

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

# SYSTEM FOR EFFECTIVE SCHOOL INSTRUCTION

## A MODEL FOR SCHOOL LEADERS TO BUILD AN EFFECTIVE INSTRUCTIONAL PROGRAM

### Purpose

The onus for having a coherent instructional system lies with the leadership of a school and with the leadership of the district. The System for Effective School Instruction pulls together the Georgia School Performance Standards that are most relevant to assessment, curriculum and instruction and provides a model system intended for use by leaders and/or leadership teams in schools that do not have a system for instruction, or have a system that needs improvement.

DIVISION OF  
SCHOOL & DISTRICT  
**EFFECTIVENESS**  
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Division of School and District Effectiveness  
SDE@doe.k12.ga.us  
<http://tinyURL.com/GaDOESEI>

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As we know, the ultimate success of students in a school is determined by the effectiveness of the instruction throughout the school. Other factors influence student success (e.g., school culture). However, it is the excellence of the teaching/instruction that drives the quality of learning.

A highly effective school leadership team not only hires and develops good instructors; it also has an explicit plan and process for its instructional program. Just as the adopted state content standards tell teachers what students should know and do, the *Georgia School Performance Standards* tell school leaders what effective schools should know and do. In addition to the *Georgia School Performance Standards* that share what schools should know and do, a *Leadership Guide* has been developed to deconstruct each of the school standards, what they look like in practice, what the experts tell us, what leadership teams can do to implement the standards, possible look-fors and evidence, links to Teacher and Leader Performance Standards, and some sample resources for further study.

The *System for Effective School Instruction* pulls together the standards that are most relevant to instruction in a school and puts them into a plan and process for instruction throughout a school. The *Georgia School Performance Standards* and the *Leadership Guide* are “what” effective schools and leaders do; the *System for Effective School Instruction* is “how” they do it (similar to content maps that guide “how” teachers deliver the adopted state content standards to the students).

The adopted state content standards do not dictate how students learn and master the standards; there are different ways that students master the content standards. Similarly, the *Georgia School Performance Standards* do not suggest that all teachers in a school teach the standards exactly the same way. The school standards do recommend that a school have a system firmly in place to guide how teachers plan for instruction, structure the instruction for students, and determine whether instruction was effective for individual students and the school.

The *System for Effective School Instruction* is an example or list of suggestions: it is a “starter” system intended for use by leaders and/or leadership teams in schools that do not have a system for instruction or have a system that needs improvement. The onus for having a coherent instructional system lies with the leadership of a school and with the leadership of the district.

School and district leaders, do your schools have an explicit plan and process for ensuring effective instruction in the building? If not, review the sample plan that

follows to create one that will guide your teachers and your school. If you do have such a plan, review the content below to make improvements in your school plan. Teachers, you may also find the *System for Effective School Instruction* useful since you, too, play a major role in providing coherence in your school's instructional program.

The following page contains a proposed *System for Effective School Instruction* shown graphically. Following the graphic is a more detailed view of each part of the process: descriptions, sample tools, and links to the *Georgia School Performance Standards* and *Leadership Guide*.

- [System for Effective School Instruction webpage](#)
- [System for Effective School Instruction Self-Assessment Checklist](#)
- [Georgia School Performance Standards](#)
- [Leadership Guide](#)

**Disclaimer:**

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

Email [sde@doe.k12.ga.us](mailto:sde@doe.k12.ga.us) to recommend additional resources.

<http://tinyURL.com/GaDOESESI>



Adapted from the W. Edwards Deming Institute

Truly effective teachers do not “wing it.” They don’t merely show up and teach whatever they feel like teaching that day. Instead, they plan for success in their instruction and in their students’ learning. Moreover, these effective teachers plan in teams to make sure **all** students have access to the best instruction. In these teams, good teachers plan what the students should know and do, and determine how their students will show they “know” the content and can “do” a skill or performance task. Strong leaders in effective schools ensure that a collaborative planning process is in place, and they also are engaged in the planning process so that it is understood, followed, and continuously improved upon by all teams and teachers.

