

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Leadership Guide to Georgia's School Performance Standards

Instruction Strand: Designing and implementing teaching-learning-assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards

Instruction Strand

Instruction Standard 1: Provides an orderly, well-managed learning environment

Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

Instruction Standard 3: Implements research-based instructional strategies

Instruction Standard 4: Enables students to attain higher levels of learning through differentiated instruction

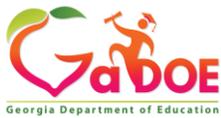
Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Instruction Standard 7: Integrates appropriate current technology into teaching and learning

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets

Instruction Standard 9: Provides timely, systematic, data-driven interventions



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Instruction Standard 1

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Instruction Standard 1: Provides an orderly, well-managed learning environment

What does this standard look like in practice?

Administrators and teachers work collaboratively to establish clear expectations for student behavior in all areas of the school. Classroom management is based on good discipline, effective routines, smooth transitions, and ownership of the environment. Effective teachers implement classroom management strategies to establish order, engage students, and elicit student cooperation in order to create an efficient learning environment. Another aspect of classroom management involves the structure of the classroom. This includes such aspects as the physical arrangement of the classroom, preparing and organizing the materials, and framing lessons in a logical, coherent manner.

When this standard is effectively implemented, expectations are established, clearly communicated, and revisited often.

Examples of Schoolwide Expectations:

- Disciplinary data are used to develop schoolwide and targeted interventions and supports to improve school climate for all students and to ensure school rules and procedures are consistently implemented.
- Administrators, teachers, and students have a clear understanding of the school rules and procedures.
- School rules and procedures are continually communicated through verbal directions and written correspondence posted throughout the school.
- School rules and procedures are explicitly taught and practiced throughout the school year.

Examples of Expectations for Teachers:

- Teachers collaboratively reflect on procedures needed to effectively create an orderly classroom.
- Teachers develop a plan to teach procedures, rules, and appropriate behaviors to students.
- Teachers and students collaboratively develop rules for the classroom that align to the schoolwide rules and expectations.
- Teachers explicitly teach and re-teach procedures, rules, and appropriate behaviors by providing explanations, modeling, demonstrating, and practicing expectations with students.
- Teachers arrange classrooms to promote student engagement.
- Teachers consistently enforce rules in the classroom.



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Instruction Standard 1: Provides an orderly, well-managed learning environment

What do the experts tell us?

Every teacher should formally take the time to teach and enforce clearly defined parameters of acceptable student behaviors. Unfortunately, many teachers make the mistake of announcing rather than teaching parameters to their students. The truth is that students do not learn what's announced; they learn what they are taught. It makes no more sense to announce rules regarding acceptable student behaviors than it does to announce – rather than teach – math facts. It is critical that you formally teach and enforce both a discipline plan and rules of conduct from the very first day of school.

Mark Boynton & Christine Boynton, *The Educator's Guide to Preventing and Solving Discipline Problems*

Just as an effective teacher creates a well-oiled machine of a classroom, a school that is managed effectively becomes a well-oiled factory for success.

Harry Wong, *The First Days of School*

Behavior support is the redesign of environments, not the redesign of individuals.

Robert Horner & Edward Carr, *Behavioral Support for Students with Severe Disabilities: Functional Assessment and Comprehensive Intervention*

Teachers who have strong control succeed because they understand the power of language and relationships: they ask respectfully, firmly, and confidently but also with civility, and often kindly. They express their faith in students.

Doug Lemov, *Teach Like a Champion*

Good coaches teach big concepts-such as teamwork, cooperation, and sportsmanship-and they also teach very specific plays and patterns. At the beginning of the season, they do this in a manner that makes no assumptions about what the players already know; they cover all the basics. Then as the season progresses, they teach and practice new skills as needed. And they do not hesitate to go back and practice the basics.

Effective teachers do the same thing. They provide clear instruction on big-picture ideas, such as behaving respectfully and responsibly, and also on plays and patterns, such as whether students can talk or get up to sharpen pencils during independent work. Periodically throughout the year, they go back and reteach all of the basics until the class achieves mastery.

Randy Sprick & K Daniels, *Managing Student Behavior*



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Instruction Standard 1: Provides an orderly, well-managed learning environment

What actions may be taken by the leadership team to achieve this standard?

1. Review established rules and procedures.
2. Routinely use data to assess current status, monitor implementation fidelity, identify problems, and define questions that lead to solutions.
 - What problem behaviors are most common?
 - Where are problem behaviors most likely?
 - When are problem behaviors most likely?
 - Who is engaged in the problem behaviors?
 - Why are problem behaviors persisting?
3. Analyze discipline referrals in a variety of ways (e.g., by staff, student, student groups, grade, gender, location, time, etc.) to further identify problem areas, inform future decisions, and develop next steps.
4. Follow a discussion guide or protocol to establish or revise the schoolwide discipline plan. Elements to consider may include:
 - Prevention (How will we prevent the problem from occurring?)
 - Teaching (How will we define and teach expectations?)
 - Recognition (How will we reward positive behavior?)
 - Extinction (How will we ensure problem behavior is not rewarded?)
 - Consequences (What are the consequences we will implement consistently to address problem behavior?)
 - Monitoring (How will we collect and use data to evaluate implementation fidelity and impact on adult and student behavior?)
 - Communicate (How will we communicate expectations to all stakeholders?)
 - Assign roles and responsibilities for implementing the plan.
5. Implement the classroom management plan and monitor effectiveness and consistency of implementation on a regular basis. Determine next steps based on data. Next steps may include actions such as providing differentiated professional learning for teachers, developing specific behavior plans for students, or identifying additional rules and procedures.
6. Revisit rules and procedures and revise as needed to ensure a well-managed, orderly learning environment is provided to all students.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Schoolwide behavior plan is accessible to all stakeholders. • Discipline data are disaggregated to inform next steps. • Schoolwide and classroom rules are posted. • Student handbook contains rules and procedures. • Faculty handbook contains rules and procedures. • Course syllabus outlines rules and procedures. • A process for identifying a need for revision of rules or procedures is utilized. 	<ul style="list-style-type: none"> • Teachers, students, and parents can articulate the schoolwide and classroom specific expectations for behavior. • Stakeholders can articulate procedures. • Students follow the rules and procedures that are in place. • The school and classroom run efficiently and effectively; rules and procedures are consistently implemented. • Student behavior does not interfere with student learning. • Students take responsibility for their actions and behavior.

Georgia Department of Education Resources

School Performance Standards

School Culture 1: Develops, communicates, and implements rules, practices, and procedures that ensure a safe, orderly learning environment

School Culture 2: Cultivates and sustains a culture of trust and respect that ensures positive interactions and promotes a sense of community

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 7 Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 2 School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.



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Instruction Standard 1: Provides an orderly, well-managed learning environment

External Professional Resources

Professional Texts

- Boynton, M. & Boynton, C. (2005). *The Educator's Guide to Preventing and Solving Discipline Problems*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Sprick, R. & Daniels, K. (2010). Managing Student Behavior. *Principal Leadership*, September, Volume 11(1), pp. 18-21.
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Instruction Standard 2

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Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

What does this standard look like in practice?

Academically-challenging classrooms use research-based elements of effective lessons to support higher-order thinking skills and processes. Attributes of an academically-challenging classroom include, but are not limited to:

- **Active engagement:** The teacher provides opportunities for students to be active learners, rather than passive, by requiring students to process what they are learning and demonstrate understanding.
- **Authenticity and relevance:** Instruction and assignments are engaging and connect to real life when possible and appropriate.
- **Collaboration and community:** Students work together to solve problems and make meaning of the learning by talking and writing about the learning.
- **Learner autonomy:** The teacher provides opportunities for choice as students learn, apply, and demonstrate understanding of the learning targets.
- **Multiple perspectives:** The teacher provides experiences for students to see information in different ways, from different points of view, or for different purposes.
- **Self-regulation and metacognitive awareness:** The teacher implements strategies that enable students to think about their own learning processes and take responsibility for their own learning.
- **Transformation:** The teacher provides learning activities that require students to apply, create, synthesize, and extend the learning.
- **Productivity:** The teacher provides opportunities for students to use their knowledge in ways that are beneficial to themselves or others.

