

Planning for Increased Student Learning

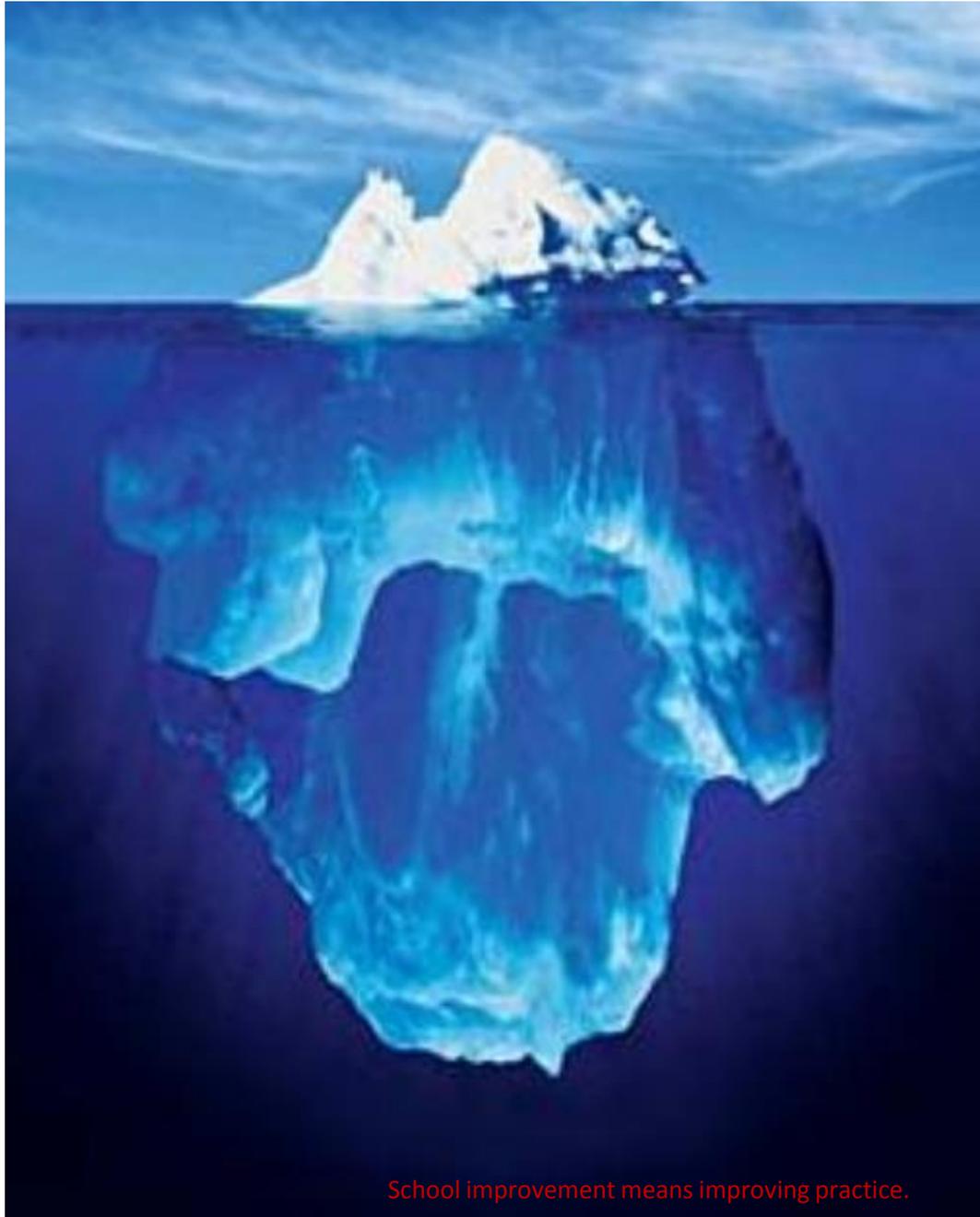
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Think about
what this
photo says to
you.

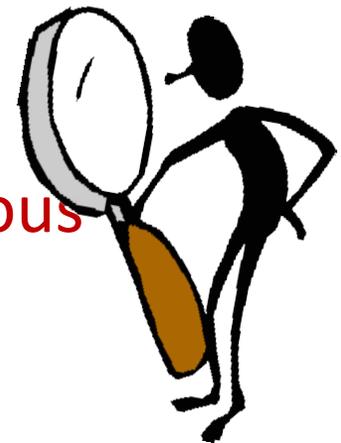


Purpose

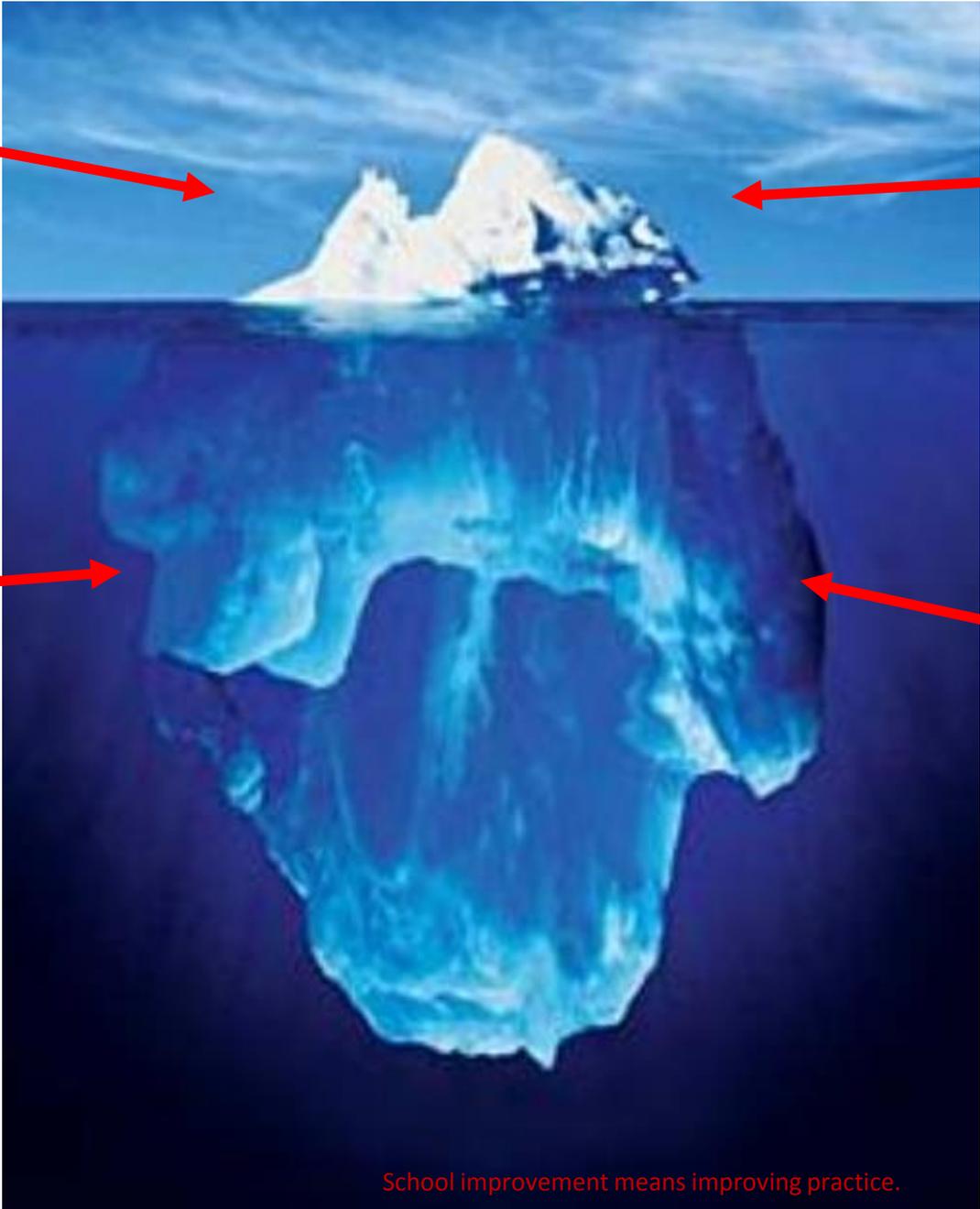
- Identify practices to improve student learning
- Engage in conversations about the real work of school improvement

Lens

- What is the important work in school improvement?
- What can leaders do to support the real work of continuous improvement?
- Where are your teachers now? What do they need?



