

## Act Phase Meeting Objectives

**Note to Team Facilitators:** This is a list of meeting objectives that your team should move through to effectively investigate, calibrate, and implement your new instructional approach. The Essential Elements are designed to be moved through chronologically, but do so at a pace that makes sense for your team’s learning. You might consider making a copy of the planner [below](#) to organize your meetings.

| Essential Element | The Big Idea  | Sample <u>Team Meeting</u> Objectives   |
|-------------------|---|---|
| Investigate       | <b>Acquire new information</b> about strategies and techniques related to the PoP and LCP | <ul style="list-style-type: none"> <li>Choose a New Instructional Approach (NIA) that aligns to the Learner-Centered Problem and Problem of Practice</li> <li>Learn about our New Instructional Approach (NIA) by reading, watching, and debriefing professional resources</li> <li>Develop content knowledge needed to fully understand and address the LCP by reading, watching, and debriefing professional resources.</li> <li>Unpack the NIA to narrow the instructional strategy to specific implementation techniques</li> </ul>   |
| Calibrate         | <b>Build a shared understanding</b> of that new knowledge                                 | <ul style="list-style-type: none"> <li>Come to shared understanding of Act Phase meeting objectives and lesson planning/execution commitments, and put plan on paper</li> <li>Plan quality indicators or components of a specific technique</li> <li>Use “practice perfect” protocol to practice teaching the specific technique using quality indicators for implementation</li> <li>Receive feedback from colleagues on practice implementation of the NIA in order to refine the technique</li> <li>Collaboratively plan implementation of a CDT using the Thinking Through a Lesson Plan Template</li> <li>Analyze the cognitive demand of the tasks in your action plan using the Hess Cognitive Matrix or Mathematical Task Analysis Guide</li> <li>Analyze the complexity of the texts that we are planning to use with students in order to refine implementation of our action plan</li> <li>Review and provide feedback to “fine tune” common lesson plans</li> </ul> |
| Implement         | <b>Utilize NIA in classrooms</b> with students.   | <p>These tasks should be completed outside of collaborative planning time (e.g., during classroom instruction, as next steps, or as meeting pre-work).</p> <ul style="list-style-type: none"> <li>Determine what adjustments are needed to improve and finalize <i>common</i> lesson plans and materials</li> <li>Draft and finalize individual teacher lesson plans</li> <li>Create and finalize individual teacher lesson materials</li> <li>Teach aligned lessons from team action plan</li> </ul>   |
| Reflect           | <b>Reflect on evidence of impact</b> on student learning and teacher practice             | <ul style="list-style-type: none"> <li>Assess implementation of the technique and its impact on students by examining the instructional core (students, task, teachers): <ul style="list-style-type: none"> <li>Analyze low-inference classroom transcripts (LICTs)</li> <li>Observe in classrooms</li> <li>Analyze classroom video</li> </ul> </li> <li>Receive feedback from colleagues on implementation of the NIA in order to refine the technique.</li> <li>Connect teacher moves to student learning outcomes</li> <li>Analyze results from progress checks to assess the impact of the action plan and to determine next steps for instruction.</li> <li>Analyze end-of-cycle assessment results to determine our impact on student learning.</li> <li>Celebrate success from this inquiry cycle using the Success Analysis Protocol.</li> </ul>  |

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| Assess<br>( <i>integrated<br/>as<br/>determined<br/>by action<br/>plan</i> ) | Use student work to learn, calibrate, and make decisions about how to adjust the implementation of the NIA | <ul style="list-style-type: none"> <li>● Collaboratively create 1-3 Cognitively Demanding Tasks that follow the progression of learning opportunities, progress checks, and end of cycle task</li> <li>● Set student learning goal (unpacking standards and exemplars as necessary)</li> <li>● Analyze trends in student progress thus far</li> <li>● Identify student groups in need of additional support</li> <li>● Look at student work from learning opportunity</li> <li>● Examine results of end-of-cycle task</li> <li>● Set teacher practice goal, focused on implementation of the technique.</li> <li>● Breakdown and sequence the skills and concepts required on the end of cycle task into content and language objectives</li> </ul> |
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PLEASE MAKE A COPY BEFORE USING

School:

Team:

| Week | Date | Essential Element | Meeting Objectives |
|------|------|-------------------|--------------------|
| 1    |      |                   | •                  |
| 2    |      |                   | •                  |
| 3    |      |                   | •                  |
| 4    |      |                   | •                  |
|      |      |                   | School vacation    |
| 5    |      |                   | •                  |
| 6    |      |                   | •                  |
| 7    |      |                   | •                  |
| 8    |      |                   | •                  |
| 9    |      |                   | •                  |
| 10   |      |                   | •                  |
| 11   |      |                   | Reflect            |
| 12   |      |                   |                    |