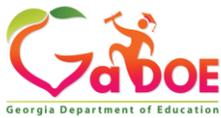
In addition to the attributes, the core shifts listed below are essential to an academically-challenging classroom. In effective classrooms, the core shifts are embedded in curriculum, instruction, and assessment to provide students the skills and knowledge they will need to succeed in college, career, and life.

English Language Arts

1. Regular practice with complex texts and their academic language.
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational.
3. Building knowledge through content-rich nonfiction.

Mathematics

1. Greater focus on fewer topics.
2. Linking topics and thinking across grades.
3. Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity.
4. Emphasis on the Standards for Mathematical Practice.



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What do the experts tell us?

Exposure means fact-based, one-word answers that prepare students for a random Jay Leno interview. Deep learning allows a student to apply content in a manner that gives it meaning and illustrates the purpose for knowing the information.

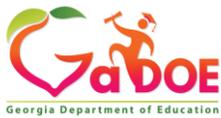
Bruce A. Lesh, *Why Won't you Just Tell Us the Answer?*

In history courses I took in school we read about history, talked about history, and wrote about history; we never actually did history. If I had learned basketball in this way, I would have spent years, reading interpretations and viewpoints for great players, watching them play games, and analyzing the results of various techniques and strategies.

Anecdote from a teacher in Stéphane Lèvesque *Thinking Historically*

Why Text Complexity Matters: In 2006, ACT, Inc. released a report called *Reading Between the Lines* that showed which skills differentiated those students who equaled or exceeded the benchmark score ... in the reading section of the ACT college admissions test from those who did not. Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score or better from those who had not was not their relative ability in making inferences while reading or answering questions ... determining main ideas... the meaning of words and phrases in context. Instead, the clearest differentiator was students' ability to answer questions associated with complex texts. The most important implication of this study was that pedagogy focused only on "higher-order" or "critical" thinking was insufficient to ensure that students were ready for college and careers.

Appendix A of Common Core for English, and
Literacy of History, Social Studies, Science and Technical Subjects



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What actions may be taken by the leadership team to achieve this standard?

1. During a leadership team meeting, read and discuss an article or two and the Leadership Guide segment, "What does this standard look like in practice?" Reach consensus on the evidence that would be observed in an academically-challenging classroom.
2. Discuss the team's perception of schoolwide implementation of this standard and root causes if the perception of implementation is low. Include the following questions in the discussion:
 - What professional learning has been provided to support academically-challenging elements of effective lessons?
 - What professional learning has been provided to understand and apply the core shifts of performance standards, including the Standards for Mathematical Practice for mathematics teachers?
3. Conduct focused classroom observations to determine a baseline of the implementation of attributes and core shifts that lead to an academically-challenging classroom. For example, observe mathematics teachers to determine implementation of the Standards for Mathematical Practice. Outline the evidence that observers will look for before observations are conducted. Tally and analyze data. Discuss and revise the leadership team's understanding of academically-challenging classrooms.
4. Collect a set of lesson plans for a three to four week period. Select a protocol such as Slice or Tuning, and analyze plans for:
 - attributes of an academically-challenging environment
 - core shifts of performance standards
5. Provide professional learning that supports needs identified through root cause analysis, observations, and lesson plan review.
6. Establish clear expectations and support for next steps.
7. Monitor implementation.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • The school leadership team conducts observations to assess implementation of the attributes of academically-challenging classrooms and core shifts. • Lesson and unit plan structures are based on attributes of academically-challenging classrooms and core shifts. • Mathematics lesson and unit plans include integration of the Standards for Mathematical Practice. • Instruction, assignments, assessments, and completed student tasks maintain the level of rigor defined by the standards. • Teachers hold all students accountable to answering high-level questions based on the rigor of the standards. • Professional learning, provided to teachers, targets the identified needs for implementing the attributes of academically-challenging lessons. • Leadership teams continuously monitor the implementation of academically-challenging lessons. 	<ul style="list-style-type: none"> • Implementation of the core shifts are evident in instruction and student work: <ul style="list-style-type: none"> ✓ Students engage in rich and rigorous, evidence-based conversations about text. ✓ Students create meaning from multiple texts. ✓ Students write using evidence from sources to inform or make an argument. ✓ Students build their academic vocabulary needed to understand grade-level complex texts. ✓ Students understand and can explain mathematics concepts using multiple representations. ✓ Students chose appropriate concept applications when solving math tasks. ✓ Students demonstrate fluency through speed and accuracy with simple calculations. • Teachers and administrators know the core shifts necessary to implement performance standards and the identified attributes of academically-challenging environments. • School leaders and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.



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Georgia Department of Education Resources

School Performance Standards

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Leadership Standard 3: Establishes and supports a data-driven school leadership team that is focused on student learning

School Culture Standard 3: Promotes the academic achievement and career readiness of all students

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 1 Planning: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Standard 8 Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 1 Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.



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External Professional Resources

Professional Texts

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Appendix A. Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf

Leinwand, S. (2014). *Principles to Actions: Ensuring Mathematical Success for All*. Reston, VA: National Council of Teachers of Mathematics.

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Instruction Standard 3

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Instruction Standard 3: Implements research-based instructional strategies

What does this standard look like in practice?

In 2001, Marzano, Pickering, and Pollock identified nine categories of instructional strategies with a high probability of enhancing student achievement: 1) identifying similarities and differences, 2) summarizing and note taking, 3) reinforcing effort and providing recognition, 4) homework and practice, 5) nonlinguistic representations, 6) cooperative learning, 7) setting objectives and providing feedback, 8) generation and testing hypotheses, and 9) cues, questions, and advance organizers. The authors cautioned that the research indicated that the instructional strategies identified might have a positive effect on student achievement in some situations, but a negligible or even negative effect on student achievement in other situations due to the wide variety of variables. Effective teachers select instructional strategies to match their students' needs, the particular content or subject matter being taught, and the purpose for which the instructional strategy was designed. They avoid implementing the instructional strategy just because it is deemed to be effective.

In 2009, Marzano authored an article, "Setting the Record Straight on High-Yield Strategies." The article addressed three mistakes growing in scope and influence when using the lists of strategies presented in their research and the research of others. The three mistakes are:

1. Focusing on a narrow range of strategies
2. Assuming that high-yield strategies must be used in every class
3. Assuming that high-yield strategies will always work

Teaching is complex. It includes many components. Research documents stress that a "constellation of strategies" is necessary for a complete view of effective teaching. Teachers use a variety of strategies and vary those strategies based on student needs, the purpose of the learning, and the type of learning that will occur. Marzano reflected on the work of Leinhardt and identified three broad areas that call for different types of strategies within a lesson. The three broad areas are:

- Content lessons (lessons involving new content, lessons involving practicing or deepening content that has been previously addressed, lessons involving cognitive complex tasks)
- Routines that occur in most lessons (communicating learning goals, tracking student progress, celebrating successes, establishing and maintaining classroom rules and procedures)
- Behaviors that happen in class that must be addressed on the spot (engaging students, recognizing adherence or lack of adherence to rules and procedures, maintaining effective relationships with students, communicating high expectations)

When teachers implement this standard in practice, they build their repertoire of strategies, pull from a toolbox of strategies to effectively address student needs, and provide students with a toolbox of strategies to support their learning.



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What do the experts tell us?

Classroom strategies in books like *Classroom Instruction that Works*, *Classroom Management that Works*, and *Classroom Assessment and Grading that Work* are good places to start. But districts and schools must move beyond simple lists to a comprehensive framework of language of instruction that is the basis for professional dialogue. In terms of providing teachers with feedback, the focus must always be on student learning and the perspective must always be that instructional strategies are a means to an end. Checklist approaches to provide feedback to teachers probably don't enhance pedagogical expertise, particularly when they focus on a narrow list of instructional, management or assessment strategies. In fact, such practice is antithetical to true reflective practice. As Elizabeth City and colleagues note, such behavior is profoundly anti-professional.

Robert Marzano, *Setting the Record Straight on "High-Yield" Strategies*

More effective teachers use more effective instructional strategies. It is probably also true that effective teachers have more instructional strategies at their disposal.