Perception



What does this
Symptoms
photo say to you?
Test scores

Reality

Share your
thoughts with
your table
mates.
Root causes
- **Student learning gaps**
- **Instructional gaps**



Why am I on “the list”?!



- Schools are not on a “list” because of test scores.
- Schools are on a “list” because of gaps in student learning and gaps in instruction.



The “*problem*” with Georgia Milestones

...in many cases

Georgia Milestones:

- ARE a mismatch to what students are **taught**
- ARE a better match to what students **should** learn

What comes to mind??

Share with your table mates.



Soooo...if test scores are NOT the problem
what should be the focus of our work?

“...if the school under the direction of the leadership team does not select work that has a **high probability** of enhancing student achievement, the hard work of the principal, the leadership team, and the school as a whole will be for naught – at least in terms of student academic achievement.”

School Leadership that Works, 2005, p107

School Improvement means...

“When you talk about school improvement, you are really talking about **people** improvement. That is the only way to improve schools...”

(**Ernest Boyer**, Chancellor of the State University of New York, United States Commissioner of Education, and President of the Carnegie Foundation for the Advancement of Teaching)

School improvement is about improving the PRACTICES of the people in schools.

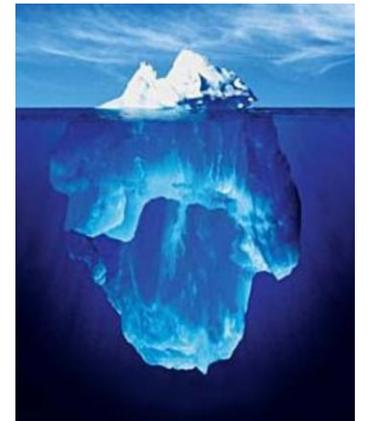


Linda Segars

Where should our efforts focus?

“People improvement”

- Impact teacher practice → impact student practice
- Impact student practice → impact student learning
- Impact student learning → impact test scores



What has the greatest impact on student learning?

- Tier I Instruction
 - Tier I Instruction
 - Tier I Instruction

Student learning IS school improvement.

In your school...

1. What do your teachers know about planning for student learning?
2. What do your teachers know about planning collaboratively?
3. What do your teachers know about selecting/creating learning experiences for students?

How do you know?

Effective planning process

- What does research suggest?



Units – The Research Base (see “Why Units” document)

- Robert Marzano - meta-analysis research
 - *What Works in Schools: Translating Research into Action*
 - *Classroom Instruction that Works: From Research to Results*
- John Hattie –meta-analysis of multiple meta-analyses
 - *Visible Learning, 2009*



11 Factors Affecting Student Achievement - Marzano

- Included only factors that can be addressed without the drastic addition of resources

Robert Marzano - meta-analysis research

What Works in Schools: Translating Research into Action

Classroom Instruction that Works: From Research to Results



The 11 factors include:

Teacher-Level Factors & Action Steps

- Use an instructional framework for units that employ **research-based strategies**
- Identify the **important** declarative and procedural knowledge in the topics that are to be the focus of instruction
- Make a distinction between those **skills** and processes students are **to master** versus those they are not

Robert Marzano - meta-analysis research

What Works in Schools: Translating Research into Action

Classroom Instruction that Works: From Research to Results



Teacher-Level Factors & Action Steps

- Present content in groups or categories that demonstrate the **critical features of the content**
- Engage students in **complex tasks** that are **inherently engaging** and **require addressing content in unique ways**
- Use cooperative learning processes
- **Set objectives** and provide **feedback**

Robert Marzano - meta-analysis research

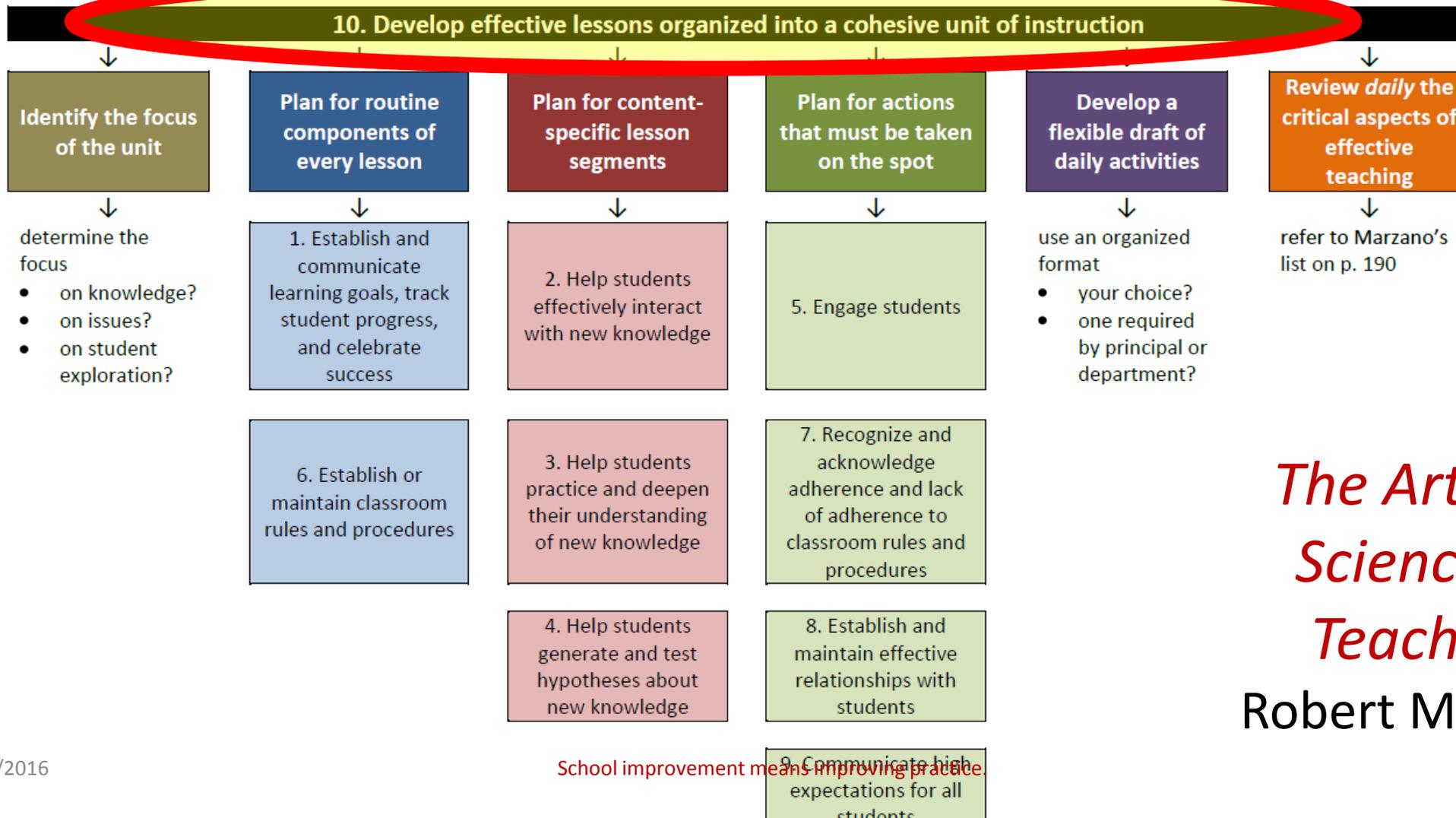
What Works in Schools: Translating Research into Action

Classroom Instruction that Works: From Research to Results



Marzano offers a comprehensive framework made up of ten design questions for you to consider when planning for effective instruction. The graphic organizer below (based on chapter ten) shows how the design questions relate to one another.