**System for Effective School Instruction Self-Assessment Checklist**

Planning Strategies	Sample Tools	Alignment to School Standards
<b>Plan with a Team</b>		
<p><b>Create Collaborative Planning Schedules</b></p> <p>For our purpose, Planning with a Team means participating in a Collaborative Planning Meeting [CPM]. This group of educators meets regularly, shares expertise, and works collaboratively to improve and diversify teaching practices in order to increase academic performance of students. Teachers, instructional coaches, and administrators will meet to discuss and reflect on instructional techniques, lesson designs, and assessment practices.</p> <p>Time for CPMs should be scheduled, and whenever possible, held during the school day. Participation in the CPMs is an expected responsibility, not an optional activity.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How often should collaborative teams meet?</li> <li>• Is there a schedule/calendar established for routine CPM meetings? Is the time protected?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>GaDOE Establish Planning Foundation Standard Operating Process</u></a></li> <li>• <a href="#"><u>GaDOE Sample Instructional Coaches Schedule</u></a></li> <li>• <a href="#"><u>All Things PLC</u></a></li> <li>• <a href="#"><u>Establishing Time for Professional Learning</u></a> (Learning Forward)</li> <li>• <a href="#"><u>GaDOE Sample Elementary Collaborative Planning and Professional Learning Plan</u></a></li> <li>• <a href="#"><u>GaDOE Sample High School Monthly Planner for Collaborative Planning and Professional Learning</u></a></li> <li>• <a href="#"><u>GaDOE School Organizer Calendar</u></a></li> </ul>	<p><b><u>Georgia School Performance Standards</u></b></p> <p><b>Curriculum Standard 1:</b> Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p><b>Leadership Standards 3:</b> Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices</p> <p><b>Leadership Standard 5:</b> Builds leadership capacity through shared decision-making and problem-solving</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>When do colleagues collaborate with each other to reach educational decisions that promote student learning?</li> <li>How often, and for what purposes, will collaborative planning teams meet with administration?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#"><u>GaDOE Master Schedule - High School Exemplar</u></a></li> <li><a href="#"><u>Personalized Professional Development</u></a> (Ed Week Spotlight 2017)</li> <li><a href="#"><u>Professional Learning Communities</u></a> (Ed Week Spotlight 2017)</li> </ul>	
<p><b>Develop and Implement a Collaborative Planning Process</b></p> <p>Effective Leadership teams develop a schoolwide collaborative planning process in which all teachers participate to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impacts student learning.</p> <p>Operational Collaborative Planning Meetings [CPMs] are guided by a set of expectations, collaboratively developed and agreed upon by group member, which address meeting logistics and interactions [norms].</p> <p>In exemplary CPMs, agendas are collaboratively developed in response to group requests, teacher professional learning goals or identified student needs.</p> <p>Initially, facilitator-led CPMs are necessary to establish an effective process. The facilitator will keep discussions respectful, constructive, objective, goal-oriented, and focused on the work of planning instruction and assessing student work.