

## Establishing Collaborative Planning Processes – Part 1

Purpose: To support a school in the process of creating an effective collaborative planning process.

Goal: Impact student learning by creating an effective collaborative planning process for teachers.

*Overarching questions for an outside specialist to engage with staff to gain general insight and perspective of current collaborative planning processes within a school.*

Process:

- Administrative team interview and collaborative planning rubric self-assessment
- Individual teacher interview
- Collaborative Teams complete self-assessment (or individuals)

Interview Questions

- Who do you meet with during collaborative planning and how often do you meet?
- What is the major focus of your work during collaborative planning?
- What is going well with your collaborative planning process?
- What isn't working within your collaborative planning process?
- What do you think should be done differently within your collaborative planning?
- What does your administration expect from your collaborative planning process?
- Are there any resources that you use to guide your planning?
- What is your school-wide focus for instruction? How are you integrating this into your collaborative planning process?
- Do you think your collaborative planning process has a low, moderate or high impact on student learning and why?
- How do you know what the core content teachers are teaching each week? (Connections/Elective teachers also)

Support to School from Interviews

- Create a summary report and work with administrative team to reflect and develop next steps.
- Build a protocol for the administrative team to begin to implement effective monitoring and established expectations for a sustainable collaborative planning process.
- Administrative team consider creating questions to guide the work within the rubric. (CP)

Defining the Work within the Collaborative Planning Process:

- Final impact is student progress
- Analysis of common assessment data – driven to the individual student to inform instruction
- Design lessons for those students who can access the standards, have difficulty accessing the standards and those who need to go beyond the standards. (Achievement Level Descriptors)  
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx>



## Establishing Collaborative Planning Processes – Part 2

Purpose: To support a school in the process of creating an effective collaborative planning process.

Goal: Impact student learning by creating an effective collaborative planning process for teachers.

*Reflection of current practices of the collaborative planning processes within a school.*

Process:

Review all data:

- Self-assessment tally

- Collaborative Planning Observations

- Interview answers per grade level or content

Focus on Student Learning:

- What did you notice about student learning?

- Which grade levels/content areas appear to be closer to your expectations and why?

- Did you notice any practices that would align to your focus or have an impact on student learning?

Align to the District:

- Identify your district expectations for this process

- What resources are available to you and your staff towards full implementation?

- How will you align your work with the district approach towards collaborative planning?

Define Collaborative Planning:

- What is your vision for collaborative planning at your school?

- What resources do you need to fully develop your implementation plan?

Develop a protocol:

- What do we want students to know? (curriculum/pacing)

- How do we know they learned it? (assessment/data)

- What do we do when students don't learn it? (RTI process)

- What do we do when students do learn it? (enrichment)

- What "common commitments" could you define for your staff towards this expectation?

- How does this align with the vision/mission of your school and your beliefs on how students learn?

Monitoring

- What processes are non-negotiable?

Reflection

Continuously ask:

- What is going well and how do we know our students are learning?

- What is not going well, where are our roadblock for student success?

- What do we need to do differently or fine tune?

# Collaborative Planning Interviews

Wednesday, March 23, 2016

*Clarkston High School*

<b>Media Center #1</b>	<b>Media Center #2</b>	<b>Media Center #3</b>	<b>Data Room #1</b>	<b>Data Room #2</b>
<b>8:40-10:05am</b> <i>5 Teachers</i>	<b>8:40-10:05am</b> <i>5 Teachers</i>	<b>8:40-10:05am</b> <i>5 Teachers</i>	<b>8:40-10:05am</b> <i>5 Teachers</i>	<b>8:40-10:05am</b> <i>4 Teachers</i>
<b>10:25-11:40am</b> <i>5 Teachers</i>	<b>10:25-11:40am</b> <i>5 Teachers</i>	<b>10:25-11:40am</b> <i>5 Teachers</i>	<b>10:25-11:40am</b> <i>5 Teachers</i>	<b>10:25-11:40am</b> <i>4 Teachers</i>
<b>11:50-1:40pm</b> <i>6 Teachers</i>	<b>11:50-1:40pm</b> <i>6 Teachers</i>	<b>11:50-1:40pm</b> <i>6 Teachers</i>	<b>11:50-1:40pm</b> <i>6 Teachers</i>	<b>11:50-1:40pm</b> <i>7 Teachers</i>
<b>2:00-3:15pm</b> <i>7 Teachers</i>				



**Collaborative Planning Rubric "Self-Assessment"**

Grade/Specialty: \_\_\_\_\_

Please rate what best represents the work of your current collaborative planning process:

	Exemplary	Operational	Emerging	Not Evident
Team Leadership and Facilitation				
Comments:				
Reflective Teaching Practice				
Comments:				
Standards Based Instructional Planning				
Comments:				
Lesson Plans				
Comments:				
Assessment and Evidence of Student Learning				
Comments:				



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