Preparation Affects Everything

There is no profession in which preparation is not important.

As part of your math preparation, before instruction begins on a unit, we expect teachers to create a specification sheet (what we expect students to know, recognize, understand, communicate and be able to do), an assessment blueprint (the types of questions that will be on your unit tests based on the specification sheets & test template(stars)), and create a parallel constructed practice test based on the specification sheet and assessment blueprint.

In addition, we expect simple, straight-forward examples that work, without variation, that don't bog students down in needless arithmetic on initial instruction be identified. We also expect that linkages would be identified to review, reinforce or address student deficiencies as you cover your assigned curriculum.

You should also have a good visualization of what your instruction looks like, how y0ur instruction affects student notes, being very prescriptive & directive, in what to write and where to write it in their notes so there is white space – so students don't have a visual overload so they can study more effectively and efficiently.

In scripted programs, these preparation expectations do not change. But, in addition, you are expected to preview the "script", associated video, and problem sets to ensure students are receiving the full benefit of very high quality instruction. That script or video should be augmented with explanations, simple, straight-forward examples and linkages based on that preview.

Building routines is also important in preparation; having students come into class with their notebooks open, HW out and ready to listen to the QCPR for up to the first 10 minutes. That immediately following the QCPR, we use the CFP to check for proficiency. That check should impact your instruction. Then move on to regular instruction.

Pacing is also an important part of preparation. We know our students have deficiencies in math that need to be addressed. Pacing instruction, notes, guided and individual practice will allow us greater opportunities to more fully implement the Long Term Memory Reviews (LTMR) at the end of the period to further address student needs.

We teach bell to bell, beginning with the QCPR and ending with either the close of lesson or LTMR. That means we are either up teaching or up monitoring student progress to help our students reach their full potential.

We can either *expect more to get more* or *accept less and get less*.