- Marzano suggests that Design Question 10 overarches all the others—that it is the goal that the other design questions help to address.
- Marzano breaks Design Question 10 into six action steps, three of which serve as categories for Design Questions 1 through 9.



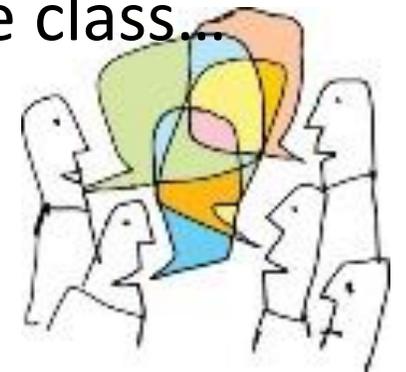
The Art and Science of Teaching
Robert Marzano

Have you ever heard “a friend” say...

Retention
Ability grouping
Class size
Homework

John Hattie
Visible Learning
Effect sizes
(based on more than
800 meta-analyses)

- If only Amy had repeated the second grade she would be doing better.
- If only “they” would put all the low performing students in one class...
- If only I had smaller classes...
- If only my students would do their homework!



Self-reported grades
Piagetian programs
Providing formative evaluation
Acceleration
Reciprocal Teaching
Feedback
Spaced vs massed practice
Meta-cognitive strategies
Vocabulary programs
Problem-solving teaching
Teaching strategies
Direct instruction
Concept mapping
Challenging goals
Cooperative vs competitive learning

John Hattie
Visible Learning
Effect sizes
(based on more than
800 meta-analyses)

Intentional practice/process



Instructional planning with student learning in mind
is very different than *writing lesson plans*
with *compliance* in mind.

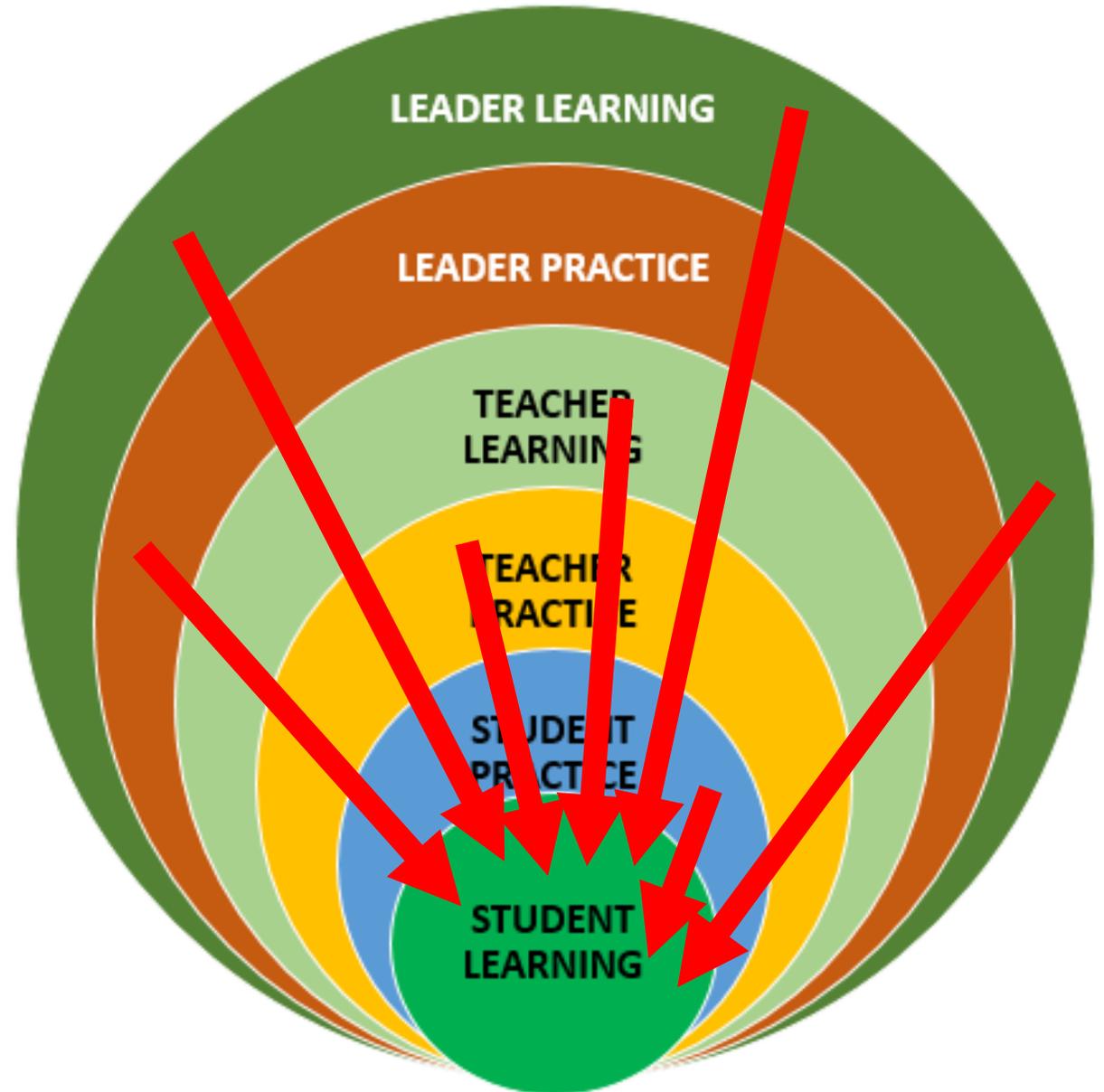
Shifts



LESS about	MORE about
"Teaching"	"Learning"
Assignments	Learning experiences
Evaluation	Coaching
"Numbers"/test scores	Evidence of student learning
Checklist compliance	Impact

All decisions, all actions, at every level...

“How will this impact student learning?”





Overview of process

A Process for Understanding the Standards Planning for Increased Student Learning Context: Collaborative Planning

	Planning Actions (collaboratively when possible)	Tool
Where are we going?	<ul style="list-style-type: none"> • Create "map"/"scope and sequence" for year 	<i>Where are we going?</i>
What do students need to know and be able to do?	<ul style="list-style-type: none"> • Unpack standards in context of a unit • Determine "Big Ideas"/concepts of unit • Write student learning targets/I can statements • Identify pre-requisites, key vocabulary, possible student misconceptions 	<i>Unpacking Tool</i>
How will progress be measured?	<ul style="list-style-type: none"> • Create assessment plan • Include (common – when possible): post unit/summative, pre-assessment (pre-requisites), formatives 	
How will we get them there?	<ul style="list-style-type: none"> • Select quality learning experiences that address the intention of standards and pre-requisites • Articulate alignment with standards, pre-requisites and habits of mind (e.g. SMP for math) • Determine flow/order of tasks/learning experiences/assignments for concept attainment • Revisit assessments, vocabulary, pre-requisites (modify if necessary) 	<i>Task Alignment Chart</i>
What will be done if progress is exemplary or delayed? 2/24/2016	<ul style="list-style-type: none"> • Determine what students will do when delayed in reaching learning targets (Unit recovery plan?) • Determine what students will do when excelling in attaining learning targets 	

Even if teachers are implementing a comprehensive curricular resource it is important that teachers utilize the process.



