

## Appendix B

# *Levels of Sophistication of Common Planning Time (CPT) Activities*

### LEVEL 0

- CPT meetings are scheduled, but teachers do not always show up or show up on time.
- There are no written agendas, established group norms, or student work on the table for examination.
- Conversation is about children, upcoming events like field trips, testing, and so on, but rarely about the specifics of how to teach something or teach it better.
- There is occasional sharing of worksheets and activity ideas.

### LEVEL 1

- Teachers meet consistently one to three times a week.
- There is a written agenda, and next steps are recorded after each CPT meeting.
- There are established CPT norms, but not necessarily close facilitation to ensure they are followed.
- Student work is sometimes on the table at meetings.
- There is discussion about student difficulties and what to do about them.
- There is sharing of activities, strategies, and worksheets.

## LEVEL 2

- There is a written agenda, a facilitator, and next steps identified and recorded at each meeting.
- Group norms are honored and practiced.
- The team has created common assessments for major benchmarks and agrees on implementation and scoring processes. (These could be end-of-course tests, quarterly assessments, interim assessments, and so on.)
- The CPT team establishes SMART<sup>1</sup> goals for their students.
- Administrators occasionally attend.

## LEVEL 3

- Team members make up common quizzes or formative assessments to find out how students are doing and to identify problems and gaps in student understanding. They bring these back, analyze results, and do error analysis together.
- Team members design units together.
- Team members establish reliability on scoring common assessments, regarding what to call a 1, 2, 3, or 4.
- The team revisits and decides to re-teach key concepts, inventing new re-teaching strategies developed in detail for concepts or skills students are struggling with.
- Team members disaggregate data on an assessment they gave in common and pool data on which students did well and which didn't. Then the team regroups students across sections to re-teach.
- Discourse is focused on evidence and teachers begin to question one another's ideas and practices.
- Team members practice actually doing the re-teaching strategies with one another.
- Team members decide in common which re-teaching strategies to try and compare results at the next meeting.
- Administrators attend on occasion and participate as peers.

## LEVEL 4

(Levels 4 and 5 include all the positive elements of Level 3 and add the following.)

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<sup>1</sup> Specific: Who? What? Where? Measurable: How will the goal be measured? Attainable: Is the goal realistic yet challenging? Results-oriented: Is the goal consistent with other goals established, and does it fit with your immediate and long-range plans? Time-bound: Is it trackable, and does it allow for monitoring of progress?

- Team members dig into concepts and subconcepts of what they are teaching to get clearer on the relationships of concepts and subconcepts and on what student confusions, misconceptions, and necessary prior knowledge might be.
- The group plans lessons together in *depth and detail*, including doing the activity they are asking students to do. All materials are brought to the meeting.
- Administrators attend regularly and assist in arranging intervisitations among teachers in the CPT group.

### LEVEL 5

- Team members visit each other's classrooms regularly to do focused peer observation for one another. They collect data in service of a question one of them wants answered (evidence of student learning, etc.). There is skillful debriefing of the observation and planning of next steps.
- Teaching becomes public, with teachers visiting each other's classrooms regularly and providing critical feedback and suggestions.
- Teachers work collaboratively with administrators to develop individual and collective professional learning goals and design support for achieving them.