</p>	<ul style="list-style-type: none"> <li>"Best Practice" <a href="#"><u>The Enemy of Better Teaching</u></a> (ASCD)</li> <li><a href="#"><u>Creating Norms</u></a> (Learning Forward)</li> <li><a href="#"><u>Collaboration with Colleagues</u></a> (Phys.org)</li> <li><a href="#"><u>Collaborative Lesson Planning</u></a> (Teaching Channel)</li> <li><a href="#"><u>Collaborative Professional Learning in School; Team Planning and Reporting</u></a> (New Jersey Department of Education)</li> <li><a href="#"><u>Developing a Comprehensive Professional Learning System: A Workbook for State and Districts</u></a> (Learning Forward)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 1:</b> Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p><b>Leadership Standards 3:</b> Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices</p> <p><b>Professional Learning Standard 4:</b> Uses multiple professional learning designs to support the</p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p>After participants practice this model, a team-nominated facilitator from within the collaborative planning team will assume this role.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is collaborative planning essential to increasing student learning?</li> <li>• What are the common characteristics of CPMs, and how are they employed at your school?</li> <li>• What are ways that collaborative teaching can improve student learning?</li> <li>• How do norms enhance the work of CPMs?</li> <li>• How is the agenda for each CPM developed?</li> <li>• Who should lead the CPM?</li> <li>• How can the four critical questions be used to improve instruction at your school? <ul style="list-style-type: none"> <li>1. What do we want students to learn?</li> <li>2. How will we know if they have learned it?</li> <li>3. What do we do if they do not learn it?</li> <li>4. What do we do if they do learn it?</li> </ul> </li> <li>• How are formative and summative assessments significant in determining the goals of collaborative teaching and student learning?</li> <li>• What roles do teachers and the principal play in sustaining effective CPMs?</li> <li>• How often, and for what purposes, will collaborative planning teams meet with administration?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">GaDOE Collaborative Planning Expectations</a></li> <li>• <a href="#">GaDOE Collaborative Planning Meeting Minutes Template</a></li> <li>• <a href="#">GaDOE Collaborative Planning High Impact Practice Rubric</a></li> <li>• <a href="#">GaDOE Co-Teaching in the Classroom: Teacher Tasks Exemplar</a></li> <li>• <a href="#">GaDOE Co-Teaching and LRE Resources</a></li> <li>• <a href="#">GaDOE Co-Teaching Modules</a></li> <li>• <a href="#">GaDOE Plan with a Team Standard Operating Process</a></li> <li>• <a href="#">GaDOE 2016-2017 Principal-to-Principal Webinar #1: Collaborative Planning</a></li> <li>• <a href="#">GaDOE 2015-2016 Principal-to-Principal Webinar #3: PLC's and Research-based Instructional Practices</a></li> <li>• <a href="#">GA FIP Courses:</a> (Access via the SLDS PD tab) <ul style="list-style-type: none"> <li>▪ FP003: Collecting and Documenting Evidence of Student Learning</li> </ul> </li> </ul>	<p>various learning needs of the staff</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>▪ FP006: Leading Formative Instructional Practices</li> <li>• <u>Indicators in Action:</u> <ul style="list-style-type: none"> <li>• Team Agenda</li> <li>• Team Minutes (Indistar)</li> </ul> </li> <li>• <u>Instructional Planning Workbook: Building Strong Teams</u> (Indistar)</li> <li>• <u>Team Planning and Reporting Resources</u> (New Jersey Department of Education)</li> <li>• <u>Team Structure Video Series</u> (Indistar)</li> <li>• <u>The Quest for Mastery</u> (ASCD)</li> <li>• <u>What Works Best in Education: The Politics of Collaborative Expertise</u> (Pearson)</li> <li>• <u>What Is A Professional Learning Community</u> (ASCD)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• Getting Started: Reculturing Schools to Become Professional Learning Communities by Robert Eaker, Richard DuFour &amp; Rebecca DuFour</li> </ul>	

