

Backwards Planning Protocol

Year at a Glance Planning (Scope and Sequence) - June or Summer

- Obtain a school calendar and mark off all non-instructional days (holiday breaks, field trips, teacher training days, etc.). This step can be done on a physical calendar, digital calendar, or Excel spreadsheet-type system.
- Label dates for standardized testing.
- Set aside and label days at the beginning of the year to establish classroom community norms and protocols, and explicitly teach Growth Mindset and SEL so that you have a touch point of reference for the rest of the year.
- Count out instructional days per unit to give yourself target assessment days for each unit, being careful not to assess right after a long break. Give yourself a couple of wiggle room days in each unit - expect the unexpected.
- Indicate pre-assessment days. Plan to pre-assess several days before starting a new unit to give yourself time to analyze the data and plan “just in time” curricular adjustments.
- *Daily lessons do not need to be mapped out at this point, as there will invariably be adjustments that need to be made throughout the year. The goal is to establish deadlines for units to pace out the big benchmark tasks of the year.*

Unit Planning (Chapter Level) - Two Weeks Before Teaching the Unit

- Read the unit overview for context from the authors.
- Do all of the math on the End-of-Unit Assessment.
 - Identify the big ideas, important strategies, and models used
 - Identify key vocabulary
 - Anticipate possible misconceptions
- Take a look at the Pre-Unit Assessment.
 - Identify foundational concepts taught in previous grades
 - Identify how the content supports the grade-level work
 - Read the guidance on how to use the Pre-Unit Assessment
- Look at the progression of ideas throughout the unit.
 - How do the authors move from Concrete to Pictorial to Abstract?
 - Where/how is fluency and application addressed?

Section Planning - A Few Days Before Starting a New Section

- Do the math on the end-of-section quiz
 - Identify the big ideas, strategies, models, and key vocabulary
- Note the manipulatives and materials that need to be prepped for these lessons
- Identify the progression of learning across the lessons in this section.
- Note essential fluency skills for daily practice that may need to be supplemented.

Lesson Planning - Daily

- Do the daily “exit ticket” or “cool down” (end-of-lesson assessment)
 - Note the success criteria for the lesson- What do students need to know by the end of the lesson? (vocabulary, strategies, models, conceptual understanding)
- Read the narrative of the lesson
 - Note the Lesson Purpose, Learning Goals, and/or Learning Targets
 - Note any copies, manipulatives, or materials that need to be prepared.
- For each lesson component, identify the timing, connection to the “exit ticket” purpose, and one key question students need to answer.
- Anticipate lesson adjustments that can be made if needed.
 - Scaffolds or extensions
 - Parts of the lesson that need to be prioritized if pacing falls behind