System: **Coherent Instructional System**

Structure: **Planning for Quality Instruction**

Process Name: **Monitor Planning Teams**

School-level  District-level

**Purpose of the process:**

To monitor and increase the collective capacity of planning teams through observation and feedback cycles.

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

| **Action Step** | **Position Responsible** | **Link to applicable tool(s)/resource(s)** | **Action Step Completion Date** |
| --- | --- | --- | --- |
| 1. Research and develop schoolwide process for planning team observation/feedback cycles | Assistant Principal |  |  |
| 1. Provide professional learning on planning team observation/feedback cycle for all instructional leaders (administrators, instructional coaches and/or grade-level or department chairs) | Assistant Principal | [Six Steps to Effective Feedback](https://view.officeapps.live.com/op/view.aspx?src=https://tntp.org/assets/tools/NSA-USI_Six_Steps_for_Effective_Feedback_TSLT_3.12.docx) (Uncommon Schools) |  |
| 1. Conduct inter-rater reliability observations to assure consistency of feedback | Assistant Principal |  |  |
| 1. Distribute monitoring caseload across all instructional leaders | Principal |  |  |
| 1. Develop observation schedule | Assistant Principal | [Weekly Schedule Template](https://view.officeapps.live.com/op/view.aspx?src=https://tntp.org/assets/tools/Leader_Model_Schedule_01APR2014_Uncommon.xls) (Uncommon Schools) |  |
| 1. Develop schoolwide rubric of effective practices for planning teams | Instructional Coach | [A monitoring Tool for Professional Learning Communities](https://wvde.state.wv.us/ctn/Workshop%20Materials/CTN%20October%20Conference/October%20Day2%20Handouts.pdf)  (Solution Tree)  [GaDOE Collaborative Planning Self-Assessment](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Collaborative%20Planning%20Self-Assessment.pdf)  [GaDOE Collaborative Planning Overview: A Rubric for Effective Practice](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Collaborative%20Planning%20Overview.pdf)  [GaDOE Questions for Monitoring Planning Teams](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Questions%20for%20Monitoring%20CPMs.pdf) |  |
| 1. Develop planning team feedback form | Instructional Coach | [Planning Team Feedback Form](http://www.allthingsplc.info/files/uploads/TeamFeedbackSheet.pdf) (All Things PLC) |  |
| 1. Develop feedback tracker to document progress over time | Instructional Coach | [Observation Tracking System Template](https://view.officeapps.live.com/op/view.aspx?src=https://tntp.org/assets/tools/NSA-USI_Observation_Tracker_TSLT_3.12.xlsx)  (Uncommon Schools)  [Observation Tracker Sample](https://tntp.org/assets/tools/NSA-USI%20Sample+Development+Tracker%20TSLT_0311.pdf)  (TNTP) |  |
| 1. Define and communicate expectations for the planning team observation/ feedback process to faculty | Assistant Principal |  |  |
| 1. Initiate planning team observation/ feedback cycles and monitor fidelity | Assistant Principal | [PLC Observation Guide Overview](http://www.ncosp.wwu.edu/Resources/getFile.php?id=1035)  (North Cascades and Olympic Science Partnership, Western Washington University)  [PLC Observation Template](http://www.ncosp.wwu.edu/Resources/getFile.php?id=1033)  (North Cascades and Olympic Science Partnership, Western Washington University) |  |
| 1. Conduct classroom walkthroughs to observe how decisions made in planning meetings are implemented in the classroom | Team Administrator | [Observation Reflection Template](https://view.officeapps.live.com/op/view.aspx?src=https://tntp.org/assets/tools/NSA-USI_Teacher_Observation_Reflection_Template_TSLT_3.12.doc)  (Uncommon Schools) |  |
| 1. Collect and analyze planning team observation and feedback data with leadership team | Instructional Coach |  |  |
| 1. Identify and summarize trends to determine next steps (root cause analysis) | Instructional Coach | [The 5 Why’s Template](https://view.officeapps.live.com/op/view.aspx?src=http://www.doe.in.gov/sites/default/files/turnaround/5-whys-root-cause-analysis-worksheet-sample.docx)  [10 Sample Root Cause Analysis Templates](https://www.sampletemplates.com/business-templates/root-cause-analysis-template.html) |  |
| 1. Review data with planning teams and communicate next steps; ensure feedback translated to change in practice during next cycle | Team Leader |  |  |
| 1. Provide individual and collective professional learning, coaching or mentoring opportunities for planning team members, based on data analysis | Instructional Coach | [Instructional Coaching: Effective Observation and Feedback](http://www.sde.ct.gov/sde/lib/sde/pdf/alliance_districts/convening/instructional_coaching_effective_observations_and_feedback.pdf)  (Connecticut DOE) |  |
| 1. Leverage and maximize high-performing planning teams by using them as models | Instructional Coach |  |  |
| 1. Celebrate team accomplishments and offer recognition for improvement | Leadership Team Lead |  |  |

**What information or resources are needed to complete the process (including funding if applicable)?**

* Planning team expectations and schoolwide norms (see *Coherent Instructional System*: *Establish Planning Foundation*-School SOP)
* Planning team accountability documents and protocols: agendas, minutes, team logs, unit and lesson templates, data protocols, assessment blueprint, monitoring forms (see *Coherent Instructional System*: *Establish Planning Foundation*-School SOP)
* Sample planning team observation rubrics/checklists
* Sample documentation templates for planning team feedback
* Research on effective observation/feedback cycles for planning team
* Classroom observation process (see *Coherent Instructional System*: *Evaluate Instructional Delivery-*School SOP)
* Schoolwide and district calendar
* Data analysis protocol
* Observation Tools

**How do you know when the process is implemented?** When an effective monitoring and feedback cycles has been established and implemented with fidelity by all instructional leaders and data shows growth for all planning teams.

**How long does the process typically take?** One school year

**What is produced/made by the process?** A collective understanding of collaborative team planning processes and professional growth of the faculty

**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: | Develop or review process for classroom observations to ensure alignment with planning team decisions. |
| Effective Leadership System: | Review process for reducing the variability in the quality of instruction across planning team classrooms by assuring adherence to planning team decisions. Utilize team monitoring data to develop or refine process for cultivating and distributing leadership. |
| Professional Capacity System: | Support the use of monitoring data to effectively measure the increasing quality of staff knowledge and skills as well as the effective practice of collaboration. |
| Supportive Learning Environment System: | Regular monitoring of planning teams and focused feedback can assist with alignment of tiered systems of support and academic norms for students. Consider monitoring data in reviewing processes. |
| Family and Community Engagement System: | Develop a process for communicating student instructional supports through collaborative teaming. |

***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.