Planning Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#"><u>Professional Learning Communities at Work</u></a> by Richard DuFour</li> </ul>	
<p><b>Determine Purpose and Set Goals</b></p> <p>Effective Collaborative Planning Meetings [CPMs] will establish a clear purpose and goal(s) for each meeting. The purpose should include some aspect of reflecting on teacher practices, examining/refining curriculum documents, discussing student work, or analyzing student data. The established goal(s) will determine implementation expectations and next steps.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How is data analyzed to set the goals for each CPM?</li> <li>• Which data sources are used to determine the focus of each CPM?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>A Case for Collaboration Days</u></a> (Huff Post Education)</li> <li>• <a href="#"><u>All Things PLC Tools and Resources</u></a></li> <li>• <a href="#"><u>GaDOE Establishing Collaborative Planning Purpose Rubric</u></a></li> <li>• <a href="#"><u>Critical Issues for Team Consideration Rubric</u></a> (All Things PLC)</li> <li>• <a href="#"><u>Professional Learning Communities</u></a> (Learning Forward)</li> <li>• <a href="#"><u>PLC Products, Tasks and Time Lines Checklist</u></a> (Solution Tree Press)</li> <li>• <a href="#"><u>Team SMART Goal-Setting Plan Template</u></a> (All Things PLC)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 1:</b> Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p><b>Professional Learning Standard 4:</b> Uses multiple professional learning designs to support the various learning needs of the staff</p> <p><b>Leadership Guide: Curriculum Strand</b></p>
<p><b>Select a Protocol Aligned to Purpose</b></p> <p>Effective Collaborative Planning Meetings [CPMs] should follow a set of parameters and guidelines [protocols] to help keep the discussions focused and productive. Protocols are vehicles for building the skills and culture necessary for collaborative work. Thus, using protocols often allows</p>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Critical Friends Protocol</u></a> (SRI)</li> <li>• <a href="#"><u>Common Formative Assessment Data Team Meeting Protocol</u></a> (Solution Tree Press)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 1:</b> Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum,</p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p>groups to build trust. Protocol selection will vary based on the purpose and goal(s) of the CPMs.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the specific purpose of the CPM?</li> <li>• How do collaborative teams maintain a focus on the purpose of the meeting?</li> <li>• How do protocols enhance the work of CPMs?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Data Analysis Protocol</a> (Solution Tree Press)</li> <li>• <a href="#">Data Walls/Data Rooms: Accountability for All</a> (Mississippi DOE)</li> <li>• <a href="#">Data Protocols</a> (Oakland Unified School District)</li> <li>• <a href="#">Data Walls</a> (Oakland Unified School District)</li> <li>• <a href="#">Developing An Assessment Protocol</a> (Solution Tree Press)</li> <li>• <a href="#">GaDOE Co-Teaching Modules</a></li> <li>• <a href="#">NSRF Protocols and Activities</a></li> <li>• <a href="#">Peeling the Onion: Defining a Dilemma Protocol</a> (SRI)</li> <li>• <a href="#">Results Meeting Protocol</a> (EngageNY)</li> <li>• <a href="#">Protocols</a> (SRI)</li> <li>• <a href="#">Three Levels of Text Protocol</a> (SRI)</li> </ul>	<p>assessment, and instruction</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p><b>Monitor &amp; Provide Feedback for Collaborative Planning Team Improvement</b></p> <p>Effective leaders of learning consistently schedule time to participate in Effective Collaborative Planning Meetings [CPMs] to provide credible, constructive feedback.</p> <p>Providing coaching comments, positive reinforcement and implementing reflective practitioner practices supports the growth of individual participants and positively influences the group's work.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How often will collaborative planning teams meet with administration or instructional coaches to receive feedback?</li> <li>• What are the expectations for participation/ observation of collaborative planning meetings for administrators and/or instructional coaches?</li> <li>• Will feedback be provided to the collaborative team leaders or to the entire team? What is the expected "chain of command" structure?</li> <li>• Why is it important for administrators to attend CPMs?</li> <li>• What makes feedback constructive?</li> <li>• Is feedback frequent and aligned to goals/focus?</li> <li>• How is the impact of collaboration on staff practices monitored?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">10 Coaching Questions That Work In Any Conversation</a> (Keith Rosen)</li> <li>• <a href="#">All Things PLC Tools and Resources</a> <ul style="list-style-type: none"> <li>* <a href="#">Team Feedback Sheet</a></li> </ul> </li> <li>• <a href="#">Critical Issues for Team Consideration Checklist</a> (Learning by Doing)</li> <li>• <a href="#">Feedback Principles</a> (SRI)</li> <li>• <a href="#">Feedback Provided During Protocols</a> (SRI)</li> <li>• <a href="#">GaDOE Collaborative Planning Self-Assessment</a></li> <li>• <a href="#">GaDOE Monitor Planning Teams Process</a></li> <li>• <a href="#">GaDOE Questions for Monitoring CPMs</a></li> <li>• <a href="#">GA FIP Course FP006: Leading Formative Instructional Practices</a> (Access via the SLDS PD tab)</li> <li>• <a href="#">Giving Teachers the Feedback and Support They Deserve</a> (Education First)</li> <li>• <a href="#">Instructional Practice Coaching Guide</a> (Achieve the Core)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 1:</b> Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p><b>Leadership Standard 2:</b> Initiates and manages change to improve staff performance and student learning</p> <p><b>Professional Learning Standard 2:</b> Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance</p> <p><b>Professional Learning Standard 6:</b> Monitors and evaluates the impact of professional learning on staff practices and student learning</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">Survey on Team Norms</a> (All Things PLC)</li> <li>• <a href="#">What Is A Coaching Conversation</a> (Opening the Door to Coaching Conversations Ch.1)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning</a> by Pam Robbins - <a href="#">Peer Coaching Study Guide</a></li> <li>• <a href="#">Coaching Conversations; Transforming Your School One Conversation at a Time</a> by Linda Gross Cheliotes &amp; Marceta Fleming Reilly</li> </ul>	

