

DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Research-Based Instructional Practices

Instructional Leadership Academy
October 5-6, 2016

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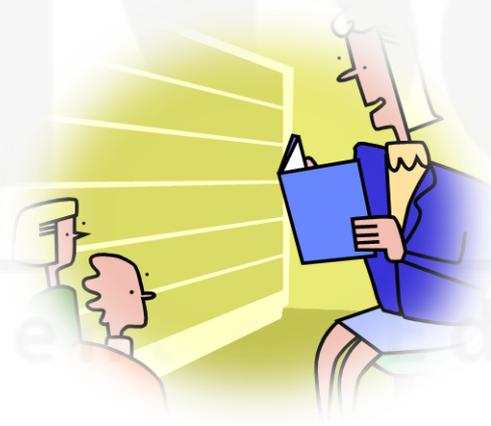
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School Performance Standard

I-4 Research-Based Instructional Strategies

Uses research-based instructional practices that positively impact student learning.



Research-Based Instructional Practices

What are Research-Based Instructional Strategies?

- Promote student learning
- Relevant to content

- Clear Lesson Goals
- Modeling
- Questioning for Understanding
- Summarizing Using a Graphic
- Practice – Guided and Independent

See for example, John Hattie's *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, and Robert Marzano's *Classroom Instruction That Works: Research-based Strategies for Improving Student Achievement*

TKES Performance Standards

- **TKES 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.

- **TKES 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.

- **TKES 4: Differentiated Instruction**

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

- **TKES 5: Assessment Strategies**

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

Learning Targets

- I can create a process to review curriculum documents, **specifically lesson plans**, to ensure effective use of instructional strategies.
- I can create a process to check instructional practices to determine job-embedded professional learning needed to impact teacher practices.



Best Practices for Instruction Standard 4

- Share instructional strategies in team meetings (collaborative planning and Leadership Team Meetings). Teacher leaders on the leadership team work with content area teachers to determine effective instructional strategies.
- Research instructional strategies (articles or books).
- Provide professional learning on effective teaching strategies that address deficit areas from observations. Professional learning designs may include modeling, peer observations, collaborative lesson development, teacher-to-teacher conferences, and professional literature.

Look Fors: Instructional Standard 4



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- A variety of instructional strategies and resources are used to teach content.
- Instructional strategies are aligned to student needs, the purpose of the learning, and are appropriate to the content area.
- Students are engaged in learning.
- Instructional strategies are addressed during collaborative planning.
- Instructional strategies are embedded in the development of units and lessons.
- Professional learning is provided to continuously build the repertoire of effective strategies in each content area.

How does it happen?

Leadership must provide:

- Written Expectations
- Step-by-Step Process
- Monitoring Tools
- Observation data
- Job-Embedded Professional Learning

What does it take?

- Strong instructional leadership
- High expectations
- Quality curriculum
- Collaboration
- Instructional teams
- Instructional planning
- Observation data

School Practice Reflection

Do you have a process to review lesson plans and give teachers feedback on their use of research based instructional strategies?

- Checking and sharing instructional strategies
- Providing job-embedded PL to improve instructional practices
- Monitoring the implementation of research based instructional strategies

What Makes It Work at Wilcox County High School?

- Curriculum Document Revision
- Weekly Collaborative Planning
- **Lesson Plan Rubric and Feedback**
- Classroom Observation Data
- Learning (Focus) Walk Data
- Leadership Team Meetings
- Instructional Focus Calendar
- Job-Embedded Professional Learning
- Walkthrough Data Results

Wilcox County High School

- Julie Childers, Superintendent
- Chad Davis, Principal
- Tim Conner and Nathan Gibbs,
Assistant Principals
- Aleph Fore, Process Manager

Wilcox County High School

High School Enrollment:	326
Middle School Enrollment:	<u>273</u>
Total Students:	599
Total Teachers:	40
Total Administrators:	3
Total Buildings:	2
Students Who Eat Free:	100%

Indicators of Success

- Graduation Rate
- CCRPI Score
- Student Achievement
- Processes
- School Climate and Culture
- Teacher Morale
- Professional Practice

Results = Change

Refine for Continuous Instructional Improvement

- Reflect on What Did and Did Not Work
- Adjust Planning, Implementation and Monitoring
- Celebrate and Share Successes
- Identify Next Steps

Prepare for Quality Instruction

- Plan with A Team
- Identify What Students Should Know and Do
- Determine How Students Will Show They Know and Can Do
- Use Planning Tools For Instruction