Robert Marzano, *What Works in Schools*

Effective teachers recognize that no single instructional strategy can be used in all situations. Rather, they develop and call on a broad repertoire of approaches that have proven successful for them with students of varying abilities, backgrounds, and interests.

James H. Strong, *Qualities of Effective Teachers*



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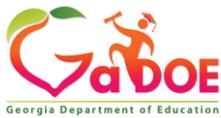
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What actions may be taken by the leadership team to achieve this standard?

1. Teacher leaders on the leadership team work with content area teachers to determine effective instructional strategies currently being utilized. Teacher leaders report findings to the leadership team. The team discusses the strategies.
2. Analyze current student achievement data to identify deficit skills and concepts in the core subjects.
3. Research instructional strategies that address the identified deficits. School leadership may assign an article or book to team members. Discuss the texts.
4. Identify a content specialist to provide professional learning on effective teaching strategies that address the deficit area and to facilitate the use of appropriate instructional strategies within unit and lesson development.
5. The principal directs team members to design content area plans which provide a system of support for teachers as they implement new strategies. A variety of professional learning designs such as modeling, peer observations, collaborative lesson development, teacher-to-teacher conferences, and professional literature study make up the system of support. Team members monitor implementation of the plan and make adjustments as needed.
6. Team members present updates on implementation of instructional strategies and discuss the impact on student learning at future leadership team meetings.



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Instruction Standard 3: Implements research-based instructional strategies

<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teachers can explain the instructional strategies implemented and why they were selected. • Teachers analyze, reflect on, and can explain the effectiveness of instructional strategies and how they impact student behavior and learning. • Students use appropriate strategies in each content area for learning and demonstrating understanding of content. • Students can describe a strategy that is helping them learn concepts and skills. • Student engagement increases. • Student achievement increases.



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Instruction Standard 3: Implements research-based instructional strategies

Georgia Department of Education Resources

School Performance Standards

Instruction Standard 1: Provides an orderly, well-managed learning environment

Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

Instruction Standard 4: Enables students to attain higher levels of learning through differentiated instruction

Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Instruction Standard 7: Integrates appropriate current technology into teaching and learning

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets

Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data

Leadership Standard 2: Guides the school's work in curriculum, assessment, instruction, and professional learning

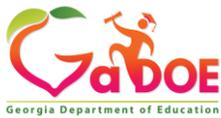
Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 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.

Performance Standard 4 Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 1 Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.



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External Professional Resources

Professional Texts

Daniels, H. & Bizar, M. (2005). *Teaching the Best Practice Way: Methods that Matter, K-12*. Portland, ME: Stenhouse Publishers.

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Instruction Strand: Designing and implementing teaching-learning-assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards

Instruction Standard 4

Instruction Standard 1: Provides an orderly, well-managed learning environment

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Instruction Standard 3: Implements research-based instructional strategies

Instruction Standard 4: Enables students to attain higher levels of learning through differentiated instruction

Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Instruction Standard 7: Integrates appropriate current technology into teaching and learning

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets

Instruction Standard 9: Provides timely, systematic, data-driven interventions



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Instruction Strand: Designing and implementing teaching-learning-assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards

Instruction Standard 4: Enables students to attain higher levels of learning through differentiated instruction

What does this standard look like in practice?

Classrooms are filled with a variety of learners with different learning needs. Differentiating instruction provides that variety of learners with multiple options for taking in information, making sense of ideas, and expressing what they learn. Differentiation is dependent on assessment. Differentiation is not a single strategy, but responsive teaching. Instead of following a recipe, the teacher uses a range of sources to guide professional knowledge to do whatever it takes to reach each learner.

According to Tomlinson, teachers can differentiate at least four classroom elements:

1. Content: What the student needs to learn or how the student will get access to the information.
2. Process: Activities designed for students to make sense of or master the content.
3. Product: How students demonstrate, apply, and extend what they have learned.
4. Learning Environment/Affect: The climate and tone of the classroom.

Teachers differentiate the four classroom elements based on students' readiness, interests, and learning profiles.

Differentiation does not mean different instruction or learning for each student. Instead, differentiation focuses on meaningful learning for all students. When this standard is in practice, teachers offer several avenues to learning and several opportunities to demonstrate learning. The model of differentiated instruction is accomplished through whole class, small group, and individualized instruction and provides students with opportunities for exploration, sense-making, and extension.



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What do the experts tell us?

When teachers effectively differentiate instruction, there is a continuous flow in the processes of teaching, learning, and assessment. These components operate not as steps that we follow, but rather as a continuous cycle, each process informing the next.

Diane Heacox, *Making Differentiation a Habit*

Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student holds as “given” or “known” and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response.

Lorna M. Earl, *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*

What we share in common makes us human. How we differ makes us individuals. In a classroom with little or no differentiated instruction, only student similarities seem to take center stage. In a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well...students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products.

Carol Ann Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms*

One framework for addressing the diversity of all students and creating a flexible curriculum that supports access, participation, and progress for all learners is universal design for learning (UDL; Meyer & Rose, 2000; Rose & Meyer, 2002). As a framework for creating a flexible curriculum, which in standards-based settings includes instructional goals, methods, assessments, and materials, UDL takes advantage of innovative technologies to accommodate learner differences.

Grace Meo, *Curriculum Planning for All Learners: Applying Universal Design for Learning (UDL) to a High School Reading Comprehension Program*



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What actions may be taken by the leadership team to achieve this standard?

1. School leadership ensures that the guiding principles needed to support differentiation are core beliefs of the faculty and staff. The principles needed to support differentiation include:
 - Supportive learning environment
 - Quality curriculum
 - Assessment that informs teaching and learning
 - Instruction that responds to student variance
 - Leading and managing classrooms

2. The principal or assistant principal sets the conditions for differentiation to be a focus for the school. It is understood that differentiation is a process that will take time and evolve over several years.

3. The leadership team selects a few teachers who currently demonstrate the principles needed to support implementation of differentiation. The teachers establish lab classrooms. These teacher leaders are provided with:

- Training
- Time
- Materials
- Affirmation
- Opportunity to collaborate

After the identified teachers are provided adequate time to hone their skills, they establish model classrooms and provide job-embedded professional learning.

4. Leadership team members work with teacher leaders to identify and outline expectations for implementation of differentiated instruction and to establish clear goals. An implementation plan is developed that responds to varying teacher needs such as readiness, understanding, or comfort level.
5. Develop and implement a schedule that outlines ongoing professional learning and support including such actions as job-embedded coaching, peer observations, feedback, analyzing assessments, lesson development, and analyzing student work.
6. Create and implement opportunities for the leadership team to be involved in the learning by participating in such processes as the analysis of assignments and assessments, lesson development, conducting observations, and providing feedback.
7. Monitor progress of implementation and evidence of change in curriculum, assessment, and instruction that responds to students' needs.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Teachers analyze student work and assessment results to understand student needs. • Teachers collaboratively developed lesson plans that consider student variance in content, process, and product. • Teachers apply flexible grouping to ensure students receive appropriate instruction based on their individual needs. • Teachers utilize a combination of instructional groupings (e.g., small group, whole group, individual study, etc.). • Teachers use different methods by which students gain access to content. • Teachers use a variety of assessments to gauge students' progress during a unit of study. 	<ul style="list-style-type: none"> • Students can reflect on their learning by explaining how they learn best, their understanding of the learning targets, and next steps for improvement. • Teachers demonstrate an understanding of individual student's skills and characteristics. • Teachers can explain how they connect the curriculum to students' collective and individual experiences and interests. • Teachers can describe the various ways information about student progress is gathered during a unit of study and can explain how instruction is revised based on the information.



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Georgia Department of Education Resources

School Performance Standards

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction.

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards.

Assessment Standard 3: Uses common assessments to monitor student progress, inform instruction, and improve teacher practices

Instruction Standard 3: Implements research-based instructional strategies

School Culture Standard 3: Promotes the academic achievement and career readiness of all students

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 2 Instructional Planning: The teacher plans using state and local school district curricular and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 4 Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Standard 6 Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 3 Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies and procedures.

Performance Standard I Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.



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External Professional Resources

Professional Texts

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Leadership Guide to Georgia's School Performance Standards

Instruction Strand: Designing and implementing teaching-learning-assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards

Instruction Standard 5

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Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

What does this standard look like in practice?