## Identify What Students Should Know and Do

<p><b>Use Approved Georgia Standards</b></p> <p><b>Grade Level and Content Standards</b></p> <p>All instructional documents and materials are required to utilize the grade level or content area standards approved by the Georgia Department of Education. The approved standards provide clear expectations for instruction, assessment, and student work. They define the level of</p>	<ul style="list-style-type: none"> <li>• <a href="#">GeorgiaStandards.org</a></li> <li>• <a href="#">ELL Standards</a> (WIDA)</li> <li>• <a href="#">GaDOE AP Information for Schools</a></li> <li>• <a href="#">GaDOE Career Clusters/Pathways</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Curriculum Standard 3:</b> Uses a process to review curriculum</p>
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Planning Strategies	Sample Tools	Alignment to School Standards
<p>work that demonstrates mastery of the standards.</p> <p><b>Content Area Literacy Standards</b> Literacy instruction is the responsibility of all educators -- regardless of the content. Learning in any subject area requires the use of language; therefore, reading and writing are used as tools for learning that subject area.</p> <p><b>The Three Big Shifts in Literacy for Social Studies, Science, and Technical Subjects:</b></p> <ul style="list-style-type: none"> <li>• Building knowledge through reading content-rich nonfiction</li> <li>• Reading, writing, and speaking grounded in evidence from text</li> <li>• Regular practice with complex text and its academic vocabulary</li> </ul> <p><b>The Three Big Shifts in Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Greater focus on fewer topics</li> <li>• Coherence: Linking topics and thinking across grades</li> <li>• Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What standards and lesson objectives will be taught?</li> <li>• What process is used to determine the students have mastered the standards and skills?</li> <li>• What should students know and be able to do?</li> <li>• What is the enduring understanding?</li> <li>• What knowledge and skills should students master?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">GaDOE Curriculum &amp; Instruction</a></li> <li>• <a href="#">GaDOE ELA Ga. Standards of Excellence (GSE)</a></li> <li>• <a href="#">GaDOE Fine Arts Ga. Standards of Excellence (GSE)</a></li> <li>• <a href="#">GaDOE Math Ga. Standards of Excellence (GSE)</a></li> <li>• <a href="#">GaDOE Science Ga. Standards of Excellence (GSE)</a></li> <li>• <a href="#">GaDOE Social Studies Ga. Standards of Excellence (GSE)</a></li> <li>• <a href="#">GaDOE ESOL</a></li> <li>• <a href="#">Georgia K-5 Mathematics Support Wiki Space</a></li> <li>• <a href="#">Implementing Standards of Mathematical Practice Teacher Planning Rubric</a> (Institute for Advanced Study)</li> <li>• <a href="#">Georgia Literacy in History/Social Studies, Science, and Technical Subjects Standards</a> <ul style="list-style-type: none"> <li>• <a href="#">6-8th Grade Literacy in History/Social Studies,</a></li> </ul> </li> </ul>	<p>documents to ensure alignment to the intent and rigor of the standards and revise as needed</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
	<p><u><a href="#">Science, and Technical Subjects CCGPS</a></u></p> <ul style="list-style-type: none"> <li>• <u><a href="#">9-10th Grade Literacy in History/Social Studies, Science, and Technical Subjects CCGPS</a></u></li> <li>• <u><a href="#">11-12th Grade Literacy in History/Social Studies, Science, and Technical Subjects CCGPS</a></u></li> <li>• <u><a href="#">SEDL K-12 Standards Implementation Videos</a></u></li> </ul>	
<p><b>Plan with the End in Mind</b></p> <p>Before creating instructional documents, teachers and leaders should deconstruct the appropriate approved standards to assure all teacher are aware of, and agree upon, the intent and rigor of each standard.</p> <p>The process for backwards design includes:</p> <ul style="list-style-type: none"> <li>• Identify the appropriate Georgia content standards</li> <li>• Deconstruct the content standards</li> <li>• Identify and clarify learning targets for teachers and students based on the required skills and concepts</li> <li>• Use learning targets to guide the creation of assessments and assignments</li> <li>• Identify appropriate resources</li> <li>• Determine acceptable evidence and criteria for mastery</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What process is used to deconstruct the approved standards?