




# Implementation Planning Checklist

## PRE-PLANNING PREPARATION


### Principal, teacher(s), and tech coordinator(s):

- ☐ Meet to discuss success criteria
- ☐ Establish a schedule for computer usage and sharing
- ☐ Determine and secure assessment data to use as another data point for student placement and assigning reading levels
- ☐ Set date for ThinkCERCA launch and assign roles and responsibilities. DATE: \_\_\_\_\_
- ☐ Discuss calendar for teaching ThinkCERCA Foundational Unit
- ☐ Create a graduated plan to eventually teach five applied lessons per month across content areas

### Tech coordinator:

- ☐ Installs  Chrome on all computers
- ☐ Secures headphones or earbuds for each user

### Teacher:

- ☐ Creates classes
- ☐ Assigns Day 1  Minilesson: Why Do We Make Arguments?
- ☐ Previews Day 1 Lesson Plan
- ☐ Previews Getting Students Started on ThinkCERCA video: <http://vimeo.com/94105325>
- ☐ Secures one device per student or establishes a plan for sharing
- ☐ Secures a projector and speakers
- ☐ Prepares onboarding handout with class code found on Teacher Dashboard
- ☐ Prepares individual username and password cards for students



### TEACHER REMINDERS

With any new program or approach, keep in mind that the keys to success include:

- Modeling and gradual release of responsibility for independent learning
- Support in using the technology and navigating ThinkCERCA
- Using support tabs
- Formative check-ins
- Guidelines and norms for technology use, group work, and collaboration
- Constructive feedback
- Praise and positive encouragement





## LAUNCHING THINKCERCA

**Teacher:**

- ☐ Helps students log in and create accounts with user names and passwords
- ☐ Creates a quick list of student user names and passwords in case students forget (which they will!)

## TEACHING DAY 1

**Teacher:**

- ☐ Adopts or adjusts Day 1 Lesson Plan
- ☐ Shows Getting Students Started on ThinkCERCA video: <http://vimeo.com/94105325> followed by class discussion
- ☐ Leads whole group in the  Minilesson: Why Do We Make Arguments?
- ☐ Models the  Applied Lesson, using gradual release, and incorporating speaking and listening skills

**USING PROFESSIONAL JUDGMENT TO INFORM DECISIONS****Teachers make judgment calls on:**

- Determining how much or little modeling is needed based on student performance
- Leading students in another common lesson if additional support is needed
- Assigning reading levels to begin differentiation if less support is needed
- Grouping students with same reading levels
- Selecting strategies and best practices (note-taking, turn-and-talk, etc.) to increase student engagement and ensure retention

# Questions? Email or chat