The purpose of these SAMPLE forms to provide considerations for the concepts to be included when planning units of instruction. These SAMPLE forms were created with teachers and instructional coaches and not intended as THE forms to use. Teacher teams should adapt or create forms that are most effective for their planning purposes.

School improvement means improving practice.



Where are we going? 2015-2016

	Aug	Sept	Oct	Nov	Dec
<u>Dates of Non-Instructional days</u> Holidays/ Work days					
# Instructional Days					

	Jan	Feb	Mar	Apr	May	Test
<u>Dates of Non-Instructional days</u> Holidays/ Work days						Test Date:
# Instructional Days						# Instructional Days until test:



Where are we going?

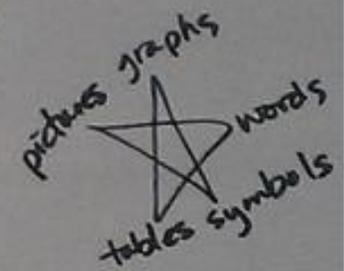
What is the BIG picture?



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8th) Where are we going?

- Jan → CRCT
 - Countdown
 - Time line



• Next unit

	Jan	Feb	March	April
<u>Off</u>	• Jan 16 (MLK) • 1 PL	• Feb 16, 17, 20	• Mar. 12	• Apr. 2-6
<u># Inst'l days</u>	<u>19</u>	<u>18</u>	<u>21</u>	<u>6</u>

Countdown = 64 days
(12 wks + 4 days)

(60 days)

Unit 3
"Equal or Not"
Inequalities

(1 wk)
4 days
(include Test)

Unit 4
"Functional Relationships"
• Calculators
• Functions
• Slope
• Multi steps

14 (3 wks)
+ 5 days
(include test)
Cumulative Review (2 days)
↓
1 day = comp. (16)
1 day = classm.

Unit 5 combine Unit 6
"Slope" "Systems"
• slope
• context
• eqns
• Inequalities
• Select - system
• Interpret solution
graphs

35 36 days (7 wks)
(include test)
Cumulative Review
↓
2 days (over 4
buffer days)
1 day = comp. 5
1 day = classm.

Unit 7
"Transformals"
• parallel lines
• angle relationships
• Congruent
supplements

(1 wk)
5 days
(include Test)
Solve for x
1 = 160

Where are we going? Math II EOCT 35 - Alg 35 - Geom 30 - Stat

	Jan	Feb	Mar	Apr.	EOCT
days off	16	17, 20 (1 off site)	9	2-6 (1 off site)	May 7?
<u># Inst'l days</u>	11	18	21	15	4
<u># total til EOCT</u>					69

Units

	Unit 4	Unit 5	Unit 6	Unit 7
	Data Anal. + Prob.	Exponential, Piecewise, Inv. Functions	Best Fit Model / Regression	Reviews
<u># days</u>	15	30	15	8 (1 day)
<u>DATES</u>	Jan 17 - Feb 6	Feb 7 - Mar 29	Mar 28 - Apr 24	Apr 25 - May 4
<u>Cumulative Review</u>				<p>Solving Test Taking Strategies Test Preparation Test Structure MOE Test (2 days) 5 days Content</p>



Fall 2015-16				
Units →				
Timeline # Days				
• Dates				
Concepts/ Topic addressed				
<i>Ongoing Cumulative Review</i>				
• # Days				
• Dates				
• Concepts to be addressed				

- Where are we going?
- What is the absolutely essential content?
- How long will it take us to get there?



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Spaced versus massed practice

ES .71



Sample organizers for planning

Adopt & adapt

SAMPLE

Common Assessments Planning Template		
Grade/Content	Unit Focus/Big Idea	Projected Dates
1. Unit Standards: Underline the concepts (nouns). Bold the skills (verbs).		
2. Specific Learning Objectives:		
Concepts: Students need to know	Skills: Students need to be able to	
3. Big Ideas: Foundational understandings that students will remember long after instruction ends.		
5. Write or find selected response items to		
6. Write or find constructed-response items		
7. Construct Scoring Guides		

Disclaimer Info

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Consider:

- Concepts in this process
- Starting point
- Teacher teams adapt/create
- Monitoring plan





Sample organizers for planning

Unwrapping the Standards – 1st

Grade/Course: First Grade	Unit 4: Sorting, Comparing and Ordering
Unwrap the Standards: Underline the concepts (nouns); Circle the skills (verbs)	
Domain: Measurement and Data	Learning Targets/I Can statements
<p>Measure lengths indirectly and by iterating length units. MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MGSE1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	
<p>Tell and write time. MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p>	
<p>Represent and interpret data. MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	

SAMPLE

Big Idea(s)	
Prerequisites	Key Vocabulary
Misconceptions:	

MRESA, 2013

1 of 2



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Sample Unpacking Unit

From GPS - Not GSE

Sample Unpacking

Coordinate Algebra Unit 2 Reasoning w Equations & Inequalities
What are students really supposed to learn??

Projected Dates:

Conceptual Category: Algebra	
Domain: A.REI: Reasoning with equations & inequalities	
Standards	I CAN...
Cluster: Understand solving equations as a process of reasoning and explain the reasoning	
A.REI.1 Explain each step in solving a ^{one-step?} simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. <u>Construct</u> a viable argument to justify a solution method.	Justify steps for solving one-step eqns using properties and inverse ops
Cluster: Solve equations and inequalities in one variable	
A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Solve linear eqns in one variable Solve linear ineqs in one variable
Cluster: Solve systems of equations	
A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Solve system of two eqns (two var) by the elimination method (addition/multiplication) → only
A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Solve system of linear eqns algebraically (two var) Solve system of linear eqns graphically (two var)
Cluster: Represent and solve equations and inequalities graphically	
A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Graph soln of lin. ineq. (two var) Graph soln of system of lin. ineq. (two var)

SAMPLE

Big Ideas (Foundational understandings that students will remember long after instruction ends)		- contextualize solns - eqns - " " " - ineqs - equations + ineqs represent relationships between quantities
Pre-requisites	Key Vocabulary	
- solve systems of (one var.) (8th) - unit conversion - working w/ expressions - " " eqns - interpreting a graph - inequality notation	- properties - elimination method - substitution method	
Possible Misconceptions		
- graphing eqns - graphing ineqs	- algebraically vs graphically - eqn vs ineq - ordered pair - solution	- elimination vs substitution
Common Assessment(s)		
Find or write selected response items to address learning objectives.		
Find or write constructed-response items to address key learning objectives and/or big ideas.		
Construct Scoring Guides (for constructed-response)		

Disclaimer Info

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“Calibration of Expectations”

- Do teachers have common expectations for learning?
- Do teachers have common expectations for student work/performance?
- Are assessments created prior to instruction?

How do you know?

Assessment Plan

- Common Assessments (summative and formative) can be used to inform:
 - FLP
 - ILT
 - ELT
 - Tutorials
 - Support class
 - Unit Recovery (rather than CREDIT Recovery)

**Reduce
“random acts of
standards”**

Importance of quality learning experiences

Students are not motivated by learning;
they are motivated by characteristics of the
tasks that call on them to learn.

Leading for Learning, Schlechty, p. 163

Importance of quality learning experiences

“There is no decision that teachers make that has a greater impact on students’ *opportunities to learn* and on their *perceptions about what mathematics is...*

than the selection or creation of the tasks with which the teacher engages students in studying mathematics.”

Lappan & Briars, 1995

Could this also be said for other content areas?

Importance of quality learning experiences

“The level and kind of thinking in
which students engage...

determines what they will learn.”