ASSESS

PLAN

MONITOR

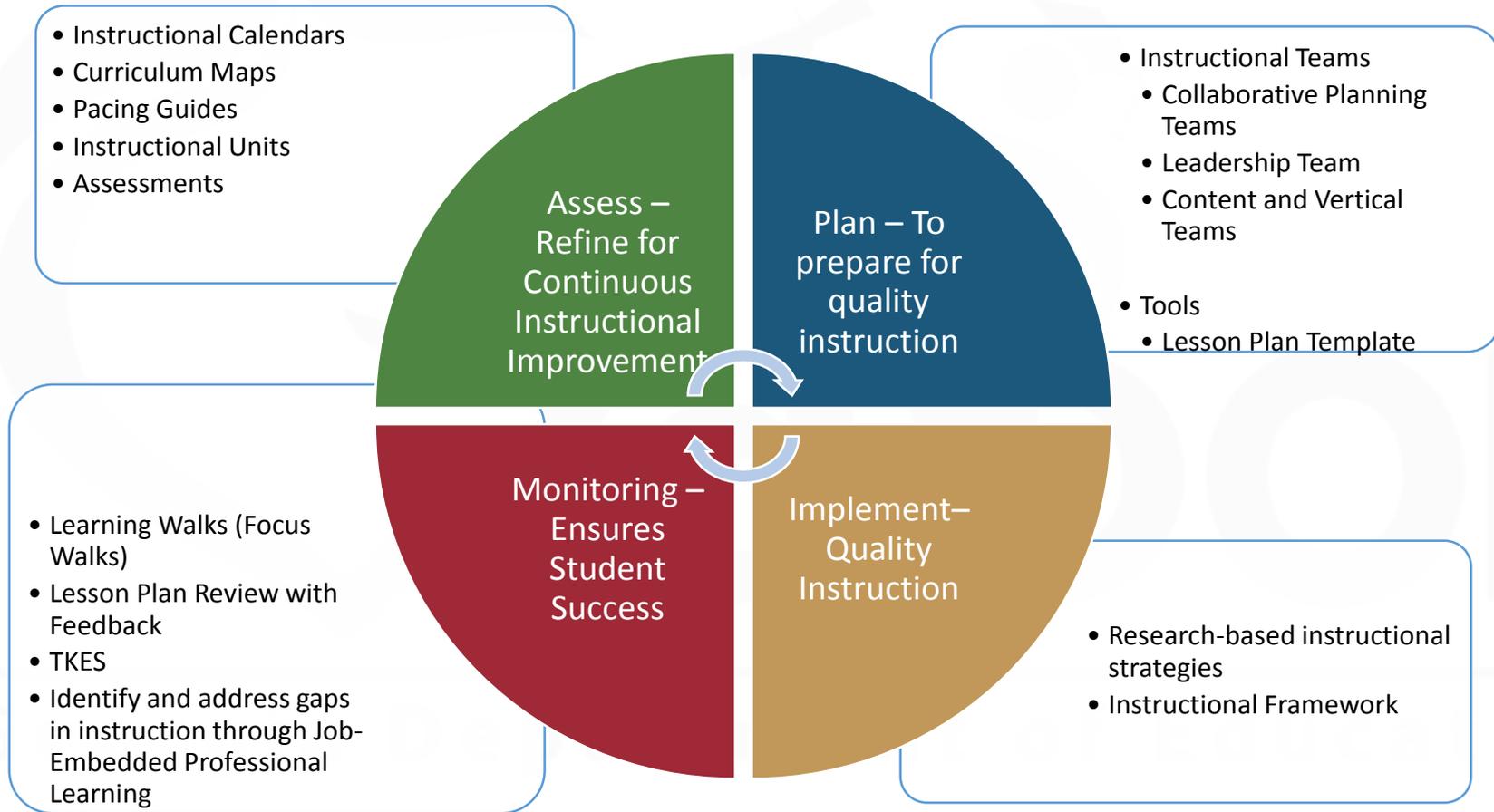
IMPLEMENT

Ensure Student Success

- Check for Understanding
- Analyze: Identify Strengths and Gaps
- Provide Feedback
- Adjust: Intervene and Enrich

Provide Quality Instruction

- Pervasive Lesson Practices
- Lesson Opening
- Transition to Work Session
- Work Session
- Lesson Closing



Curriculum Revision

- Instructional Unit Revision
 - Groups of Teachers:
 - Review and Revise
 - Instructional Calendar
 - Curriculum Map
 - Pacing Guides
 - Instructional Units
 - **Identify research-based instructional strategies**
 - Guidance and Evidence:
 - Schedule of Work
 - Expectations Checklist
 - Posted Work Products
 - Job-Embedded Professional Learning

