
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, etc., 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 1-3 times a week.
- There is a written Agenda and next steps 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, worksheets.

LEVEL 2

- There is a written agenda, 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.)
 - The CPT team establishes SMART¹ goals for their students.
 - Administrators occasionally attend.

LEVEL 3

- Team members establish reliability on scoring common assessments, at what to call a 1, 2, 3, or 4.
- Team members make up common quizzes or formative assessments to find out how students are doing and identify problems and gaps in student understanding. They bring these back, analyze results and do error analysis together.
- 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 our sections to re-teach.
- Discourse is focused on evidence and teachers are beginning 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.

¹ 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 fits with your immediate and long-range plans? Time-bound: Is it trackable and allows for monitoring of progress?



LEVEL 4

- Team members dig into concepts and sub-concepts of what they are teaching to get clearer on the relationships of concepts and sub-concepts 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 inter-visitations among teaches in the CPT group.

LEVEL 5

- Team members visit each others' classrooms regularly to do focused peer observation for one another. They collect data in service of a question one of us 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 others' 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.