Hiebert, Carpenter, Fennema, Fuson, Wearne, Murray, Oliver, & Human, 1997



Task/experience/assignment alignment

Coordinate Algebra Unit 2
task alignment

Coordinate Algebra Unit 2 - Reasoning w Equations & Inequalities		ALGEBRA			
Task & Description	Learning Objectives (Inter of task?)	Solve equations & inequalities in one variable	Solve systems of equations		Represent & solve systems & inequalities graphically
		1- var	2- var	3- var	Graph systems of linear inequalities on half planes and intersections of half planes.
		A.REI.2	A.REI.3	A.REI.5 Equations systems	A.REI.6 Solve systems
Borrowing (1A)					✓?
Some solution? (1A)		✓	✓		
Jordan's Theme (1A)		✓	✓	✓	
Weighting Pennies (1A)					✓
Cara's Candies - unit 2 (1A)			?		✓
How Does Solution Change? (1A)		✓			
Fishing Adv. (1A)					✓

2/24/2016

SAMPLE

“Too often, the rationale for what we do in the classroom isn’t obvious to students, and students don’t have access to the information. We as teachers must clarify the reasons for our instructional choices and find ways to make them clear to students so they are informed and motivated.”

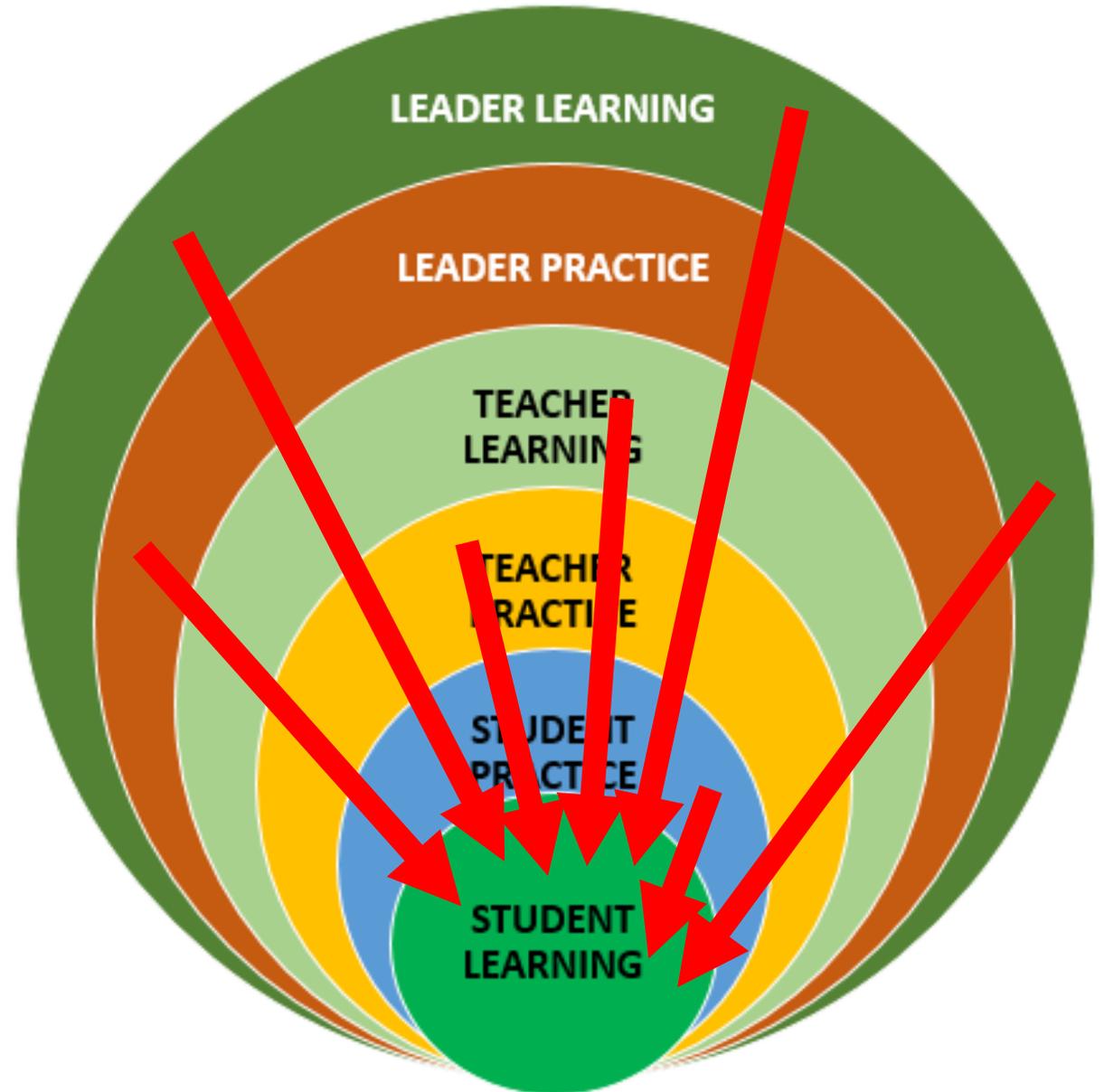
Marilyn Burns (1995, 130)



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All decisions, all actions, at every level...

“How will this impact student learning?”



When making decisions about learning experiences...

- There are so many good resources!
- Georgia Milestones Achievement Level Descriptors
(<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx>)
- Georgia Milestones Item & Scoring Samples
(EOG: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Item-Samplers.aspx>; EOC: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOC-Item-Samplers.aspx>)