Assess –
Refine for
Continuous
Instructional
Improvement

Instructional Calendar
Chart 1

Algebra 1

Month	Number School Days	Subtract testing days, field trips and any other events that take away time from instruction	Number of Instructional Days	Notes:
August	19	- 1	18	(1st day of school procedures)
September	21	-1	20	Homecoming Pep Rally
October	19	0	19	
November	17	-1	16	Veterans' Day Program
December	11	-9	2	Review & testing weeks
Total Number of Instructional Days for the 1 st Semester block schedule	87		75	
Month	Number School Days	Subtract testing days, field trips and any other events that take away from instruction	Number of Instructional Days	Notes:
January	19	-1	18	1st day procedures
February	19	0	19	
March	21	0	21	
April	15	0	15	
May	5	0	5	
Total Number of Instructional Days for the 2nd Semester block schedule	79		78	

Learning Target: Teachers can determine number of instructional days in the SY 2016-2017 to teach the content of the standards.



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Assess –
Refine for
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Instructional
Improvement

Curriculum Mapping

Chart 2 Algebra 1

Unit	Number Learning Targets that align with intent and rigor of standards	Content to be covered	Number of Days to teach and learning content
Unit 1 Quantities & Modeling	7	Quantitative Reasoning, Algebraic Models	8
Unit 2 - Understanding Functions	6	Functions & Models, Patterns & Sequences	7
Unit 3 - Linear Functions, Equations, & Inequalities	10	Linear Functions, Forms of Linear Equations, Linear Equations & Inequalities	12
Unit 5 - Linear Systems	5	Solving Systems of Linear Equations Modeling with <u>Linear</u> Systems	8
Unit 6 - Exponential Relationships	8	Geometric Sequences & Exponential Functions Exponential Equations & Models	9
Unit 7 - Polynomial Operations	4	Adding & Subtracting Polynomials Multiplying Polynomials	7
Unit 9 - Quadratic Equations & Modeling	7	Using Factors to Solve Quadratic Equations, Using Square Roots to Solve Quadratic Equations Linear, Exponential, & Quadratic Models	12
Unit 8 - Quadratic Functions	5	Graphing Quadratic Functions Connecting Intercepts, Zeros, and Factors	7
Unit 4 - Statistical Models	3	Multi-Variable Categorical Data One-Variable Data Distributions	6



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Assess –
Refine for
Continuous
Instructional
Improvement

Collaborative Planning

- Groups of Teachers:
 - Plan quality instruction
 - Discuss lesson plan essentials
 - **Share research-based instructional strategies**
 - Evaluate assessment items
 - Identify struggling students and plan interventions
- Guidance and Evidence:
 - Schedule of Meeting
 - Expectations Checklist
 - Agenda and Minutes
 - Leadership Team Report
 - Revised Work Products
 - Job-Embedded Professional Learning

Plan – To prepare
for quality
instruction

Rm209

Collaborative Planning Meeting Agenda August 10, 2016



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Meeting Time: 11:20-12:20 Department: Science

Materials to bring to meeting: Course standards, lesson plans, resources, laptops

- Welcome -- Fore
- Collaborative Planning Presentation -- Fore
 - Discuss meeting times and locations ✓
 - Group Norms
 - Checklist
 - Wall Chart -- focus on Reviewing Lesson Plans
- Lesson plans -- Each teacher will present his/her lesson plans, strategies, tasks, assessments for the upcoming week
- Teacher One
 - Standards and Learning Targets
 - Teaching Strategies engage students
 - Rigorous Task Assignments
 - Assessment
- Teacher Two
 - Standards and Learning Targets
 - Teaching Strategies engage students
 - Rigorous Task Assignments
 - Assessment
- Teacher Three
 - Standards and Learning Targets
 - Teaching Strategies engage students
 - Rigorous Task Assignments
 - Assessment
- Struggling students -- Will not be discussed today but should be a routine agenda item as all future sessions.
- Upcoming Agenda -- Plans for next Collaborative Planning session. Include SMART Goals.

Course	State Target 2017	2015 % of Students Passing EOCT (80%)	2016 % of Students Passing GA Milestones (80%)	Smart Goal 2017 SIP (5% increase)
Biology	63.8%	9.52%	43.1%	45.26%
Physical Science	58.5%	23.68%	27%	28.35%
9 th Lit	67.9%	32.8%	31%	32.55%
11 th Lit	65.8%	25.64%	22.2%	23.31%
US Hist	68%	12.33%	17.6%	18.48%
Econ	65.3%	30.95%	53%	55.65%
Coord Alg	63.6%	31.25%	22.6%	23.73%
An. Geom.	63%	25%	48.6%	51.3%

Plan -- To prepare for quality instruction

Collaborative Planning Checklist

The sole purpose of collaborative planning is to discuss what is being taught, how it is being taught, and interventions for students who did not learn the content.



