

DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS

ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Establishing a Collaborative Planning Process

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Curriculum Standard 1:

Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction

Curriculum Standard 2:

Designs curriculum documents and aligns resources with the intended rigor of the required standards

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

What is Collaborative Planning?

- What do we expect our students to learn?
- How will we know when they have learned it?
- How will we respond when some students do not learn it?
- How will we respond when some students have already learned it?

DuFour

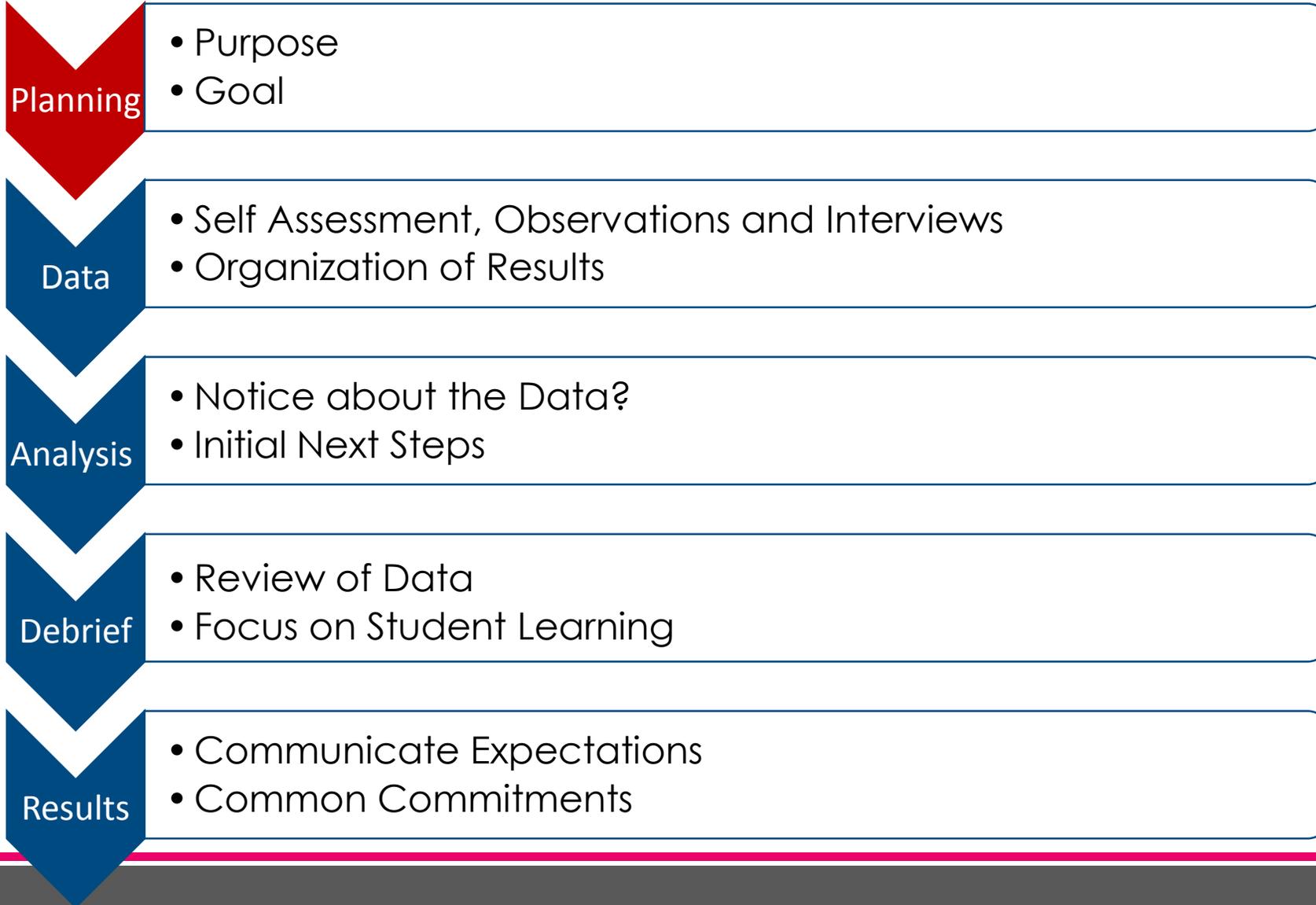
Activity: Self-Assessment of Collaborative Planning