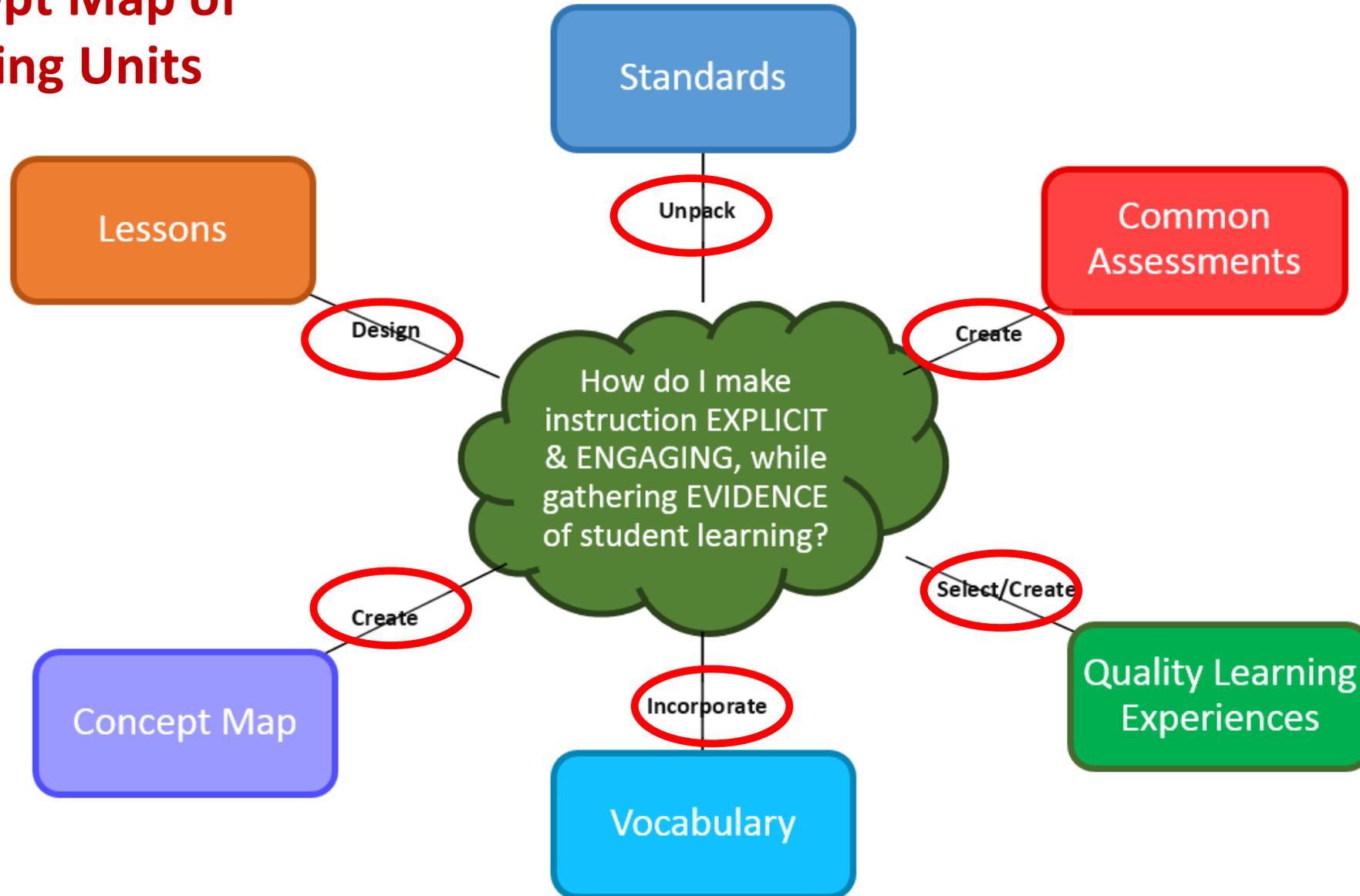


Steps in process

Planning for Increased Student Learning A Process for Understanding the Standards Context: Collaborative Planning

- A. Where are we going?** (Big Picture...use *Where are we going?* document)
1. Determine number of instructional days in each semester
 2. Create "map"/"scope and sequence" for year
 - a. Start w DOE Curriculum map/District map of units (Course/grade standards have already been organized into units. Has district made modifications?)
 - b. Determine order and approximate timeline for each unit (include # days and dates)
 - i. Consider data trends, real-time data (domain data, EOC, EOG, etc)
 - c. Schedule on-going cumulative review into "semester map" (If it is not scheduled, will it be included?) (include # days and dates)
 - i. Consider data trends, real-time data
 - d. Determine semester/month/week "mapping"
 - e. Revisit frequently and adjust when necessary
- B. What do students need to know and be able to do?** (Determine before ever selecting learning experiences or assessments.)
1. Determine intent of standards in context of a unit (considering domains and clusters in the unit) (use *Unpacking documents* for unit)
 - a. Circle the key verbs and underline the key nouns or phrases related to the verbs
 - b. Discuss the intent for student learning
 - i. Determine the knowledge students will use
 - ii. Determine what students are to perform/do or create
 - iii. Identify which standards can be addressed together
 - c. Identify DOK levels for learning (to be used in selecting learning experiences and assessments for/of student learning)
 2. Determine "Big Ideas"/concepts of unit (What holds this unit together? What foundational understandings should students remember beyond instruction?)
 3. Write student learning targets/I can statements (clear, measurable, starts with key verb – NOT topics)
 - a. Note: Write the Essential Questions if required by district/school (to address the Big Ideas...the focus of student learning for unit)
 4. Identify pre-requisites (skills, knowledge, vocabulary (terms, phrases, symbols)) (What knowledge/vocabulary/skills do students need to be successful with new learning? (What should

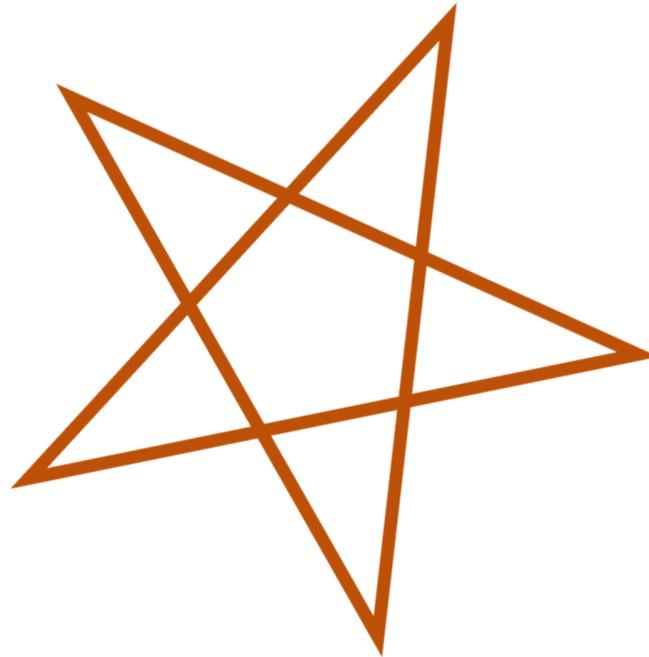
Concept Map of Planning Units



Thoughts? Questions? Barriers?

Connections

- TKES/TAPS
- 12 Key School Standards
- 8 Key District Standards
- Oct 15 ILC requests
- Collaborative planning



TAPS/TKES



Georgia Department of Education · TAPS Standards Reference Sheet
Performance Standards and SAMPLE Performance Indicators *
*Performance indicators are not inclusive and should not be used as a checklist.

Planning

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

- Addresses appropriate curriculum standards and integrates key content elements.
- Facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates accurate, deep, and current knowledge of subject matter.
- Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
- Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
- Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

2. Instructional Planning

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

- Analyzes and uses student learning data to inform planning.
- Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
- Plans instruction effectively for content mastery, pacing, and transitions.
- Plans for instruction to meet the needs of all students.
- Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
- Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Instructional Delivery

3. Instructional Strategies

The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

- Engages students in active learning and maintains interest.
- Builds upon students' existing knowledge and skills.
- Reinforces learning goals consistently throughout the lesson.
- Uses a variety of research-based instructional strategies and resources.
- Effectively uses appropriate instructional technology to enhance student learning.
- Communicates and presents material clearly, and checks for understanding.
- Develops higher-order thinking through questioning and problem-solving activities.
- Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

4. Differentiated Instruction

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Provides remediation, enrichment, and acceleration to further student understanding of material.
- Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
- Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
- Demonstrates high learning expectations for all students commensurate with their developmental level.

Assessment Of and For Learning

5. Assessment Strategies

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

- Aligns student assessment with the established curriculum and benchmarks.
- Involves students in setting learning goals and monitoring their own progress.
- Varies and modifies assessments to determine individual student needs and progress.
- Uses formal and informal assessments for diagnostic, formative, and summative purposes.
- Uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment techniques that are appropriate for the developmental level of students.
- Collaborates with others to develop common assessments, when appropriate.

6. Assessment Uses

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

- Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- Shares accurate results of student progress with students, parents, and key school personnel.
- Provides constructive and frequent feedback to students on their progress toward their learning goals.
- Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

LAPS/LKES



Georgia Department of Education · LAPS Standards Reference Sheet
Performance Standards and SAMPLE Performance Indicators *
*Performance indicators are not inclusive and should not be used as a checklist.

School Leadership

1. Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

- Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
- Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.
- Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.
- Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.
- Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.
- Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- Provides the focus for continued learning of all members of the school community.

2. School Climate

The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

- Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.
- Maintains a collegial environment and supports the staff through the stages of the change process.
- Develops and/or implements a Safe School Plan that manages crisis situations in an effective and timely manner.
- Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school rules, policies, and procedures.
- Develops and/or implements best practices in school-wide behavior management that are effective within the school community.
- Communicates behavior management expectations regarding behavior to students, teachers, and parents.

