us with how to administer this differently than before
<p>E: Examine Assessment Administration and Attitude</p>	<ul style="list-style-type: none"> ● See notes above^ ● "Show me what you know!" ● Play classical music in the background
<p>A: Anticipate instructional planning/student needs and student involvement</p>	<ul style="list-style-type: none"> ● Anticipated struggles: ordering events correctly, retelling all components of a story, physically writing ● Supports we can include: put pictures in flow

	maps, sentence stems, leave out copies of the book, incorporating into play (felt pieces), acting out retell, using flow maps, splitting tables up and having them order pictures of a story as a group
R: Review and Reflect on Overall Discussions and Commitments	<ul style="list-style-type: none">• We can use a lot of the ideas we came up with at our staff meeting to practice retell and incorporate it into play• Look back at our play doc!