GaDOE Collaborative Planning Rubric

Clarkston High School

Assessment of the Collaborative Planning in Process

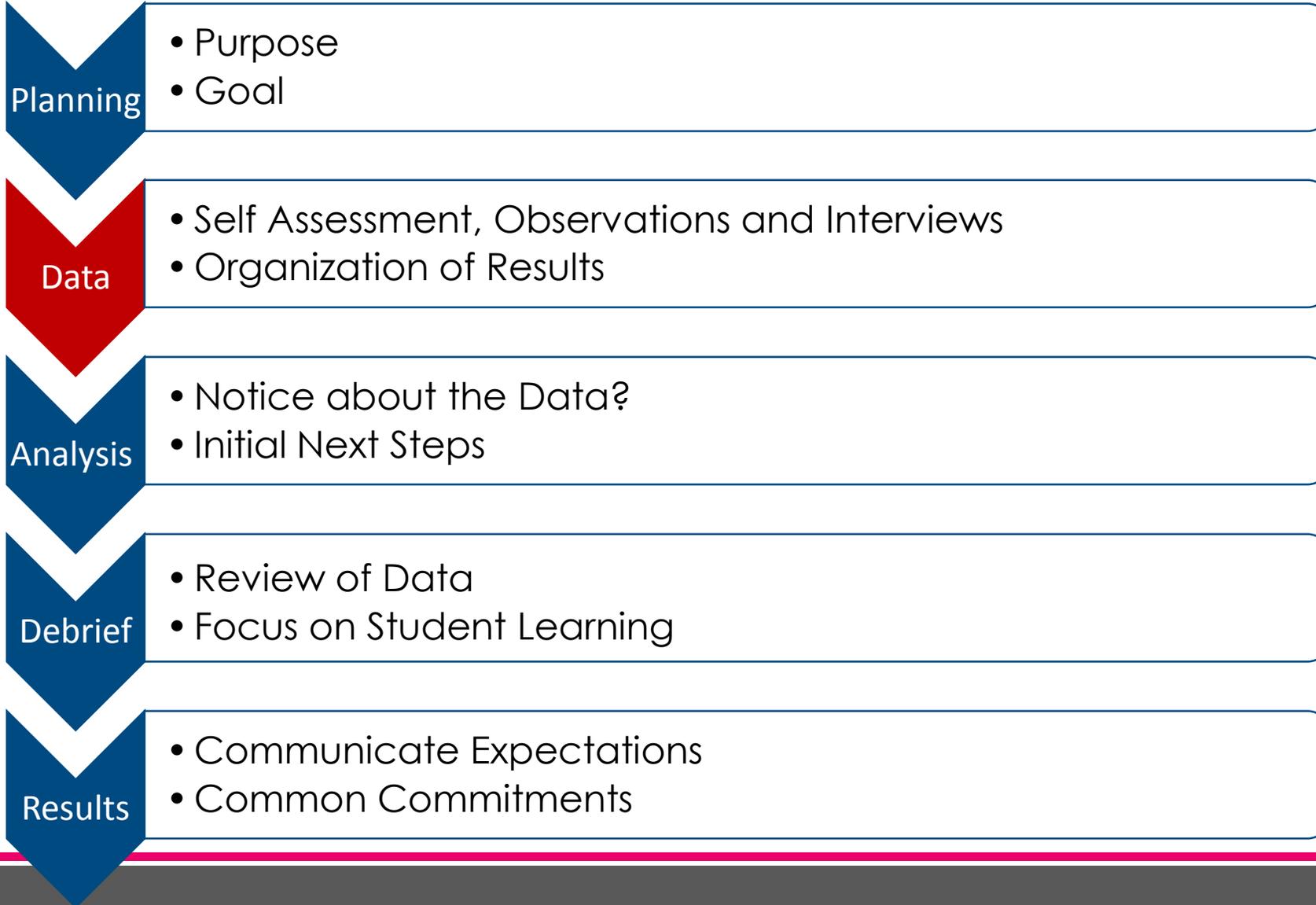




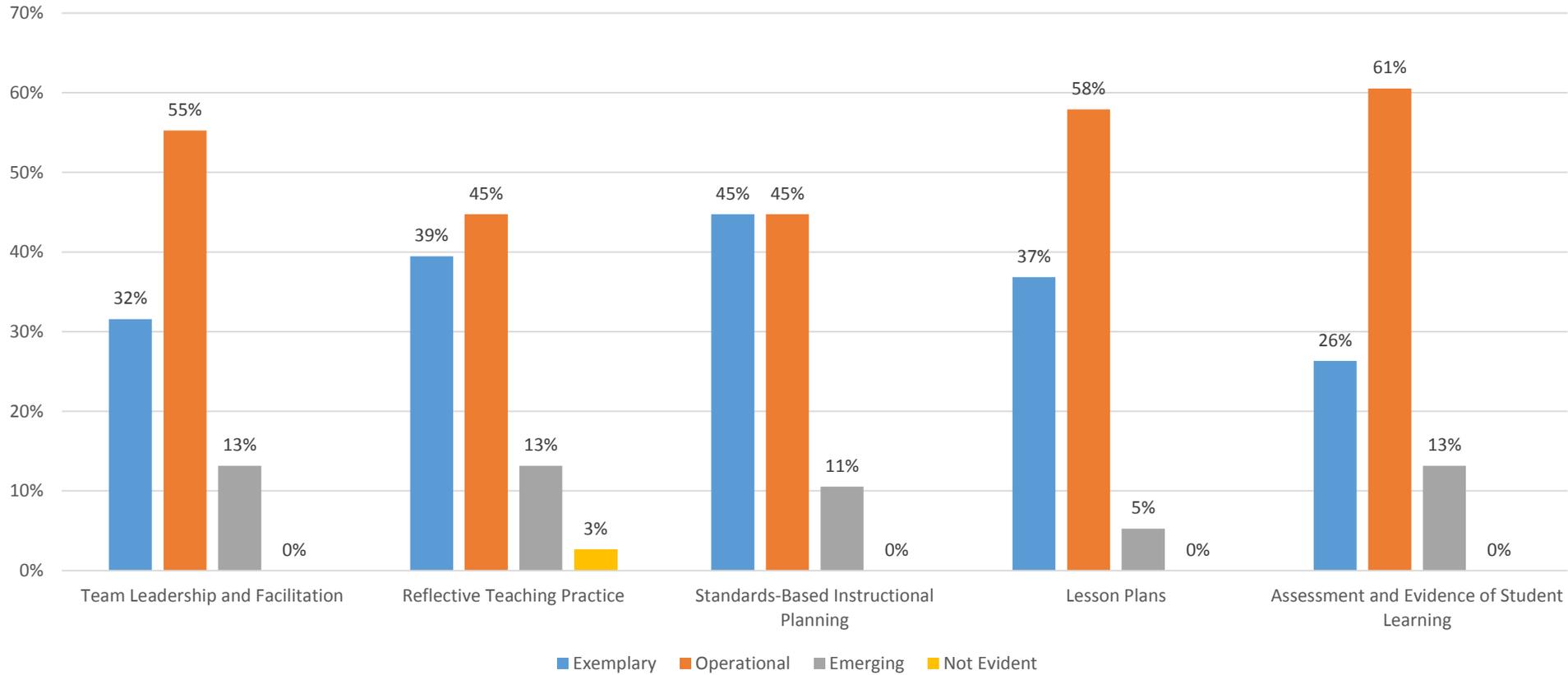
Planning Meeting – what to expect?