In *Making Classroom Assessment Work*, Anne Davies explains the importance of learning targets. “When golfers swing their golf clubs, they know where to aim – toward the flag in the next hole. Pilots file flight plans before getting permission to leave the ground. Successful gardeners plan for a new season, knowing what they want their garden to look like. It seems obvious that reaching a destination is easier if you know where or what it is. That’s the point Tyler (1949) was making over 50 years ago when he said the first question teachers need to answer is, what do you want students to learn?”

Teachers, who explicitly communicate what they want their students to learn, take the time to understand and deconstruct the standards into clear and manageable learning targets. Learning targets are collaboratively developed by teachers as units and/or lessons are designed. There are no secrets. Similar to the way a GPS navigates toward a destination, teachers navigate the journey of student learning.

The teachers explicitly and intentionally define the learning target or destination, which in turn enables teachers and students to collaboratively develop success criteria to reach the destination. Teachers invite student participation in setting the success criteria to clarify the learning target. The success criteria help to define for students, how good is good enough. Learning targets and success criteria are written in language that students understand. They are referenced or shared throughout the lesson. Setting learning targets aligned to the standards provides students with a clear vision of their learning and creates the conditions for students to independently set learning goals and determine next steps toward mastery of the standards.

Instruction and student learning tasks match the learning target. Learning targets enable students to have a clear understanding of what they are to learn and how they will be expected to demonstrate learning. It’s through the assignment that the teacher translates the target into action.

Learning targets vary in their complexity. Some learning targets are discrete enough to be stated to students at the beginning of the lesson. For example, “Today we are learning how to describe character traits within a narrative”. Other learning targets are discovered as students work through problems or tasks, and may not be directly stated at the beginning of the lesson. These learning targets are clarified during or at the end of a lesson.

When teachers are clear about learning targets, they can effectively instruct, accurately assess student learning, and provide constructive feedback to students. Clear learning targets provide the foundation on which students can set individual learning goals, monitor their progress, and take ownership of their learning.



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What do the experts tell us?

Before sharing learning targets with our students, we need to make sure they are clear to us.

Jan Chappuis, *Seven Strategies of Assessment for Learning*

It's just this simple. Do we want classrooms full of empowered, self-regulated, highly motivated, and intentional learners? If we do, then it is time to own up to the obstacles that educators create by withholding the very information that would empower learners. Students cannot regulate learning, use thoughtful reasoning processes, set meaningful goals, or assess the quality of their own work unless they understand what success looks like in today's lesson.

Connie M. Moss, Susan M. Brookhart, & Beverly A. Long,
Knowing Your Learning Target

Even with a strong performance of understanding, students cannot become sharp-shooters until they are able to discern the levels in quality that differentiate hitting the bull's-eye dead center from hitting one of the target's outer rings. To hit the bull's-eye, students need criteria for success – a set of student look-fors – to use during the formative learning cycle in today's lesson and to apply during the performance of understanding.

Connie M. Moss & Susan M. Brookhart, *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*

Teachers who truly understand what they want their students to accomplish will almost surely be more instructionally successful than teachers whose understanding of hoped-for student accomplishments is murky.

James Popham, *Test Better, Teach Better: The Instructional Role of Assessment*

No matter what we decide students need to learn, not much will happen until students understand what they are supposed to learn during a lesson and set their sights on learning it. Regardless of how important the content, how engaging the activity, how formative the assessment, or how differentiated the instruction, unless *all students* see, recognize, and understand the learning target from the very beginning of the lesson, one factor will remain constant: The teacher will always be the only one providing the direction, focusing on getting students to meet the instructional objectives. The students, on the other hand, will focus on doing what the teacher says, rather than on learning. This flies in the face of what we know about nurturing motivated, self-regulated, and intentional learners.

Zimmerman, Barry, *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*



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What actions may be taken by the leadership team to achieve this standard?

1. The leadership team reviews current research and reaches a common understanding of key terms such as learning target, success criteria, performance task, feedback, student learning goals, and formative assessment. The team then determines a process to ensure schoolwide understanding.
2. The leadership team discusses Instruction Standard 5 to reach consensus on what this standard looks like in action. The team discusses the prerequisite actions that teachers must take to set clear learning targets and co-develop success criteria with students.

Teachers work together to:

- Determine student needs,
- Develop a deep understanding of the standard(s),
- Outline the skills, concepts, and level of rigor required by the standards,
- Identify the overarching goals of the unit, and
- Develop clear, manageable learning targets for the lessons.

3. The leadership team determines professional learning opportunities such as book studies, online module review, and peer observations to support teachers as they collaboratively develop learning targets and integrate learning targets into practice.
4. As a result of the professional learning, teachers establish expectations and identify the artifacts and/or evidence that indicate effective implementation of setting clear learning targets.
5. Based on established expectations, the leadership team creates an observation tool to monitor implementation of learning targets. The observation tool is shared with teachers prior to observations.
6. The leadership team conducts classroom observations and engages in conversations with students to determine their understanding and use of learning targets.

Possible questions for students:

- What are you learning today?
- How do you know your work is good enough?
- What are your next steps?

7. The leadership team also monitors the integration of learning targets by ensuring standards, lessons, and student work are aligned to the learning target.
8. Based on the data gathered, the leadership team identifies strengths and areas of need regarding implementation. Additional professional learning opportunities are provided, when needed.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Standards are deconstructed into manageable, teachable chunks to create learning targets. • Learning targets are communicated to students at the appropriate time. • Success criteria are co-developed with students. • Exemplars and models that apply success criteria are used during classroom instruction. • Students use “I can” statements to communicate progress toward meeting the learning target. • Lesson plans include the learning targets aligned to the standards. • Classroom learning tools such as rubrics, checklists, anchor papers, and exemplars, are developed to support learning. • The teachers use various strategies to share the learning target and the criteria for success. 	<ul style="list-style-type: none"> • Students can describe the standard or learning target. • Students can identify the connection between the learning target and their work. • The teacher can clearly explain the learning target and success criteria, and how students will demonstrate learning. • The teacher explicitly connects instruction and student tasks to the learning target.



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Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 1 Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Standard 2 Instructional Planning: The teacher plans using state and local school district curricular and standards, effective strategies, resources, and data to address the differentiated needs of all students.

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Georgia Formative Instructional Practices (FIP) Modules

Georgia FIP is a blended professional learning opportunity designed to assist educators in learning the formal and informal assessment processes that teachers and students use to gather evidence of student learning. Educators can obtain login access codes from their district assessment director or testing coordinator. (Module 2: Clear Learning Targets)

For online information about the FIP modules:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx>

For directions to access FIP:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/New%20Users%20-%20GA%20FIP.pdf>



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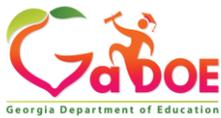
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What does this standard look like in practice?

When students consistently monitor their own progress, research indicates that achievement increases and the learning time needed significantly decreases, almost by half in one well-known study (Fontana & Fernandes, 1994). This research-based strategy is not one that can stand alone. Effective student self-assessment relies on other lesson components that must be part of daily instruction: clear learning targets, incremental instruction aligned to the target, formative assessments, and constructive feedback.

Learning targets are explicitly stated at the beginning of the lesson or are uncovered as students explore the content. The learning target of the lesson and its value are made crystal clear to students at the appropriate time. The lesson is taught in small chunks with the teacher continuously reinforcing the learning target and gathering feedback on the learning. In other words, the teacher is formatively assessing and is also giving students opportunities to formatively assess their learning. The teacher gives positive constructive feedback, and the student continues to work, using new or additional strategies. As the students work and self-assess, they may use exemplars, success criteria, rubrics, feedback from the teacher or peers, or their own metacognitive skills.

Students learn to monitor their own progress when they are explicitly taught self-assessment strategies and when opportunities to improve or revise work are the norm. Learning to actively monitor progress is not achieved by the use of a rubric or checklist to assess the quality of a work product. While such an activity is important, students learn to monitor progress when thinking is modeled and when the teacher explicitly teaches the progression of self-assessment. Teaching students how to think about their own thinking as they work, referred to as metacognition, is an essential aspect of monitoring progress. Teachers or students model self-talk as they verbalize the knowledge, skills, and the strategies they are using to do the work. The progression is a process that increases the students' responsibility as they are asked to make more decisions about their learning, the tools, and the criteria they use.

