System: **Coherent Instructional System** 

Structure: **Planning for Quality Instruction**

Process Name: **Develop Shared Understanding of Standards**

School-level  District-level

**Purpose of the process:**

To identify and develop a common understanding of the concepts and skills students will be able to know, understand, and do at the end of the instructional cycle.

**Who is responsible for monitoring this process?** Assistant Principal of Instruction

| **Action Step** | **Position Responsible** | **Link to applicable tool(s)/resource(s)** | **Action Step Completion Date** |
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| 1. Identify and utilize Georgia approved content standards | Team Facilitator | [GeorgiaStandardards.org](https://www.georgiastandards.org/Pages/default.aspx)  [GaDOE Curriculum and Instruction](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx) |  |
| 1. Review state and district approved curriculum documents (maps, scope and sequence charts, pacing guide, pacing calendar, GaDOE Teacher Guidance, GaDOE Achievement Level Descriptors, GaDOE EOC/EOG Guides, etc.) | Team Facilitator | [GeorgiaStandardards.org](https://www.georgiastandards.org/Pages/default.aspx) |  |
| 1. Deconstruct the approved content standards to determine the required skills and concepts necessary to meet mastery | Team Facilitator | [GaDOE Deconstructing the Georgia Standards of Excellence 5-Step Protocol Template](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Deconstructing%20the%20GSE%205-Step%20Protocol%20Template.docx)   * + [ELA 9-10 Exemplar](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Deconstructing%20the%20GSE%205-Step%20Protocol.ELA%20Example.pdf)   + [ELA Gr 6 Exemplar](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/Deconstructing%20GSE%205-Step%20Protocol%20-%20ELA%20Gr%206%20Exemplar.pdf)   + [Math Gr 6 Exemplar](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/Deconstructing%20the%20GSE%205-Step%20Protocol%20-%20Grade%206%20Mathematics%20Exemplar.pdf) |  |
| 1. Identify learning targets (what students should know and be able to do) | Team Facilitator | [GaDOE Setting Learning Targets](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Learning-Targets-Videos.aspx) (video and presentation)  [Georgia FIP PL Modules: Creating Clear Learning Targets Series](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Georgia%20FIP%20In%20Action%20CLT.pdf) (Overview Module FP1002 and content specific modules; Facilitators Materials available in FIP Learning Resources link, Module 2) |  |
| 1. Determine success criteria to meet mastery of the standard(s) (what student work looks like) | Team Facilitator | [Creating & Using Learning Targets & Performance Scales](http://www.learningsciences.com/files/samplechapters/Marzano_CreatingUsing_SampleChapter.pdf) (Learning Sciences)  [GaDOE Setting Learning Targets](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Learning-Targets-Videos.aspx) (video and presentation)  [Sharing Learning Targets and Criteria for Success](http://www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx) (ASCD)  [Success Criteria and Rubrics](http://www.assessmentforlearning.edu.au/professional_learning/success_criteria_and_rubrics/success_criteria_landing_page.html) (Assessment for Learning) |  |
| 1. Identify appropriate instructional tools and resources | Team Facilitator |  |  |
| 1. Separate identified skills and concepts into smaller, more manageable segments (units, lesson plans) and adjust pacing calendar | Team Facilitator |  |  |
| 1. Create and communicate course/grade level syllabus to establish clear expectations for teaching and learning to stakeholders | Team Facilitator | [Writing a Syllabus](http://www.cte.cornell.edu/teaching-ideas/designing-your-course/writing-a-syllabus.html)  (Cornell University)  [Syllabus Example](http://www.honolulu.hawaii.edu/facdev/guidebk/teachtip/syllab-4.htm) (University of Hawaii)  [Parents’ Guide to Student Success](http://www.pta.org/files/Common%20Core%20State%20Standards%20Resources/2013%20Guide%20Bundle_082213.pdf) (National PTA) |  |
| 1. Use accountability documents (agendas, minutes, team logs, unit, and lesson templates) to capture the discussions | Team Recorder | [PLC Guide](http://www.tusd1.org/contents/depart/pd/Documents/PLCGuide.pdf)  (Tucson Unified School District) |  |
| 1. Communicate student learning targets to all stakeholders (syllabi, newsletters, website, etc) | Teacher | [Sharing Learning Targets and Criteria for Success](http://www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx) (ASCD) |  |

**What is needed to complete the process (including funding if applicable)?**

* State approved standards
* Collaborative planning teams
* Instructional leadership team
* State and/or district curriculum documents
* Standards deconstruction protocol
* Accountability documents

**How do you know when the process is complete?** Standards have been deconstructed and curriculum documents have been created to support instructional planning.

**How long does the process typically take?** 1-2 planning meetings initially (varies by standard)

**What is produced/made by the process?** Meeting agendas and minutes, curriculum documents, deconstructed standards documents

**As you implement this process consider its impact and effect on the five Systems of Continuous Improvement. What adjustments should be considered? What new processes will be needed?**

|  |  |
| --- | --- |
| Coherent Instructional System: | Establish a process for monitoring team planning to ensure compliance and quality of the planning process by all teams. Identify and communicate schoolwide protocols for deconstructing standards. |
| Effective Leadership System: | Implement and monitor protocols that reduce the variability of expectations for mastery of content standards and quality of instruction. |
| Professional Capacity System: | Consider how this process impacts professional learning to support teams in deconstructing standards. |
| Supportive Learning Environment System: | Develop, implement, and monitor a tiered system of supports for student remediation, intervention, and acceleration strategies based on deconstructed standards. |
| Family and Community Engagement System: | Establish a communication process that engages parents, families and students in understanding the content standards and expectations for what students should know, understand, and be able to do. |

***Disclaimer:***

We have taken all reasonable care to ensure that the information contained within these pages is accurate and up-to-date. We do not endorse any non-Georgia Department of Education websites or products contained within these pages or through external hyperlinks. This document contains only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.