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*



**Clarkston High School
 Collaborative Planning Self Assessment**



Clarkston Interview Schedule

| | | | | |
|---|---|---|---|---|
| 8:40-10:05am <i>5 Teachers</i> | 8:40-10:05am <i>5 Teachers</i> | 8:40-10:05am <i>5 Teachers</i> | 8:40-10:05am <i>5 Teachers</i> | 8:40-10:05am <i>4 Teachers</i> |
| 10:25-11:40am <i>5 Teachers</i> | 10:25-11:40am <i>5 Teachers</i> | 10:25-11:40am <i>5 Teachers</i> | 10:25-11:40am <i>5 Teachers</i> | 10:25-11:40am <i>4 Teachers</i> |
| 11:50-1:40pm <i>6 Teachers</i> | 11:50-1:40pm <i>6 Teachers</i> | 11:50-1:40pm <i>6 Teachers</i> | 11:50-1:40pm <i>6 Teachers</i> | 11:50-1:40pm <i>7 Teachers</i> |
| 2:00-3:15pm <i>7 Teachers</i> |

Sample Interview Questions:

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 the administration expect from your collaborative planning process?

Interview Notes

Time - we get together a lot but things do cut into our planning - more time would increase our efficiency - need 90 minutes of planning

We use standards, the GADOE frameworks for the subject area. USA Test prep. Use common assessments. Other websites and resources to come up with ideals

| 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? |
|--|---|--|---|--|---|
| nothing | More resources for labs and hand on activities | data discussions, effective lessons | technology, lab materials, content specific texts | Literacy, proper study habits | very high and is shown in the improvements being seen in student data talks |
| trouble getting summative assessments | no suggestion I like my CP | work on strategies , analyze data, having a common goal | GA GPS, USA test Prep, textbook | Data Driven, Re-teachingwe have Data meetings and we develop lessons from the data | high -because it has helped me structure my classroom |
| We don't have a common planning time and have to meet after school. Some have other obligations, tired. | I like the collaborative planning. Nothing other than being able to meet during the day. PL days are sometimes rushed and takes some of the time. It would be nice to be able to plan on those days. We could be able to look at what works and not works to plan ahead for the following year. | They expect us to meet regularly and constantly review our data. Review our standards, exchange ideas. | We use standards, the GADOE frameworks for the subject area. USA Test prep. Use common assessments. Other websites and resources to come up with ideals | Increased rigor in all plans including testing. Include reading/literacy. We do a "swirl" | High impact because we are consistent and deliberate in what we do. We look at test and revise for reteaching. |
| time - we get together a lot but things do cut into our planning - more time would increase our efficiency - need 90 minutes of planning | have other teachers come in once in awhile to observe what someone is doing with instruction/technology even if from another content area to better understand - observe other teachers | use as a means to drive instruction through analyzing data (pre/post test - analyze) develop a system for the department to see where students are and help them to reach their target | Technology, instructional coaches bring us resources, sharing our work etc. | 3 part lesson plan - making sure align with the time constraints - follow the model and have a lab to integrate | high - I've seen students who could have been outliers or blended in without the data - but it helps me identify students on the bubble and see students grow |

Planning

- Purpose
- Goal

Data

- Self Assessment, Observations and Interviews
- Organization of Results

Analysis

- Notice about the Data?
- Initial Next Steps

Debrief

- Review of Data
- Focus on Student Learning

Results

- Communicate Expectations
- Common Commitments

Data Analysis

- 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?

Clarkston Data Analysis

POSITIVES:

- Collaboration is taking place
- Strategies used to support one another
- Clear leaders
- Standards: key resource
- New teachers felt it was amazing support

Clarkston Data Analysis

NEXT STEPS:

- Establish a formal process but keep from compliance
- Determine the data to track
- Clarify schoolwide instructional focus and strategies
- Look at science as an exemplar
- Monitor the process