For example, initially students may use a tool such as a rubric, checklist, or exemplar to determine the quality of their work. These tools are often co-constructed with the teacher. As self-assessment deepens, students continue to use tools to assess the quality of their work, but also reflect on the problems they experienced as they completed the task, and how or whether they sought appropriate help or resources. Over time, students begin to set their own personal learning goals aligned to daily learning targets based on their own learning needs, and select or create appropriate tools or methods to improve and monitor the quality of their work. The outcome is for students to understand and communicate their progress toward mastering the standards and ultimately to become motivated and autonomous learners.



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Leadership Guide to Georgia's School Performance Standards

Instruction Strand: Designing and implementing teaching-learning-assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

What does this standard look like in practice?

The level of challenge of instruction and student tasks is important to developing motivated, autonomous learners. As students actively monitor their progress, if the level of challenge is too low, the result may be boredom or apathy. If the level of challenge is too high, the result may be frustration or anxiety. Effective teachers match the appropriate level of challenge to individual student's strengths and needs. Learning best occurs when instruction and tasks require students to work to their full potential and when the appropriate level of challenge or rigor (cognitive demand) remains consistent throughout all components of the lessons, from the learning target to the work students are self-assessing.



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What do the experts tell us?

When classroom lessons consist of do-or-die tasks or assignments – one-time-only chances to demonstrate mastery – students have little chance or reason to learn how to assess their own work and to value the process. In sharp contrast, the formative learning cycle teaches and encourages students to improve their work as part of today's lesson. A basic formative learning cycle begins when the teacher models and explains the lesson's learning target and criteria for success – where students are headed in the lesson, how they will know when they get there, and how they will demonstrate their learning.

Connie M. Moss & Susan M. Brookhart, *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*

Many teachers have found that students' first attempt at self-assessment are usually neither insightful nor useful... Self-assessment can be uncomfortable for both the student and teacher, but the benefits are great, and once teachers get used to involving the students in their own learning, it is almost impossible to go back.

Dylan William, *Embedded Formative Assessment*

Merely explaining to students what they will be learning and what this learning might look like is not enough. Teachers need to go further and involve students as partners in the classroom assessment process by working with them to co-construct criteria, give and receive feedback for learning, and collect, select, reflect on, and present evidence of learning to determine the next steps to feed their learning forward (goal setting). Informal goal-setting takes place the moment students decide to do something different. Informal and formal goal-setting can take place at any time.

Anne Davies, *Ahead of the Curve*

The idea of gradual release is actually quite simple: in the most effective lessons, there is a stepwise transfer of responsibility from the teacher to the students.

Steven Zemelman, Harvey "Smokey" Daniels, & Arthur Hyde, *Best Practice: Bringing Standards to Life in America's Classrooms*

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What actions may be taken by the leadership team to achieve this standard?

1. Read and discuss, "What does this standard look like in practice?" for Instruction Standard 6 and other selected resources to reach consensus on the meaning of "playing an active role in monitoring their own progress."
2. Read and answer the following questions to gather perception data about the groundwork necessary for students to monitor their progress.
 - Do unit and lesson plans identify a crystal-clear learning target?
 - Are learning targets explicitly stated or uncovered at the appropriate time. Some lessons will begin with learning targets and other lessons, often in mathematics, will allow students to explore the content first.
 - Do lessons end with students able to articulate their learning?
 - Do teachers check understanding of students throughout lessons?
 - Are students given constructive feedback during lessons?
 - Are students given time during lessons to use feedback to revise their work?
3. Observe classrooms to determine if the components of lessons, needed to support student self-assessment, are in place.
 - ✓ At the appropriate time, the lesson provides students with a clear understanding of the learning target.
 - ✓ The lesson is taught in purposeful chunks that provide opportunities for the teacher to gather feedback from students based on the learning target.
 - ✓ The students are given opportunities to formatively assess their learning.
 - ✓ The teacher gives constructive feedback.
 - ✓ The student uses feedback to revise work.
 - ✓ As the students self-assess, they use exemplars, success criteria, rubrics, feedback from the teacher or peers, or their own metacognitive skills.
 - ✓ During observations, ask students:
 - What are you learning today?
 - How will you know if your work is good enough?
 - ✓ During observations, ask teachers:
 - What are the students learning today?
 - How will you know if their work is proficient?
4. Analyze data collected and root causes. Establish priorities for professional learning.
5. Schedule prioritized professional learning over an extended period of time. Include multiple professional learning designs such as modeling, coaching, and reflective lesson planning.
6. Monitor incremental steps toward implementation.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Clear learning targets are written in unit and lesson plans. • High academic expectations are embedded in the curriculum as teacher teams design the units, lessons, tasks, and assessments prior to instruction. • Students use data to monitor progress. • Teachers collaboratively develop rubrics or success criteria to ensure consistency across classrooms and to guide the development of rubrics or success criteria established with students. • Teachers model and teach metacognitive processes to actively involve students in monitoring their own learning. • Exemplars are selected by teachers and used during learning. • Positive constructive feedback is provided to students and includes guidance for next steps. • Students use learning tools such as rubrics, checklists, and exemplars to improve their work. 	<ul style="list-style-type: none"> • Students can articulate the learning target for the lesson or can articulate it by the end of the lesson. • Students can describe how they determine if their work is of quality. • Students can make corrections to their work based on the expectations that have been set in the learning target. • Students can explain how teacher feedback, peer feedback, rubrics, checklists, and/or exemplars are used to improve their work. • Teachers can describe what students should learn in a lesson. • Teachers know which students are mastering the learning target. • Teachers can explain the tool used to determine if the work achieves the learning target or meets standards. • Teacher teams can explain how expectations are aligned to the intended rigor of the standards. • High expectations for students are evidenced through instructional tasks that are challenging, which may include interacting with complex text, solving problems, thinking critically, and writing and speaking in each content area.



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Georgia Department of Education Resources

School Performance Standards

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

Assessment Standard 4: Analyzes assessment results to provide feedback to students and to adjust instruction

Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets.

School Culture 3: Promotes the academic achievement and career readiness of all students.

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 1 Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the need of students by providing relevant learning experiences.

Performance Standard 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.

Performance Standard 8 Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 1 Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, evaluation, and a shared vision of teaching and learning that leads to school improvement.



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Georgia Department of Education Resources

Georgia Formative Instructional Practices (FIP) Modules

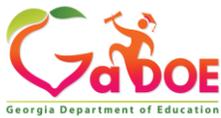
Georgia FIP is a blended professional learning opportunity designed to assist educators in learning the formal and informal assessment processes that teachers and students use to gather evidence of student learning. Educators can obtain login access codes from their district assessment director or testing coordinator. (Module 5: Student Ownership of Learning)

For online information about the FIP modules:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx>

For directions to access FIP:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/New%20Users%20-%20GA%20FIP.pdf>



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External Professional Resources

Professional Texts

Chappuis, J. (2009). *Seven Strategies of Assessment for Learning*. Boston, MA: Pearson Education, Inc.

Davies, A. (2007). Involving Students in the Classroom Assessment Process. In D. Reeves (Ed.), *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*, (pp. 32-38). Bloomington, IN: Solution Tree.

Fontana, D. & Fernandes, M. (1994). Improvements in Mathematics Performance as a Consequence of Self-Assessment in Portuguese Primary School Pupils. *British Journal of Educational Psychology*, Volume 64(4), pp. 407-417.

Moss, C. & Brookhart, S. (2015). *Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Moss, C. & Brookhart, S. (2012). *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2006). *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

William, D. (2011). *Embedded Formative Assessment*. Bloomington, IN: Solution Tree Press.

Zemelman, S., Daniels, H. & Hyde, A. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms*. Portsmouth, NH: Heinemann.



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Leadership Guide to Georgia's School Performance Standards

Instruction Strand: Designing and implementing teaching-learning-assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards

Instruction Standard 7

Instruction Standard 1: Provides an orderly, well-managed learning environment

Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

Instruction Standard 3: Implements research-based instructional strategies

Instruction Standard 4: Enables students to attain higher levels of learning through differentiated instruction

Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Instruction Standard 7: Integrates appropriate current technology into teaching and learning

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets

Instruction Standard 9: Provides timely, systematic, data-driven interventions



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Instruction Standard 7: Integrates appropriate current technology into teaching and learning

What does this standard look like in practice?

