

Example: Planning for follow-up based on goals

Math Department Goals

- All math teachers will continue to learn structures and processes to develop and support mathematical discourse, to create anchor charts, and to create public records of student thinking, *which will result in* all students participating in written and verbal discussions that require them to argue mathematically and justify their thinking, particularly seventh-grade ELLs.
- All math teachers will learn to prioritize math goals and design correlating mathematical tasks that have multiple ways to solve them, *which will result in* all students (focus on seventh-grade students and ELLs) participating in discussions that require them to argue mathematically and justify their thinking. A measurable number of students will transfer these skills into their independent problem-solving.
- All math teachers will learn how to analyze student talk during these tasks, *which will result in* students understanding that they talk about math in order to explore, generalize, and develop justifications—not to just be “right.”

	Samantha	Bob
Year-long professional goal	Co-create anchor charts with students to support their talk in every unit and develop structures (such as A-B partners) for students to work together as they talk while engaging in mathematical tasks, which will result in students being able to explain their thinking using math language an ELL students increasing on their unit assessments.	Set up and reinforce classroom routines that allow students to talk to each other productively, share their ideas with the whole class, and access materials they will need for problem-solving during complex mathematical tasks, which will result in all students engaging in productive academic talk most of the time and target ELL students justifying their thinking verbally and in writing.
Their stated short-term goals at the end of the most recent professional learning session and response to the	Try out an anchor chart that will help students with the math goal and direct them to the chart when they are confused so I don't have to be the one answering all the	Allow more time for students to share their answers with the whole class. Set these opportunities up so that students can share using mathematical language and

<p>question, What support do you need?</p>	<p>questions. I need feedback on this to know if I am on the right track.</p> <p>When I create mathematical tasks, make sure they enable students to grapple with complex mathematical thinking. I need help with planning—Diane? Sadie? PLC?</p>	<p>that the other students can listen to. Coaching? Feedback?</p>
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<p>Support for All Math Teachers</p>	<p>Support for Samantha</p>	<p>Support for Bob</p>
<p>Provide weekly PLC collaboration focused on planning tasks and analyzing student progress. Sadie and Diane facilitate.</p> <p>Nadia will observe each classroom informally at least once a week asking herself and the teacher (before or after the observation), What is the math goal today? and Nadia will share her notes on what students are saying and doing during the opportunities to talk about the complex tasks.</p> <p>Take weekly calibration walks with the whole math leadership team to formatively analyze what is in place (two to three classrooms per week).</p>	<p>Three weeks of daily classroom coaching (one period a day) with Sadie including at least two whole planning periods a week to design tasks and look at student work. Daily classroom coaching (side-by-side) on listening to students, directing them to the anchor charts, and using the information to plan for the next tasks. To measure progress, Sadie and Samantha will closely examine ELL student work during class and during their biweekly planning.</p> <p>Two-week feedback cycle with Nadia focusing on student independent use of anchor charts, possibly after the coaching. Nadia will ask Samantha to clarify the exact feedback focus and timing of the feedback.</p>	<p>Four weeks of daily coaching with Diane (one to two periods a day) to plan and implement a reset of expectations and develop a process for students to share and listen to each other. Bob and Diane will plan look-fors to measure how students are growing.</p> <p>Nadia will provide targeted feedback to Bob in early January focused on his classroom routines, particularly for students sharing their thinking with the whole class.</p>