

Module Unpacking Protocol

Purpose:

The Module Unpacking Protocol is intended to help teachers engage with the module materials in order to:

- Familiarize themselves with the intent of the module and how the standards are addressed;
- Determine the story of the module, identifying key ideas and checking them against the assessment;
- Determine relevant prior knowledge and identify just-in-time interventions that students may need;

By engaging in this protocol, teachers are able to develop a deep understanding of the standards, curricular materials, and resources, enabling them to plan instruction that meets the needs of their students, assess progress, and make adjustments throughout the module.

“If their students are to develop mathematical proficiency, teachers must have a clear vision of the goals of instruction and what proficiency means for the specific mathematical content they are teaching. They need to know the mathematics they teach as well as the horizons of that mathematics—where it can lead and where their students are headed with it. They need to be able to use their knowledge flexibly in practice to appraise and adapt instructional materials, to represent the content in honest and accessible ways, to plan and conduct instruction, and to assess what students are learning. Teachers need to be able to hear and see expressions of students’ mathematical ideas and to design appropriate ways to respond. A teacher must interpret students’ written work, analyze their reasoning, and respond to the different methods they might use in solving a problem. Teaching requires the ability to see the mathematical possibilities in a task, sizing it up and adapting it for a specific group of students.

Familiarity with the trajectories along which fundamental mathematical ideas develop is crucial if a teacher is to promote students’ movement along those trajectories.”

“Adding it Up” – Deborah Ball and Heather Hill

MODULE UNPACKING PROTOCOL

<p>Phase 1: Pre-Work</p> <p>(~2 hours)</p>	<p>Goal: Unpack the module overview to deeply understand the content standards addressed in this module.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Read and annotate module overview (20 minutes) - Read and annotate unit plan, noting changes in pacing and the rationale (10 minutes) - Complete and annotate selected items in the question bank aligned to standards taught in the module (20 minutes) - Complete the Mid and End-of-Module assessments and benchmark assessments (45 minutes) - Identify the most difficult/challenging set of lessons for you or for your students and watch the video for that set of lessons in the Eureka digital suite on the Great Minds website (30 minutes) <p>Deliverables:</p> <ul style="list-style-type: none"> - Annotated module materials <ul style="list-style-type: none"> o Annotated module overview o Annotated unit plan - Completed assessments
<p>Phase 2: Summarize the Story</p> <p>(45 minutes)</p>	<p>Goal: Develop the module narrative and summarize the learning in the module by checking understanding through the assessments.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Complete the module's exit tickets and discuss the trajectory of the module's mathematics. <ul style="list-style-type: none"> o What are students expected to be able to do? o What strategies and models are presented in the module? o How might students respond based on the work done in the lessons? - Use knowledge of the Module Overview and objectives to discern the plot of the module <ul style="list-style-type: none"> o How do the topics flow and tell a coherent story? o How do the objectives move from simple to complex? - Summarize the story and practice delivery <ul style="list-style-type: none"> o Write a module narrative summarizing the module's themes in student friendly language to preview with students the big ideas they will learn during this module. o Practice module introductions with a peer, give and receive feedback and edit. <p>Deliverables:</p> <ul style="list-style-type: none"> - Completed exit tickets - Scripted student facing module narrative (on next page)
<p>Phase 3: Implications of the Standards</p> <p>(30 minutes)</p>	<p>Goal: Identify relevant prior knowledge and review released resources to identify types of questions and tasks that can be/have been used to assess students' understanding.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Analyze aligned released items/tasks to further define the range of ways mastery of the standard can be demonstrated. - Define continuum of learning steps between previous content (foundational standards) and current grade level standards using the module overview and coherence maps. <p>Deliverable:</p> <ul style="list-style-type: none"> - Complete table (on next page)
<p>Phase 4: Just-In-Time Interventions</p> <p>(45 minutes)</p>	<p>Goal: Determine and plan for just-in-time interventions and calendar out additional supports.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Identify just-in-time interventions and plan adjustments <ul style="list-style-type: none"> o Identify a need to pre-teach curricular models due to unfamiliarity with Eureka o Determine opportunities to adjust instruction based on previous student work or anticipated misconceptions o Determine if/when to incorporate test preparation resources. - Create instructional calendar with lessons and just-in-time interventions <p>Deliverables:</p> <ul style="list-style-type: none"> - Complete adjusted calendar

Module:		
Module Narrative: Summarize the themes of the module in student friendly language to preview for students the big ideas they will learn during this module.		
Implications of the Standards	Assessment Rigor Analyze aligned released items/tasks to further define the range of ways mastery of the standard can be demonstrated.	Relevant Prior Knowledge Define continuum of learning steps between previous content (foundational standards) and current grade level standards using the module overview and Coherence Maps .