Teachers demonstrate appropriate use of technology by using a variety of tools and resources that support and strengthen understanding of the learning goals. Interactive boards, computers, digital cameras, projection systems, calculators, software, interactive games, student response systems, web-based applications, online assessments, etc., are used to effectively enhance teaching and learning.

The Georgia Department of Education has adopted the National Educational Technology Standards for Students (NETS-S), Teachers (NETS-T), and Administrators (NETS-A), developed by the International Society for Technology in Education (ISTE). ISTE identifies the essential conditions needed to effectively implement technology for learning. Fourteen essential conditions are defined that range from a shared vision to student-centered learning. These prerequisite conditions are addressed as districts and schools integrate the use of technology to support learning.

To ensure effective technology integration, teachers must embed technology into the curriculum in such a way that the tool matches the desired learning outcome. The NETS-S contain the skills and knowledge that are needed for students to actively engage in an increasingly global and digital world. The NETS-T guide teachers as they design, implement, and assess learning experiences for students.

National Educational Technology Standards for Students are categorized as follows:

1. Creativity and innovation
2. Communication and collaboration
3. Research and information fluency
4. Critical thinking, problem solving, and decision making
5. Digital citizenship
6. Technology operations and concepts

National Educational Technology Standards for Teachers are categorized as follows:

1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences and assessments
3. Model digital age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

When technology integration is at its best, a variety of technology tools (e.g., computers, hand-held devices, etc.) and types of technology integration (e.g., blended classrooms, web-based projects, etc.) are used within the context of the curriculum. Technology use becomes part of the learning process itself, rather than a means of achieving the learning goals.



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What do the experts tell us?

Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event.

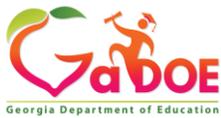
Heidi Hayes-Jacobs,
Curriculum 21: Essential Education for a Changing World

We have often been asked by readers and workshop participants why we did not include a category for display tools such as interactive whiteboards, LCD projectors, and document cameras. Our answer is that display tools without appropriate software are little more than overhead projectors; it is the marriage of hardware and software that enables us to modify our environment to learn or teach. We believe that instructional technology at its best allows the learner to do things that would be impossible, unsafe, impractical, or uninspiring to do otherwise. Although display tools are necessary to have in the classroom, we feel that referring to them as "instructional technologies" is misleading; these are simply necessary utilities for the day-to-day business of learning.

Howard Pitler, Elizabeth Hubbell, & Matt Kuhn,
Using Technology with Classroom Instruction That Works

The responsibility of educators is to ensure that today's students are ready to live, learn, work, and thrive in this high-tech, global, highly participatory world. To that end, U.S. school systems are conspicuously out of sync with today's society (U.S. Department of Education, 2009).

Cheryl Lemke, *21st Century Skills: Rethinking How Students Learn*



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What actions may be taken by the leadership team to achieve this standard?

1. Review the *Essential Conditions*, developed by the International Society for Technology in Education (ISTE), and assess the school's current status for each condition. Prioritize the conditions on which to focus in order to effectively leverage successful integration of technology for learning and for teaching. Develop a plan of action to improve the conditions that build the foundation for effective technology integration. (ISTE Essential Conditions: <http://www.iste.org/standards/essential-conditions>)
2. Review the National Educational Technology Standards for Students (NETS-S), Teachers (NETS-T), and Administrators (NETS-A). Discuss the meaning and application of the standards. (ISTE Standards: <http://www.iste.org/standards>)
3. Determine and implement actions to introduce the teacher and student technology standards to staff members. To support understanding, identify exemplary lessons, tasks, and student work to share with staff members.
4. Discuss and determine schoolwide expectations.
For example:
 - Teachers will implement the non-negotiables for ethical use of digital information and technologies.
 - As teachers collaboratively plan, they integrate the use of technology tools into units, lessons, tasks, and assessments when appropriate.
5. Identify a committee to gather feedback from teachers regarding their level of comfort with technology and perceived areas of strength and/or need.
6. Assess availability of technology tools for teachers and students.
7. Based on teacher strengths and areas of need, implement a variety of professional learning designs such as observations with feedback, modeling, and coaching to support teachers as they integrate technology in instruction.
8. Monitor implementation of appropriate integration of technology by observing collaborative teams as they plan, gathering and reviewing lessons over time, analyzing student work, and conducting classroom observations.
9. Celebrate small steps toward effective implementation and use of technology tools. Highlight progress made by sharing artifacts such as student work, teacher designed lessons, and/or effective tasks.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Unit and lesson plans reflect the integration of technology to enrich learning. • The technology used in lessons and student tasks support and match the desired learning outcome(s). • Student work reflects solutions to real-world problems through the use of technology. • A variety of technology tools (handheld devices, tablets, etc.) are available for teacher and student use. • Students and teachers use available technology appropriately to modify and enrich the learning environment. • Schoolwide and classroom technology guidelines are accessible to students and parents. • Schoolwide expectations for the use of technology are set for teachers and students. • Professional learning is provided and meets the needs of faculty and staff. • A plan that addresses the <i>Essential Conditions</i> has been developed. 	<ul style="list-style-type: none"> • Teachers exhibit knowledge of the National Educational Technology Standards for Students (NETS-S) and Teachers (NETS-T). • Teachers demonstrate a strong understanding of appropriate use of technology to support or enhance learning and teaching. • Students and teachers model responsible social interactions and digital etiquette related to the use of technology. • Students are engaged in exploring real world issues and solving authentic problems using digital tools and resources. • Students are engaged in customized learning activities that address students' diverse learning styles, working strategies, and abilities using digital tools and resources.



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Georgia Department of Education Resources

School Performance Standards

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

Instruction Standard 3: Implements research-based instructional strategies

Instruction Standard 4: Enables students to attain higher levels of learning through differentiated instruction

Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data

School Culture Standard 3: Promotes the academic achievement and career readiness of all students

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 2 Instructional Planning: The teacher plans using state and local school district curricular and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 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.

Performance Standard 4 Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 1 Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

Instructional Technology Division Web Page:

<http://www.gadoe.org/Technology-Services/Instructional-Technology/Pages/default.aspx>

Georgia NETS (National Educational Technology Standards):

<http://georgianets.wikispaces.com/>



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External Professional Resources

Professional Texts

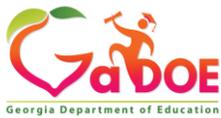
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Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Instruction Standard 7: Integrates appropriate current technology into teaching and learning

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets

Instruction Standard 9: Provides timely, systematic, data-driven interventions



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What does this standard look like in practice?

Effective feedback is a research-based strategy that cannot stand alone. Effective feedback is part of the formative assessment process which provides learning opportunities through: clear learning targets, success criteria, focused lessons aligned to the target, self-assessment, goal setting, and revision of student work.

Teachers provide feedback in different ways. Feedback may be written, verbal, or demonstrated. Feedback may be written to accompany a piece of student work, discussed during a formal conference, provided through comments to individuals, small groups, or the whole class, or demonstrated during a lesson. No matter the method used to provide feedback to students, teachers consider the characteristics of the students, the demand of the assignment, and the atmosphere of the classroom when constructing feedback.

When composing and delivering feedback to students, teachers consider the following features.

Directly aligned to a learning goal or target: When students have a clear vision of the learning target and are taking action to meet the learning target, effective feedback provides information connecting the learning target to the actions taken. In other words, feedback is connected to the learning, rather than to a single problem or product. The feedback identifies where the learner is in regards to the learning target.

Timely and well-timed: Just as feedback should be provided to students often during the learning process, feedback should also be well timed. Depending on the type of learning target, a student may need immediate feedback to resolve a misconception, or feedback may be provided over time as a student deepens understanding of a skill, concept, or process.

Descriptive: The feedback clearly describes where the student is in relation to the learning target and does not make a judgment about the work or student. The teacher avoids general statements like "Good work," "You're a good writer," "You did that wrong," and avoids assigning a grade or numerical value to the work. Instead, the feedback is descriptive using the language of the learning target in terms that the student will understand.