Organizational Leadership

3. Planning and Assessment

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

- Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes.
- Supports the district's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
- Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district's strategic plan.
- Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.
- Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.
- Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.
- Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

4. Organizational Management

The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

- Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.
- Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
- Identifies potential problems and deals with them in a timely, consistent, and effective manner.
- Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- Reviews fiscal records regularly to ensure accountability for all funds.
- Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- Follows federal, state, and local policies with regard to finances and school accountability and reporting.
- Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.



12 Key School Standards
Office of School and District Effectiveness
Non-negotiables

School Standards

- 1. Curriculum Standard 1:**
Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction
- 2. Curriculum Standard 3:**
Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed
- 3. Assessment Standard 2:**
Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction
- 4. Assessment Standard 3:**
Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices
- 5. Instruction Standard 4:**
Uses research-based instructional practices that positively impact student learning
- 6. Instruction Standard 8:**
Establishes a learning environment that empowers students to actively monitor their own progress
- 7. Instruction Standard 9:**
Provides timely, systematic, data-driven interventions
- 8. Leadership Standard 6:**
Establishes and supports a data-driven school leadership team that is focused on student learning
- 9. Professional Learning Standard 6:**
Monitors and evaluates the impact of professional learning on staff practices and student learning
- 10. Planning and Organization Standard 1:**
Shares a common vision and mission that define the school culture and guide the continuous improvement process
- 11. Planning and Organization Standard 2:**
Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance
- 12. Planning and Organization Standard 3:**
Monitors implementation of the school improvement plan and makes adjustments as needed

2/24/2016

School improvement means improving practice.



8 Key District Standards
Office of School and District Effectiveness

District Standards

- 1. Planning, Organizing, and Monitoring Standard 1:**
Uses a collaborative, data-driven planning process at the district and school levels for improving student learning
- 2. Planning, Organizing, and Monitoring Standard 2:**
Uses protocols and processes for problem solving, decision-making, and removing barriers
- 3. Planning, Organizing, and Monitoring Standard 3:**
Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives
- 4. Allocation and Management of Resources Standard 2:**
Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching
- 5. Learning and Teaching 1:**
Engage and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards
- 6. Learning and Teaching 5:**
Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed
- 7. Learning and Teaching 6:**
Guide and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning
- 8. Leader, Teacher, and Staff Effectiveness Standard 1:**
Develop and implements processes that recruit, hire, and retain highly effective leaders, teachers, and other staff



Topics generated – ILA Oct 2015

- Strategies for coming off the list (especially HS)
- Using GA School and District Performance Standards to evaluate school improvement strategies being implemented by systems and schools
- Understanding Achievement Gap and strategies used to close it
- Effective Feedback
- CCRPI Updates
- Indistar training
- Deeper with GA Milestones and Analysis
- Facilitating change process in schools
- Implementing differentiated Professional Development models
- Capacity building for staff (limited financial resources)
- Increasing Parent Engagement
- How to assist schools with improving Milestones
- Milestones implications for SGP
- How to obtain Exceeding the Bar points for CCRPI
- Narrowing the Achievement Gap
- Data Analysis
- Monitoring PL
- Resources on GaDOE website
- Implementation of the FLP
- Writing an effective FLP
- Differentiation
- Rigor
- Co-Teaching SPED Model (how to make it successful)
- Improve student construction responses
- Decrease teacher stress
- Efficacy
- Coaching comments that provide targeted next steps for improvement
- Best practices for instruction
- Utilizing in-house experts for PL
- Data Collection tools
- Effective interventions
- Sustainability
- Conducting effective needs assessment
- How to motivate leaders
- Unpacking the standards
- Effective Formative Data usage
- Utilize SES to support Milestones
- Indistar
- SIP
- Rigor, Relevance, Higher Order Thinking Skills and Strategies
- Increase CCRPI and Milestones scores
- Deep conversations about how to move a struggling school
- Planning effective lessons
- Improving reading and math performance

Topics generated from data ILA October 2015

**Which can be
addressed by
focusing on
implementing a
unit planning
framework to
address Tier I
instruction???**



Unit Planning addresses:

- ★ Strategies for coming off the list (especially HS)
- ★ Using GA School and District Performance Standards to evaluate school improvement strategies being implemented by systems and schools
- ★ Understanding Achievement Gap and strategies used to close it
- ★ Effective Feedback
 - CCRPI Updates
 - Indistar training
- ★ Deeper with GA Milestones and Analysis
- ★ Facilitating change process in schools
- ★ Implementing differentiated Professional Development models
- ★ Capacity building for staff (limited financial resources)
- ★ Increasing Parent Engagement
- ★ Co-Teaching SPED Model (how to make it successful)
- ★ Improve student construction responses
- ★ Decrease teacher stress
- ★ Efficacy
 - Coaching comments that provide targeted next steps for improvement
- ★ Best practices for instruction
- ★ Utilizing in-house experts for PL
- ★ Data Collection tools
- ★ Effective interventions
- ★ Sustainability
- ★ Conducting effective needs assessment
 - How to motivate leaders

Unit Planning addresses:

- ★ How to assist schools with improving Milestones
- ★ Milestones implications for SGP
 - How to obtain Exceeding the Bar points for CCRPI
- ★ Narrowing the Achievement Gap
- ★ Data Analysis
- ★ Monitoring PL
- ★ Resources on GaDOE website
- ★ Implementation of the FLP
- ★ Writing an effective FLP
- ★ Differentiation
- ★ Rigor

- ★ Unpacking the standards
- ★ Effective Formative Data usage
- ★ Utilize SES to support Milestones
 - Indistar
- ★ SIP
- ★ Rigor, Relevance, Higher Order Thinking Skills and Strategies
- ★ Increase CCRPI and Milestones scores
- ★ Deep conversations about how to move a struggling school
- ★ Planning effective lessons
- ★ Improving reading and math performance



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Zelphine Smith-Dixon, Ed.D. Assistant Director, SpEd Ga DOE

Asks the question:

“Ethically speaking, what is your numerical threshold for students who disengage from the PK-12 Pipeline and ultimately become coded as 9th-12th dropouts?”

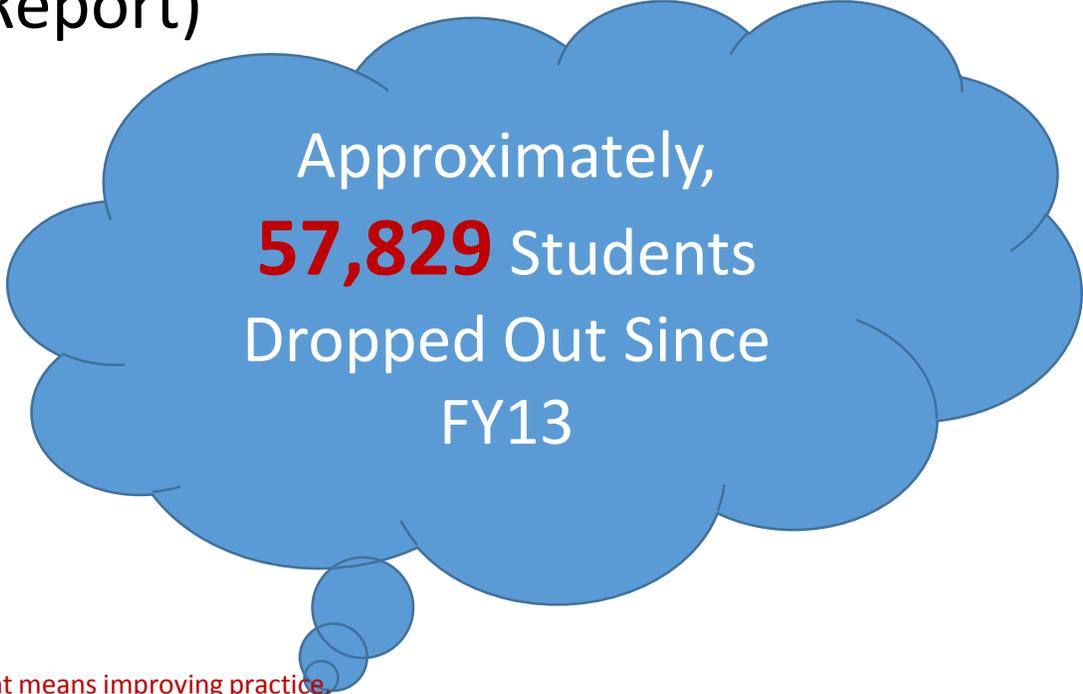


Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Realities

- On average, 3.5% of Georgia's enrollment drop out each year.
- **On average, 19,276 students drop out each year.**
- Only 21 out of 203 districts have a total student enrollment of $\geq 19,000$ (December 2015, GOSA Report)

