

## Preparing for a Unit



- A. Identify what students should know, recognize, understand, communicate and be able to do on the selected unit (Specification Sheet) based on the common core standards, state standards, district curriculum and mathematical content.
- B. Identify how long it should take to teach the selected unit (Benchmarks).
- C. Determine how and what to assess on the selected unit to help ensure consistency (portability) and fairness between classes of the same grade level or same subject (Assessment Blueprint).
- D. Create a parallel constructed practice test and use the STAR highlighting system.
- E. Identify how to introduce concepts and skills to create interest and enthusiasm.
- F. Identify linkages to previously learned math and outside experiences to review and reinforce concepts and skills and address student deficiencies.
- G. Identify simple-straight forward examples that clarify concepts and skills being introduced without getting bogged down in arithmetic or variations.
- H. Using data and experience to identify topics within that selected unit in which students traditionally experience difficulty.
- I. Share with other teachers successful teaching strategies to overcome those difficulties and/or deficiencies.
- J. Share content knowledge, resources, and expertise to address student success on the identified unit.
- K. Using data, discuss way to involve special education or ELL facilitators if specific student populations are not experiencing the same success as the general population.
- L. Examine the results of the last unit test or other testing data to further determine strengths and weaknesses of individual student's understanding of subject matter.
- M. Identify students not meeting proficiency on standards and develop a plan and timetable to remediate those students.
- N. Establish protocols so student learning is monitored continuously, have students read, write, speak, link, explain, and justify what they are learning as well as looking at their guided practice.
- O. Be able to visualize how student notes should be set up so they can study more effectively and efficiently.
- P. Create algorithms/procedures based on concept development/linkages/patterns. Place example (visual) beside the algorithm.
- Q. Use choral recitation to embed algorithms, definitions, and formulas in short-term memory. Remember to connect those to examples. Read, Think & Talk out loud so students see how you are making decisions.
- R. Create homework assignments that support instruction. More than just exercises - include vocabulary, formulas, algorithms, and modeling, and explanations
- S. Know how to close the unit by ensuring students see the big ideas and can differentiate between problems in the unit.
- T. Create a strategy to monitor student learning and prepare students to be successful on unit/chapter tests.
- U. Identify instructional practices you will change for next year to correct deficiencies and improve student achievement.