Positive: Positive feedback should not be confused with praise. Teachers describe the strengths citing evidence within the student's work and progress being made toward the learning target. The positive feedback provides comments that describe what the student has done well and helps the student target next steps.



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What does this standard look like in practice?

Specific: Teachers cite evidence from the student work when pointing out strengths, misconceptions and/or next steps. The feedback should be individualized and make direct references to the student work.

Focused on behavior: The feedback focuses on the connections between the action taken or strategy applied, and the learning target of the task at hand. By focusing on actions, teachers are communicating that the learning is within the student's control.

Results in action: The feedback occurs during the learning and should cause action to take place as a result. When effective feedback is provided, the student in turn does something with the information.

Limited in scope: Effective feedback provides just enough information for the student to act upon it without feeling overwhelmed. Teachers carefully provide specific guidance, but not so specific that corrections are completed for students. Teachers don't try to address everything at once. Instead, next steps are prioritized based on the learning target and student needs that would have the greatest impact on learning and quality of work.

When effective feedback is provided, students are able to take control of their own learning. They are enabled to make choices about their work which leads to increased motivation. Although thoughtful feedback requires time, one must keep in mind that no time to give feedback actually means no time to improve learning. Less teacher talk and more opportunities for students to apply quality feedback and revise their work are essential to improving student learning.



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What do the experts tell us?

Good food has nutritional value; it feeds our bodies. Think of effective feedback in the same way: it must have nutritional value to “feed” students forward. Stickers, grades, marks, scores, or general, value-laden comments (“Good for you” or “Try harder”) have no nutritional value – no information that students can use to set goals for improvement and choose effective strategies to meet those goals.

Effective feedback is nonjudgmental, positive, and descriptive. It arrives *while* students are learning so they can use it to improve their work.

Feedback that feeds forward shares five characteristics:

1. It focuses on success criteria from the learning target for today’s lesson.
2. It describes exactly where the student is in relationship to the criteria.
3. It provides a next-step strategy that the student should use to improve or learn more.
4. It arrives when the student has the opportunity to use it.
5. It is delivered in just the right amount – not so much that it overwhelms, but not so little that it stops short of a useful explanation or suggestion.

Connie M. Moss & Susan M. Brookhart, *Learning Targets: Helping Students Aim for Understanding in Today’s Lesson*

If we are to harness the power of feedback to increase student learning, then we need to ensure that feedback causes a cognitive rather than emotional reaction – in other words, feedback should cause thinking. It should be focused; it should relate to the learning goals shared with students; it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning.

Dylan William, *Embedded Formative Assessment*

Characteristics of Effective Feedback

1. Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement
2. Occurs during learning, while there is still time to act on it
3. Addresses partial understanding
4. Does not do the thinking for the student
5. Limits corrective information to the amount of advice the student can act on

Jan Chappuis, *Seven Strategies of Assessment for Learning*



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Leadership Guide to Georgia's School Performance Standards

Instruction Strand: Designing and implementing teaching-learning-assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets

What do the experts tell us?

Good feedback contains information that a student can use, which means that the student has to be able to hear and understand it. Students can't hear something that's beyond their comprehension; nor can they hear something if they are listening or are feeling like it would be useless to listen. Because students' feelings of control and self-efficacy are involved, even well-intentioned feedback can be very destructive. ("See? I knew I was stupid!")

The research on feedback shows its Jekyll-and-Hyde character. Not all studies about feedback show positive effects. The nature of the feedback and the context in which it is given matter a great deal.

Susan M. Brookhart, *How to Give Effective Feedback to Your Students*

If, however, we embrace the idea of feedback as a recipe for future action, then it is easy to see how to make feedback work constructively: don't provide students with feedback unless you allow time, in class, to work on using the feedback to improve their work. Then feedback is not an evaluation of how well or how badly one's work was done but a matter of "what's next?"

Dylan William, *Embedded Formative Assessment*



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What actions may be taken by the leadership team to achieve this standard?

1. During a leadership team meeting, read and discuss the Leadership Guide segment, "What does the standard look like in practice?" Study professional literature to understand the power of and guidelines for implementing effective feedback strategies. Reach consensus on the attributes of effective feedback and gather or write samples of quality feedback.
2. Through the use of observations with accompanying student work samples or observations of teacher-student conferences, gather information on teachers' feedback to students and student's use of feedback.
3. Based on the data gathered, plan and provide opportunities for professional learning and support to classroom teachers. As part of professional learning, collaboratively establish written expectations for application of quality attributes of feedback and for implementation of effective feedback strategies.
4. Using the written expectations, engage teachers in opportunities to work together to analyze student work and/or observe videotaped lessons to determine the quality of feedback and its impact on student learning.
5. As a leadership team, monitor the evidence and impact of feedback by periodically reviewing samples of feedback with revised student work. Share findings and next steps with teachers.
6. Model effective feedback strategies by using the attributes of effective feedback when providing feedback to teachers.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Students are given time to revise their work in class based on feedback. • Feedback is used by students to revise work. • Written feedback is aligned to learning targets. • Teachers apply the attributes of effective feedback as they provide feedback to students. • Teachers conference with individual students and provide effective feedback. • Teachers create opportunities for students to receive feedback in a variety of ways (e.g., student-teacher conferences, peer feedback, written feedback, etc.). • Lesson plans indicate time for teachers to provide feedback to students and time for students to revise their work. • Written expectations describe the quality attributes of feedback and strategies for implementation. 	<ul style="list-style-type: none"> • Students can describe: <ul style="list-style-type: none"> ✓ The standard or learning target (Where am I going?) ✓ Their current status in relation to the standard or learning target (Where am I now?) ✓ Next steps needed to meet the standard or learning target (How will I get there?) • Students understand the progression toward meeting the learning targets and their next steps toward mastery. • Students can describe how they have used feedback to improve their work. • Students show evidence of being able to self-monitor their learning. • Teachers know student strengths and needs and provide appropriate guidance. • Teachers use the results of informal formative assessments to provide specific feedback to individuals. • Teachers can explain how feedback is aligned to standards.



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Georgia Department of Education Resources

School Performance Standards

Assessment Standard 4: Analyzes assessment results to provide feedback to students and adjust instruction.

Instruction Standard 3: Implements research-based instructional strategies

Instruction Standard 4: Enables students to attain higher levels of learning through differentiated instruction

Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 1 Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Standard 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.

Performance Standard 5 Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 1 Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement.



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Georgia Department of Education Resources

Georgia Formative Instructional Practices (FIP) Modules

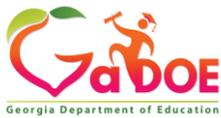
Georgia FIP is a blended professional learning opportunity designed to assist educators in learning the formal and informal assessment processes that teachers and students use to gather evidence of student learning. Educators can obtain login access codes from their district assessment director or testing coordinator. (Module 4: Analyzing Data and Providing Effective Feedback)

For online information about the FIP modules:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx>

For directions to access FIP:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/New%20Users%20-%20GA%20FIP.pdf>



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External Professional Resources

Professional Texts

Brookhart, S. M. (2008). *How to Give Effective Feedback to Your Students*. Alexandria, VA: Association of Supervision and Curriculum Development.

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Instruction Standard 9

Instruction Standard 1: Provides an orderly, well-managed learning environment

Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

Instruction Standard 3: Implements research-based instructional strategies

Instruction Standard 4: Enables students to attain higher levels of learning through differentiated instruction

Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Instruction Standard 7: Integrates appropriate current technology into teaching and learning

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets

Instruction Standard 9: Provides timely, systematic, data-driven interventions

Leadership Guide to Georgia's School Performance Standards

Instruction Strand: Designing and implementing teaching-learning-assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards

Instruction Standard 9: Provides timely, systematic, data-driven interventions

What does this standard look like in practice?

Effective schools have a system in place to support the learning needs of all students. These supports may occur within the classroom or outside of the classroom during the school day. Interventions may also be offered after school, before school, on weekends, during intercessions, or over the summer. Interventions are not a replication of the classroom, but provide additional support using different resources and strategies. The effectiveness of the system of support is frequently monitored and adjustments are made to ensure student success.