Zelphine Smith-Dixon, Ed.D.
Assistant Director, SpEd Ga DOE



Approximately,
57,829 Students
Dropped Out Since
FY13

School (& District) Leadership that Works - Marzano

- Those districts (and schools) that have the best results in terms of student achievement focus on very few initiatives.
- **Those districts (and schools) that produced the highest results had a singular emphasis on enhancing instruction.**

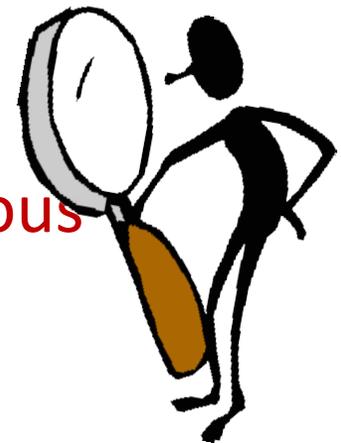
<http://www.iobservation.com/Marzano-Suite/Videos/leadership-with-a-singular-focus-on-instruction-gets-results/>

Purpose

- Identify practices to improve student learning
- Engage in conversations about the real work of school improvement

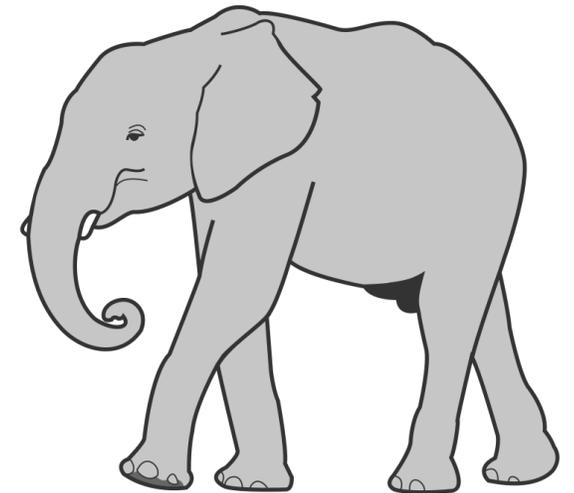
Lens

- What is the important work in school improvement?
- What can leaders do to support the real work of continuous improvement?
- Where are your teachers now? What do they need?



Looking forward

- Next steps
- SIP 2016-2017
- Initiatives
- PL Plans
- Interventions



Next Steps

1. What do your teachers know about planning for instruction?
2. What do your teachers know about planning collaboratively?
3. What do your teachers know about selecting/creating learning experiences for students?
- 4. What is your plan to enhance instructional planning/instruction?**
- 5. What is a good starting point?**
- 6. What do your teachers need to know?**
- 7. What do your teachers need NOW?**
- 8. How (& by whom) is instructional/collaborative planning monitored?**

School Improvement means...

- When you talk about school improvement, you are really talking about people improvement. That is the only way to improve schools... (Ernest Boyer, quoted in Sparks, 1984, p35)
- The quality of an education system cannot exceed the quality of its teachers. (Barber & Mourshed, 2007, p4)
- ...the quality of instruction students receive in their classrooms is the most important variable in student achievement. (Meta-analyses: Hattie, 2009; Marzano, 2003)

Resources

- *Visible Learning: Maximizing Impact on Learning* (Hattie)
- *Leaders of Learning* (DuFour & Marzano)
- *School Leadership that Works* (Marzano, Waters & McNulty)
- *Whatever It Takes: How PLCs Respond When Kids Don't Learn* (DuFour, Eaker, Karhanek, DuFour)
- Setting the Record Straight on “High-Yield” Strategies (Marzano)
- Dr. Robert Marzano’s Videos (<http://www.iobservation.com/Marzano-Suite/Videos/>)

Planning for Increased Student Learning

February 24, 2016

Linda Segars

lindasegars@nwgaresa.com

School Improvement Specialist

Northwest Georgia RESA



School Leadership	
1. Instructional Leadership	2. School Climate
<p><i>The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</i></p> <ul style="list-style-type: none"> • Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district’s strategic plan. • Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness. • Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results. • Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards. • Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom. • Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time. • Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum. • Provides the focus for continued learning of all members of the school community. 	<p><i>The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i></p> <ul style="list-style-type: none"> • Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment. • Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community. • Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale. • Maintains a collegial environment and supports the staff through the stages of the change process. • Develops and/or implements a Safe School Plan that manages crisis situations in an effective and timely manner. • Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school rules, policies, and procedures. • Develops and/or implements best practices in school-wide behavior management that are effective within the school community. • Communicates behavior management expectations regarding behavior to students, teachers, and parents.
Organizational Leadership	
3. Planning and Assessment	4. Organizational Management
<p><i>The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.</i></p> <ul style="list-style-type: none"> • Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision. • Implements strategies for the inclusion of staff and stakeholders in various planning processes. • Supports the district’s mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders. • Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district’s strategic plan. • Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning. • Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement. • Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement. • Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices. • Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district. • Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence. 	<p><i>The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</i></p> <ul style="list-style-type: none"> • Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures. • Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds. • Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process. • Identifies potential problems and deals with them in a timely, consistent, and effective manner. • Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources. • Reviews fiscal records regularly to ensure accountability for all funds. • Plans and prepares a fiscally responsible budget to support the school’s mission and goals. • Follows federal, state, and local policies with regard to finances and school accountability and reporting. • Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

Human Resources Leadership	
5. Human Resources Management	6. Teacher/Staff Evaluation
<i>The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</i>	<i>The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.</i>
<ul style="list-style-type: none"> • Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements. • Supports formal building-level employee induction processes and mentoring procedures to support and assist all new personnel. • Provides opportunities for professional growth in leadership and continual improvement for all staff. • Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress. • Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel. • Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty. • Recognizes and supports the achievements of effective teachers and staff and provides them opportunities for increased responsibility. 	<ul style="list-style-type: none"> • Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development. • Provides support, resources, and remediation for teachers and staff to improve job performance. • Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses. • Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluations. • Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration. • Involves teachers and staff in designing and implementing best practices based on evaluation results which improve instructional practice leading to increased student achievement.
Professionalism and Communication	
7. Professionalism	8. Communication and Community Relations
<i>The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i>	<i>The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>
<ul style="list-style-type: none"> • Models respect, understanding, sensitivity, and appreciation. • Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements. • Maintains a professional appearance and demeanor. • Models self-efficacy to staff. • Maintains confidentiality and a positive and forthright attitude. • Provides leadership in sharing ideas and information with staff and other professionals. • Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district. • Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams). • Evaluates the impact professional development has on the staff/school/district improvement and student achievement. • Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher. • Remains current with research related to educational issues, trends, and practices. • Maintains a high level of technical and professional knowledge. • Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy. 	<ul style="list-style-type: none"> • Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate. • Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources. • Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships. • Maintains visibility and accessibility to students, parents, staff, and other stakeholders. • Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders. • Provides a variety of opportunities for parent and family involvement in school activities. • Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

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