Planning

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- Goal

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Debrief

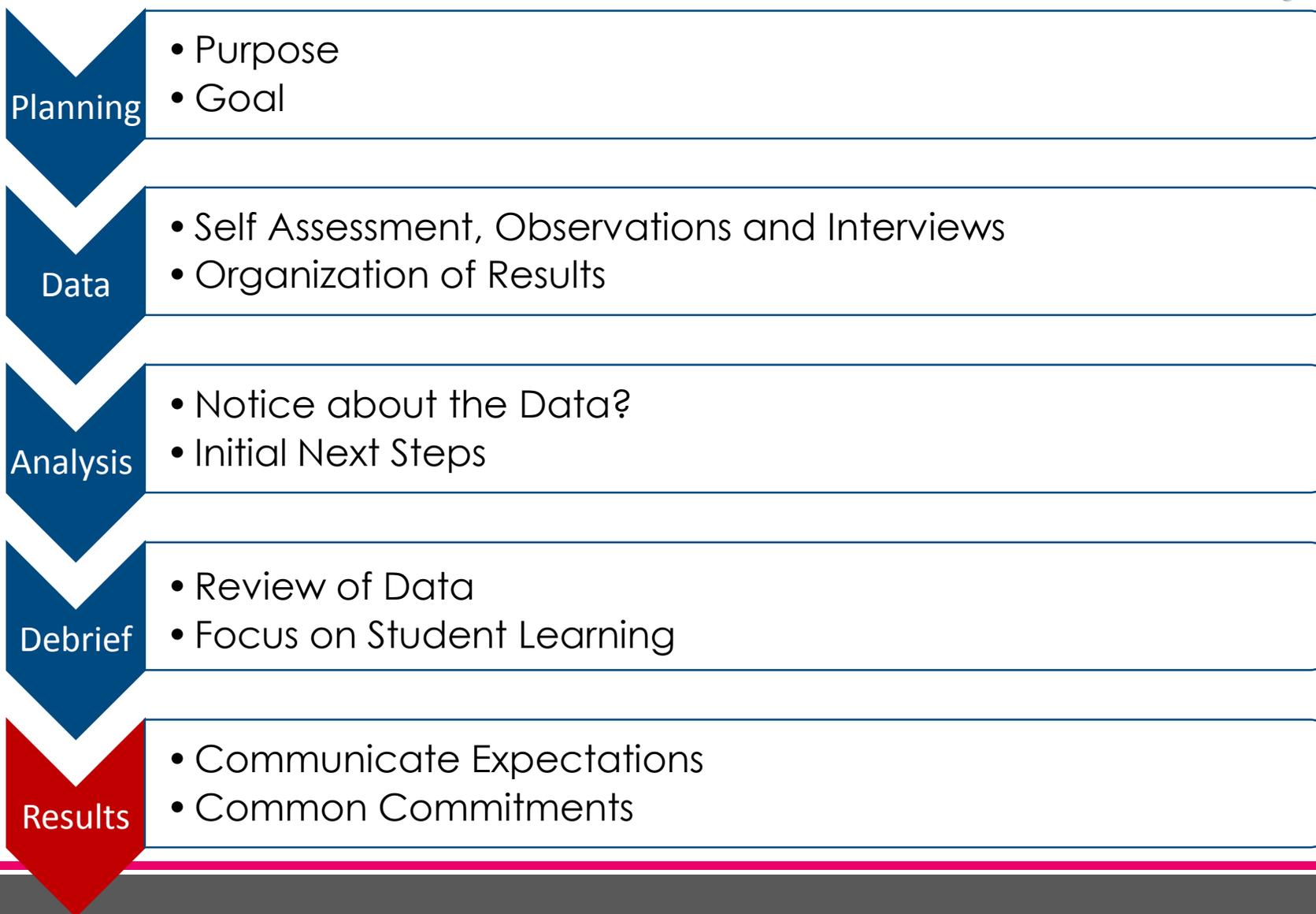
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Results

- Communicate Expectations
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Sample Debrief Notes

- Develop a sacred time
- Monitor with specific feedback
- Training?
- Importance of assessment – PD to support?
Modeling?



Sharing Results



- How will you communicate your expectations?
- What district expectations do you need to fold into your planning process?
- Define the process of your protocol. What are the common commitments?
- How will you monitor your expectations? Who will be involved in this process?

What is Collaborative Planning?

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Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov



Ideas to Establish Collaborative Planning



- Master Schedule
- Create structures
- Weekly Protocol
- Training for the leaders of each PLC
- Log and providing feedback
- Monitoring the process

Activity

GaDOE Collaborative Planning Expectations

and other resources within SESI
(System for Effective School Instruction)

SESI Resources

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