The Georgia Department of Education has adopted a Multi-Tiered System of Support (MTSS) which addresses students' academic and behavioral needs.

The National Center on Response to Intervention defines Response to Intervention (RTI) as a system that integrates assessment and interventions within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of the interventions depending on a student's responsiveness.

The RTI multi-level prevention system provides access to increasingly intense levels of instruction and interventions. It includes three levels of intensity or prevention: primary, secondary, and tertiary. These levels are referred to as Tier I, Tier II, and Tier III.

Tier I: The primary prevention level provides high quality standards-based classroom instruction for all students. If less than 80% of the students are successful at this level, school-level teams engage in problem-solving to determine root causes and make adjustments in curriculum and/or instruction. Tier I success is dependent on the use of the following:

- Universal screener data
- Attendance and behavior data
- Clear learning targets
- Evidence-based instructional strategies
- Pervasive use of formative assessments
- Progress monitoring by teachers and by students
- Constructive feedback
- Time and opportunity for adjustments (student and teacher) and additional support within the classroom



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Instruction Standard 9: Provides timely, systematic, data-driven interventions

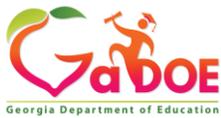
What does this standard look like in practice?

Tier II: The secondary level includes evidence-based intervention(s) of moderate intensity based on multiple data sources that reveal a need for additional support to Tier I. If more than 15% of students are receiving support at Tier II, school-level teams engage in problem-solving to determine root causes and make adjustments at Tier I. Tier II success is dependent on the following:

- Interventions aligned to identified student need(s)
- Individual or flexible small group interventions at the classroom or school level
- Formal, bi-weekly progress monitoring to determine effectiveness of the intervention(s) or to make adjustments

Tier III: The tertiary level is an individual, diagnostic, data-driven instructional problem-solving process where the question about a student expands to include the "why" as well as the "what". At this point appropriate specialists such as school psychologists, behavior specialists, counselors, social workers, and speech-language pathologists participate in the problem-solving process. If more than 10% of students are receiving support at this level, school-level teams engage in problem solving to determine root causes and make adjustments at Tier II. Tier III requires the following:

- Initiation of Student Support Team (SST) process
- Gathering and analyzing information to discover causes for student's difficulties
- Design of individualized interventions
- Formal progress monitoring that occurs weekly



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What do the experts tell us?

A school that focuses exclusively on responding to students who are having difficulty without also developing the capacity of every administrator and teacher to become more effective will fail. The most important resource in every school will continue to be the professionals within it.

Richard DuFour, Rebecca DuFour, Robert Eaker, & Thomas Many
*Learning by Doing: A Handbook for Professional
Learning Communities at Work*

One of the most persistent brutal facts in education is the disconnect between the proclaimed commitment to ensure all students learn and the lack of a thoughtful, coordinated, and systematic response when some students do not learn in spite of the best efforts of their individual classroom teacher.

Richard DuFour & Robert Marzano
*Leaders of Learning: How District, School, and
Classroom Leaders Improve Student Achievement*

We remain resolute in our belief that Response to Intervention (RTI) is our best hope to provide every child with the additional time and support needed to learn at high levels. RTI's underlying premise is that schools should not delay providing help to struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need.

Austin Buffum, Mike Mattos & Chris Weber,
*Simplifying Response to Intervention:
Four Essential Guiding Principles*

When a school creates a plan for systematic interventions, it is able to *guarantee* students that they will be given additional time and support if they struggle, to *guarantee* parents that their children will receive this support in a timely and directive way regardless of the teacher to whom they are assigned, and to *guarantee* individual teachers that they are not alone when it comes to resolving the problems their students may experience. The entire staff realizes that there is a collective and coordinated effort to assist students.

Richard DuFour & Robert Marzano
*Leaders of Learning: How District, School,
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What actions may be taken by the leadership team to achieve this standard?

1. Review the current RTI process used at the school and determine the timeliness, effectiveness, and pitfalls of the interventions at Tier I, Tier II, and Tier III.

Use the following guiding questions to determine effectiveness of the process and interventions:

Tier I Questions:

- Does the universal screener appropriately identify students and deficit skills?
- How is the effectiveness of Tier I interventions determined? Are 80% of students successful in the classroom? What criteria are used to determine this?
- How are Tier I interventions addressed during collaborative teacher meetings?

Tier II Questions:

- How is the effectiveness of Tier II interventions determined? Are more than 15% of the students receiving support at the Tier II level? If so, how are teams engaging in problem-solving solutions for Tier I?
- What is the bi-weekly process for formally monitoring student progress at Tier II?
- How do collaborative teacher meetings support the planning and adjustments for Tier II interventions?

Tier III Questions:

- How do interventions for a student at Tier III increase in frequency and duration? How are the Tier III interventions different than Tier II? Are more than 10% of the students receiving support at Tier III? If so, how are teams engaging in problem-solving solutions for Tier II?
- What is the weekly process for formally monitoring the progress of students at Tier III?

2. Ensure that the school provides and schedules a variety of high-quality interventions that occur before, during, or after school, as well as at other times as deemed appropriate.
3. Work collaboratively with the district to ensure that appropriate human resources such as counselors, social workers, hearing and vision teachers, and psychologist are involved in the planning and follow-through of interventions.
4. Ensure there is effective communication and collaboration between regular education and intervention teachers to meet the needs of identified students.
5. Monitor the impact and effectiveness of interventions at each Tier. Are students achieving at a higher level and/or are graduation rates increasing? Refine interventions based on the analysis of effectiveness.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • There is a written Response to Intervention (RTI) Plan that outlines a process to monitor student progress and provide interventions based on identified needs. • At least eighty percent of students are successful at Tier I. Less than fifteen percent of students are identified for support at Tier II. Less than ten percent of students are identified for support at Tier III. • Quality classroom assessments and school-wide assessments are used to inform student progress. • Teachers use formative and common assessment data to provide just-in-time interventions when students experience challenges in learning. • Teachers collaborate to determine effective strategies to support specific needs. • Professional learning is embedded through collaboration of staff members working to improve student learning. • Opportunities for interventions are communicated with parents. • A schedule for monitoring the impact of interventions is developed collaboratively. • A defined system of support has been developed to address the academic and behavior needs of students. 	<ul style="list-style-type: none"> • School personnel can explain how they work collaboratively to meet the needs of all students. • Students can explain the process of getting additional assistance when they are struggling to master concepts. • Teachers can explain how the curriculum and instruction of the intervention matches participants' instructional needs. • Schools have lower retention rates. • Students have higher pass rates in core academic courses. • The entire school assumes the responsibility of monitoring the results of all students. • Teams of educators work together to determine the best response when students fail to learn. • The entire school celebrates the success of each student's learning. • Content teams have collaboratively created vertical progression, identify pre-requisite skills and knowledge for each course, each unit.



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School Performance Standards

Assessment Standard 1: Uses a balanced system of assessment including diagnostic, formative, and summative to monitor learning and inform instruction

Assessment Standard 3: Uses common assessments to monitor student progress, inform instruction, and improve teacher practices

Assessment Standard 4: Analyzes assessment results to provide feedback to students and to adjust instruction

Assessment Standard 5: Implements assessment practices that provide an accurate indication of student progress on the required standards

Instruction Standard 3: Implements research-based instructional strategies

Instruction Standard 4: Enables students to obtain higher levels of learning through differentiated instruction

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets

Family and Community Engagement Standard 2: Establishes partnerships and decision-making processes that build capacity for family and community engagement and the success of students

Family and Community Engagement Standard 5: Collaborates about available school interventions as well as support strategies that can be used at home to enhance academic achievement

Professional Learning Standard 4: Cultivates collaborative inquiry and learning that enhance individual and collective performance

School Culture Standard 3: Promotes the academic achievement and career readiness of all students



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Georgia Department of Education Resources

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 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.

Performance Standard 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.

Performance Standard 5 Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Standard 6 Assessment Uses: The teacher systematically gathers, analyzes and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 1 Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement.



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Professional Texts

Allensworth, E. M., & Easton, J. Q. (2005). *The On-Track Indicator as a Predictor of High School Graduation*. Chicago, IL: Consortium on Chicago School Research.

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