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Collaborative Team _____ **Date:** _____

Yes	No	Expectations
		1. Team members and administrators receive an agenda one day in advance of the meeting.
		2. Team members arrive on time.
		3. Team members sign in.
		4. Members have an agenda during the meeting.
		5. A time keeper is assigned to allow time for each member to share and to keep track of the time.
		6. A member is assigned to take notes during the meeting.
		7. Each team member brings lesson plans and materials to discuss lesson plans.
		8. Each team member shares the standards, tasks (assignments), teaching strategies, and assessments for each lesson for the week.
		9. Team members actively listen and give feedback on how to improve the tasks (assignments) for the work session to make sure the task matches the rigor of the standard.
		10. Team members discuss the students who are struggling to learn the content and a plan of attack to provide interventions.
		11. An agenda is created for the upcoming session.
		12. The note taker emails the minutes to team members.

Signature of Principal or Designee: _____

Comments:



Monitoring –
Ensures
Student
Success

Lesson Plan Review with Feedback

- Data
 - TKES Summary
 - Student Achievement Data
 - Collaborative Planning
 - Leadership Team
- Guidance
 - Expectations Template
 - Sample Lesson created by admin
 - Lesson Plan Feedback Rubric
- Goals
 - **Increase effective use of instructional strategies to improve student learning**
 - Increase TKES ratings for all teachers to at least proficient
 - Improve inter-rater reliability

Monitoring –
Ensures
Student
Success

Weekly Lesson Plan Protocol Details

- Teachers post lesson plans to Google drive by midnight Sunday that include:
 - Minimum Lesson Plan expectations
 - **Research-based instructional strategies that are highlighted**
- Administrators access lesson plans on Monday morning
 - Collaboratively review, guided by the Lesson Plan Feedback Rubric
 - Collectively provide written feedback to individual teachers
- Monday afternoon feedback
 - Conferences with individual teachers scheduled
 - Celebrations and/or coaching scheduled for upcoming weekly departmental Collaborative Planning sessions
- Administrators observe classrooms together to ensure fidelity of lessons
- Job-embedded Professional Learning identified and scheduled
- Learning Walks to determine impact of Professional Learning
- Data compiled and presented to Leadership Teams
- TKES data included as available

Monitoring –
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Student
Success

Lesson Plan Expectations



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Date	Standard(s)	Learning Target(s)	Opening Teacher Led	Work Session Teacher facilitated Student led	Closing Student focused	Differentiation	Assessment	Use of Technology
	List the standard and element to be taught.	State specific expectation(s) of what your students are expected to learn from the work session. Must be directly aligned to the standard and element listed. This is what your students are to know and learn from the lesson.	Warm Up: List activity and provide description. Teacher Role: Active prior knowledge (schema) by reviewing what was learned previously and connect learning to real world application Introduce new material Model instructional strategies Set expectations for learning by discussing the standard(s) and learning target(s) included in the lesson. This explains what students are expected to learn and how they will learn it.	Teacher Role: Guide/facilitate student learning by: Providing detailed description how students are to utilize instructional strategies to accomplish assigned task(s) and master content Facilitate learning by providing rubrics, checklists, and resources needed to guide student work and promote student self-assessment Listen to "student talk," ask higher order questions and clarify misunderstandings that focus students' attention on learning target Listening to student discussions and clarifying misunderstandings Student Role: Actively engages in learning at a level appropriate to the level of rigor of the standard.	Teacher Role: Gathers data to inform subsequent instruction Provide students with a variety of ways to "show what they know" Examples include: TOTD, Quick Checks, 3-2-1, etc. Student Role: Appropriately respond to learning target.	Teacher Role: Utilize data to ensure your planning meets the needs of all individual students. List specific ways you will differentiate at least one of the following: content, process, and/or product. Include evidence of how data was used to identify individual student needs.	Teacher Role: Check for student's understanding of content throughout the lesson using a variety of formative assessment strategies. Utilize multiple summative assessment strategies to allow students a variety of ways to show what they know and have learned	Teacher Role: Utilize technology to: expand and enhance traditional instruction while supporting the standard. increase student engagement improve student learning Examples of effective use of technology: Socrative, web quests, Kahoot, Google Classroom, Vizitech/ZSpace, Interactive labs, SMART notebooks,

Notes:



Admin Lesson Plan

Instructional Strategies



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Teacher: Gibbs	Class: 12th Grade Lit	Week of: 12/7/2015-12/11/2015		
Learning Target	Opening	Work Session	Closing	Assessment
Monday, 12/7/2015				
<p>Standard: ELAGSE12RL2: Determine two or more themes or central idea of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Learning Target: Students will demonstrate their understanding of theme in text.</p>	<p>Warm Up: Example of Themes listed on board that deal with the topics of: Beauty, revenge, ambition, friendship, and conflict with parent or child. Students will use newspapers to find examples of the listed themes and tell if they are good, bad, or both.</p> <p>Opening: Teacher will model by selecting two themes from the list of themes on the board. Teacher will define each theme chosen and tell whether they are good, bad or both. The teacher will discuss why understanding the theme is important when reading text.</p> <p>Critical Terminology: Theme, analyze, development, interact, complex account</p>	<p>Teacher will monitor and facilitate lesson on theme.</p> <p>Students will take the themes that they selected on the board and discuss in small groups. They will reflect on their experiences with each of the themes and decide if they are good, bad, or both. Students will share answers within groups.</p> <p>Then, in groups, the students will draw two columns (graphic organizer) on a piece of paper. In the first column, they will write three facts that they know about the novel, "Frankenstein". In the second column, they will predict how Shelly will teach a moral lesson about life using these facts.</p>	<p>Teacher will conduct a quick check. The students will answer a series of three questions about themes. Students will hold up a green card if they understand and a red card if they don't completely understand or don't understand at all.</p>	<p>Formative Assessment -Quick check. Assessment data will be used to check for understanding.</p> <p>Materials: Stop/Go Cards, Frankenstein novel, newspapers, smart board, paper and pen.</p>
Tuesday, 12/8/2015				
<p>Standard: ELAGSE12RL2: Determine two or more themes or central idea of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Warm Up: Mini grammar lesson: Students will review 2 sentences on Smart board and provide the rules that support why the sentences are correct. (Sentences will be pulled from Mary Shelly's, <i>Frankenstein</i>)</p> <p>Opening: The teacher will define theme and model how to trace themes throughout the</p>	<p>Teacher will observe small group discussion and facilitate activity.</p> <p>Students will split into groups of 4. They will discuss themes in Frankenstein up to this point. They will then look back at examples in the text and jot down the page, paragraph, and</p>	<p>Teacher will observe small group discussion and also demonstration by individual group leaders.</p> <p>Alternate activity assessment: Students will turn in peer notes to be reviewed by teacher.</p>	<p>Formative Assessment: Anecdotal teacher observations</p> <p>Review of closing assignment</p> <p>Materials: <i>Frankenstein</i> Novel, paper, pen, and smartboard.</p>

Instructional Strategies Highlighted in US History Lesson Plan

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<p>Tuesday 9/6/16</p>	<p>SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.</p> <p>a. Explain the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.</p> <p>b. Describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark.</p> <p>Agendas are placed on Google Classroom each day. This is an example of Multiple Means of Representation.</p>	<p>I can explain how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 impacted American movement westward.</p> <p>I can explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians</p> <p>I can analyze and differentiate between the Land Ordinance Act of 1785 and the Northwest Ordinance of 1787.</p> <p>I can describe how successful President Jefferson's foreign policy was.</p> <p>I can explain the reason for Lewis and Clark's exploration.</p>	<p>Daily Warm-up: Students will watch a History Channel video on Lewis and Clark.</p> <p>Teacher will conduct a power point lecture on the Northwest Ordinance and Jefferson's Diplomacy.</p> <p>Students will take detailed notes on the Northwest Ordinance and Jefferson's Diplomacy.</p> <p>Teacher will activate prior knowledge by asking the question below. This assignment meets the qualifications of Multiple Means of Expression in the (UDL Framework)</p> <p>Teacher will also Model (Multiple Means of Representation) a constructed response for the students before beginning their work.</p>	<p>Teacher will introduce the task.</p> <p>Teacher will read the Louisiana Purchase primary sources from Reading Like a Historian.</p> <p>Students will complete the activity as the teacher reads the documents.</p> <p>H. Instructional Strategies for Close Reading of Declaration of Independence</p> <ol style="list-style-type: none"> PALS reading strategy Uses peer to peer interaction Purposeful Pairs Complete Whole Group Activity Google Docs. <p>I. Instructional Strategies for Close Reading of Declaration of Independence</p> <ol style="list-style-type: none"> Groups 1-5 Activities (Students are placed in cooperative groups of four) Each group has a different assignment 	<p>Teacher will ask students to write a three sentence response to the prompt and share.</p> <p>Students should write three sentences in response to the prompt: Did Federalists oppose the Louisiana Purchase for practical or political reasons? (In other words, did the Federalists have real concerns, or did they just hate Jefferson?)</p> <p>Louisiana Purchase Northwest Ordinance's</p> <p>Thomas Jefferson</p> <p>Louisiana Purchase</p> <p>Lewis and Clark</p>	<p>UDL Guidelines</p> <p>I. Provide Multiple Means of Representation</p> <ol style="list-style-type: none"> Provide options for perception <ol style="list-style-type: none"> Offer ways of customizing the display of information Offer alternatives for auditory information Offer alternatives for visual information Provide options for comprehension <ol style="list-style-type: none"> Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing, visualization, and manipulation Maximize transfer and generalization <p>II. Provide Multiple Means of Action and Expression</p> <ol style="list-style-type: none"> Provide options for physical action <ol style="list-style-type: none"> Vary the methods for response and navigation Optimize access to tools and assistive technologies <p>III. Provide Multiple Means of Engagement</p> <ol style="list-style-type: none"> Provide options for sustaining effort and persistence <ol style="list-style-type: none"> Heighten 	<p>Writing Prompt</p>
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Implement-
Quality
Instruction

Instructional Strategies Highlighted in Biology Lesson Plan

NOTE: WORDS OF THE STANDARD THAT TEACHER NEEDS TO REINFORCE/DEFINE/PUT IN CONTEXT ARE HIGHLIGHTED IN PINK

Teacher:	Class: 10 Grade Biology	Week of: 8/22/2016 to 8/26/2016			
Differentiation is in gold font color Assessments for Grade in Red Technology is highlighted					
Learning Target	Opening	Work Session	Closing	Differentiation	Assessment
Monday 8/22/16					
<p>Plant Adaptations SB4. Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.</p> <p>Relate plant adaptations, including tropisms, to the ability to survive stressful environmental conditions.</p> <p>EQ2: I can describe some examples of plant adaptations and how those adaptations enable survival.</p>	<p>Warm-Up: Students will complete 7 MC questions over plant adaptations. After 4 minutes, each student will turn to their elbow partner and compare their answer.</p> <p>Opening: Teacher will present a video and a handout....All about Tropisms. http://tinyurl.com/hwd4kvw (handout) https://www.youtube.com/watch?v=HdwicKSoBY (video).. Differentiation on presentation.</p> <p>Critical Vocabulary: <i>Essential*</i> Plant Adaptations Tropisms <i>Supplemental**</i> Chemotropism Geotropism Phototropism Thigmotropism Xylem Phloem Flower Cone Seed Dispersal Dormancy Hormones *Essential vocabulary listed in the GPS Standards **Supplemental vocabulary listed in the state frameworks and/or other state document</p>	<p>Students will complete independent activity over the different tropisms.... http://tinyurl.com/j28dao9</p> <p>Students will then be randomly paired to use the ipads to create a wanted ad about an assigned plant native to our state that have one or more of the adaptations in the lesson to survive. Students will create a one page</p>	<p>Students will complete a 10 question TOD using USA test prep. Level of questions will be based on grade in the class...students with Aand B will get the more difficult questions and students will grades lower than a B will be assigned questions that are easier to comprehend. Differentiation based on data</p>	<p>In gold throughout lesson plan</p>	<p>SB4d quiz Formative TOD closing</p> <p>Quiz over SB4d Wedne sday</p> <p>UNIT TEST OVER SB4... NEXT MONDAY</p>



Implement—
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Instruction

Teacher: XXXXXX Course: Algebra 2 Period: 1,3,4 Week of 8-22 -16
Instructional Strategies, Differentiation

Day	Standard(s)	Learning Target(s)	Warm-up	Opening (Teacher Focused)	Work Session (Look at your content instructional Framework sheet)	Closing	Key Vocabulary	Questioning	Assessment
Monday	N-CN.A.2 MGSE9-12.N.C.N.1 Understand there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ where a and b are real numbers. MGSE9-12.N.C.N.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. MGSE9-12.N.C.N.3 Find the conjugate of a complex number; use the conjugate to find the absolute value (modulus) and quotient of complex numbers.	<i>I can add, subtract, and multiply complex numbers.</i>	Teacher: Take roll, pass out graded papers if needed. Students: Using your Ipad, find the answer for the following questions. 1. What is i ? 2. What is i^2 ? 3. What is i^3 ? 4. What is i^4 ? 5. What is i^5 ?	Teacher: I will model a nested Venn Diagram over the complex number system.  I will use the picture above to allow the students to view the complex number system. I will model how to add, subtract, and multiply imaginary numbers using explain 1, 2, and 3	Teacher: I will pull students that still are struggling with solving quadratic equations by taking the square root into a small group and reteach them. This groups was determined from the previous day's assessment. Students: Will work problems 3-18 section 3.2 over adding, subtracting, and multiplying imaginary numbers.	Teacher: will monitor students as they present their problems. Will help explain problems Students: will be assigned problems to work on the board or using the document camera. We will review all programs.	Imaginary number, complex number, real number, conjugate, -1 ,	Do all complex numbers include an imaginary part? Explain. How can you tell which part of a complex number is the real part and which is the imaginary part?	Observations during the closing, small group reteaching during work session.

 **Chad Davis**
9:59 AM Aug 23 Resolve

Great plans again! Great use of instructional strategies. Good use of peer tutors. Overall, a well thoughtout plan. Great work!

 **Scotty King**
2:00 PM Aug 26 Resolve

Introduce i as a substitute for the square root of negative one. Model how it is used to solve equations and inequalities.

Implement-Quality Instruction

Rubric



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Lesson Plan Feedback

Date: 8-23-16						
Teacher Name: _____						
Categories	0	1	2	3	4	Comments
Plan submitted on time				✓		
Standards 1. Standard(s) listed 2. Direct Focus of Work Session				✓		
Learning Target 1. Directly Aligned to standard 2. Clearly state what students are supposed to learn				✓		
Opening 1. Is Warm Up activity and description listed 2. Is Opening activity and description listed				✓		Very detailed
Work Session 1. Teacher's role clearly stated 2. Student activity support learning target/standard 3. Is work session activity clearly detailed				✓		Good details -
Closing 1. Type of assessment used listed 2. Learning target/standard aligned				✓		

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Instructional Strategies 1. Research based strategies used 2. Are instructional strategies detailed				✓	Groups TBD Tracy Gann Graphic Organizer Scaffolding
Use of technology 1. Teacher use of technology 2. Student use of technology 3. Purposeful use of technology				✓	
Differentiation 1. Is differentiation based on assessment data 2. Is connection to data clearly documented 3. Does differentiation meet the needs of all students				✓	
TOTAL Points/Points Possible			15	16	31 / 35

Rating Scale:

1. Not evident/inappropriate 2. Emerging-some evidence 3. Proficient 4. Exemplary

Evaluator's comments:

Very much improved. You have good details in your plans and we can see you put much thought into planning.
Done Instructional Strategies -

Monitoring –
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Student
Success

Tuesday - August 23, 2016 2:2

From: **Chad Davis**

To: **WCHS; WCMS**

Subject: **Lesson Plan Check**

Teachers,

Lesson plans for this week looked really good. We are seeing more teachers using data. We are seeing all kinds of instructional and assessment strategies being utilized. Remember to give yourself credit on your plans if you are doing something in class. It is very important that you continually assess your students and adjust your lessons to help the ones who are struggling.

This weeks averages:

Math = 32.6

ELA = 31

S.S. = 28.8

Science = 27.8

Great work!

C. Davis

Monitoring –
Ensures
Student
Success

Georgia Department of Education

Lesson Plan Review Data Summary



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

**Wilcox County Middle and High School
Lesson Plan Feedback Summary
SY 2016-2017**

		Rating Scale: 1 = Not Evident/Inappropriate 2 = Emerging/some evidence 3 = Proficient 4 = Exemplary							
		Wilcox County Middle School				Wilcox County High School			
			Total # teachers: 12				Total # teachers: 11		
Category	Expectation	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Deadline	Plans submitted on time			12				11	
	Percent			100.00%				100.00%	
Standards	Standard(s) listed								
	Direct focus on work session			12				11	
	Percent			100.00%				100.00%	
Learning Target	Directly aligned to standard								
	Clearly states what students are to learn		0	12				11	
	Percent		0.00%	100.00%				100.00%	
Opening	Warm Up activity listed and described								
	Opening activity listed and described		2	3	7		0	5	6
	Percent		16.67%	25.00%	58.33%		0.00%	45.45%	54.55%
Work Session	Teacher' role clearly stated								
	Student activity supports learning target/standard								
	Clear details of student expectations provided		1	4	7		0	3	8
	Percent		8.33%	33.33%	58.33%		0.00%	27.27%	72.73%
Closing	Type of assement(s) used listed								
	Learning target/standard aligned		2	4	6		0	4	7
	Percent		16.67%	33.33%	50.00%		0.00%	36.36%	63.64%
Instructional Strategies	Research-based instructional strategies are listed and described in detail		2	3	4		0	3	9
	Percent		16.67%	25.00%	33.33%		0.00%	27.27%	81.82%

Plan – To
prepare for
quality
instruction



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Instructional Strategies	Research-based instructional strategies are listed and described in detail		2	3	4		0	3	9
	Percent		16.67%	25.00%	33.33%		0.00%	27.27%	81.82%
Use of Technology	Teacher use of technology clearly described and enriches traditional instruction								
	Student use of technology clearly described and encourages student engagement								
	The use of technology aligns with and supports mastery of standard		1	6	5		0	5	6
	Percent		8.33%	50.00%	41.67%		0.00%	45.45%	54.55%
Differentiation	Based on assessment data								
	Data sources clearly identified and documented								
	Meets the individual needs of all students		1	5	6		0	3	8
	Percent		8.33%	41.67%	50.00%		0.00%	27.27%	72.73%
Instructional Strategies Noted:	Grouping, Trading Game, Graphic organizer, Secret Partner, Compare/Contrast, TOTC, Peer-to-Peer, Think/Pair/Share, 3-2-1, Interactive notebook, Swat the answer, Real World situation, Game boards, Informed observer, modeling					Small groups, modeling, Venn diagram, reteaching, peer-to-peer discussion, graphic organizer, kinesthetic activities, 3-2-1, Think/Pair/Share, TOTD, Double Bubble Thinking Map, demonstrations and labs, Interactive notebook, exit slips, Google Classroom daily agenda, Pals Reading,			
Use of Technology Noted:	PowerPoint, Kahn Academy, academic videos, YouTube/TeacherTube,					PowerPoint, Google Classroom, videos			
Reminders from Administration:	Instructional Focus: Deconstructing standards with students and utilizing the language of the standard throughout the lesson to improve student learning. Data from the closing should be used to plan alternative activities and group students. Closings must assess whether or not students can address the learning target. Utilize technology to improve student engagement.								

Plan – To
prepare for
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instruction

Work Session

Take five minutes to:

- Review Lesson Plan Expectations Template
- Discuss the lesson plan with your group
- Rate each category on the rubric
- Share feedback

Indicators of Success

- Increased Graduation Rate

Percent of ALL Students Graduating in 4 Years			
2012-2013	2013-2014	2014-2015	2015-2016
65.3%	63.4%	85.7%	94% (estimated)



- 100% of Seniors graduated in May 2016

Indicators of Success

- Increased CCRPI Score

Wilcox County High School			
2012	2013	2014	2015
64.7	65.6	59.3	77

CCRPI

COLLEGE & CAREER READY PERFORMANCE INDEX

Indicators of Success

Increased Student Achievement for 2016

- 5 out of 8 EOC assessments improved
- Some improved up to 30 percentage points



Wilcox County High School Next Steps

Become a PLC where everyone shares research-based instructional strategies to improve student learning

- Monthly instructional focus
- Involve everyone in learning walks

Instructional Focus Calendar

This PL will occur during one weekly Collaborative Planning session. One other weekly Collaborative Planning session will allow time for on-going revisions of units and common assessment.

August – Teacher and students deconstruct standards and utilize language of standards throughout the lesson to improve student learning.

September – Utilize formative assessment data to group student during instruction. (Select a teacher who is doing this already to model.)

October – Students monitor their own learning. (Tools will be provided for individual students to complete.)

November –

December –

January – Revise units and common assessments

February – TBD based on TKES data

March – TBD based on TKES data

Action Plan

At your tables, use the template provided to make a plan of action. Create an intentional, explicit process for your school to get from where you currently are to where you want to be.



School Practice Reflection

Do you have a process to review lesson plans and give teachers feedback on their research-based instructional strategies?

- Checking instructional strategies
- Sharing instructional strategies
- Providing job-embedded PL to improve instructional practices
- Monitoring the implementation of research-based instructional strategies

Action Plan

Do you have a process to review lesson plans and give teachers feedback on their research-based instructional strategies?	Yes or No	Jot down your next steps
1. Checking instructional strategies		
2. Sharing instructional strategies		
3. Providing job-embedded PL to improve instructional practices		
4. Monitoring the implementation of research-based instructional strategies		

Questions?

DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Research-Based Instructional Practices

Instructional Leadership Academy
October 5-6, 2016

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