</li> </ul>	<ul style="list-style-type: none"> <li>• <u><a href="#">GaDOE Deconstructing the Georgia Standards of Excellence 5-Step Protocol</a></u> Word template <ul style="list-style-type: none"> <li>▪ <u><a href="#">ELA 9-10 Exemplar</a></u></li> <li>▪ <u><a href="#">ELA Gr 6 Exemplar</a></u></li> <li>▪ <u><a href="#">Math Gr 6 Exemplar</a></u></li> </ul> </li> <li>• <u><a href="#">GaDOE Develop Shared Understanding of Standards Process</a></u></li> <li>• <u><a href="#">Georgia Milestones Achievement Level Descriptors</a></u></li> <li>• <u><a href="#">How To Teach Math, Georgia K-5 Resources</a></u></li> <li>• <u><a href="#">Instructional Planning Workbook</a></u> (Indistar)</li> <li>• <u><a href="#">Instruction: Preparation Video</a></u></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Instruction Standard 3:</b> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p><b>Leadership Guide: Assessment Strand</b></p> <p><b>Leadership Guide: Curriculum Strand</b></p> <p><b>Leadership Guide: Instruction Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>How does "beginning with the end in mind" guide collaborative planning?</li> </ul>	<p><u>Series</u> (Indistar)</p> <ul style="list-style-type: none"> <li><u>Mathematics Curriculum Review Rubric</u> (GaDOE Wiki)</li> <li><u>Resources Toolkit for New Teachers</u> (Edutopia)</li> <li>SE Comprehensive Center CCSS Videos             <ol style="list-style-type: none"> <li><u>ELA</u></li> <li><u>Mathematics K-12</u></li> </ol> </li> </ul>	
<p><b>Write Course/Grade Syllabus</b></p> <p>The syllabus is a "contract between teachers and their students, designed to answer students' questions about a course, as well as inform them about what will happen should they fail to meet course expectations.</p> <p>The syllabus ensures a fair and impartial understanding between the teacher and students such that there is minimal confusion on policies relating to the course, setting clear expectations of material to be learned, behavior in the classroom, and the effort expected on the student's behalf. The syllabus provides a roadmap of the course.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>What purposes are served by developing course or grade-level syllabi?</li> <li>How do syllabi enhance communication with students and parents?</li> </ul>	<ul style="list-style-type: none"> <li><u>How to Write a Syllabus</u> (Cult of Pedagogy)</li> <li><u>Syllabus Example</u> (University of Hawaii)</li> <li><u>How to Write a Syllabus</u> (WikiHow)</li> <li><u>Writing a Syllabus</u> (Cornell University)</li> <li><u>Parents' Guide to Student Success</u> (National PTA)</li> <li><u>Preparing a Syllabus: Checklist</u> (The teaching Center)</li> <li><u>Syllabus Template</u> (Education World)</li> </ul>	<p><u><a href="#">Georgia School Performance Standards</a></u></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>• Why should syllabi be reviewed and revised prior to the beginning of each course or grade?</li> </ul>		
<p><b>Create Learning Targets</b></p> <p>Learning targets frame a lesson from the student point of view. A learning target helps students grasp the lesson's purpose-- why it is crucial to learn this chunk of information, on this day, and in this way. Learning targets written in a student friendly way are often posted beginning with the words "I CAN..."</p> <p>Learning targets should clearly state what you expect students to know, understand and/or be able to do at the end of the lesson. This is called the "Learning Intention". Learning targets are written using observable, measurable actions and should align with the content standards identified. This component is called the "Success Criteria".</p> <p><b>Types of Learning Targets:</b></p> <ol style="list-style-type: none"> <li>1. Content Knowledge</li> <li>2. Strategy Development</li> <li>3. Thinking/Reasoning Development</li> <li>4. Procedural</li> <li>5. Investigative or Inquiry</li> <li>6. Reflective</li> <li>7. Skills</li> <li>8. Product</li> </ol> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• As a result of today's lesson, what should students know and be able to do?</li> <li>• Why is it important that students achieve this new learning – what will</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Clear Learning Goals Set Student Up For Success</a> (Marzano Center)</li> <li>• <a href="#">Deconstructing Standards Practice; Developing Learning Targets</a> (Educational Impact)</li> <li>• <a href="#">GaDOE Setting Learning Targets</a> (Video and PPT)</li> <li>• <a href="#">GA FIP Course FP002: Creating &amp; Using Clear Learning Targets</a> (Access via the SLDS PD tab)</li> <li>• <a href="#">GA FIP Courses: Creating Clear Learning Targets for ELA</a> (Access via the SLDS PD tab) <ul style="list-style-type: none"> <li>▪ FP1008 - ES</li> <li>▪ FP1009 - MS</li> <li>▪ FP1010 - HS</li> </ul> </li> <li>• <a href="#">GA FIP Course: Creating Clear Learning Targets for Math</a> (Access via the SLDS PD tab) <ul style="list-style-type: none"> <li>▪ FP1011 - ES</li> <li>▪ FP1012 - MS</li> <li>▪ FP1013 - HS</li> </ul> </li> <li>• <a href="#">Guide for Effective Learning Targets</a> (Fairfield-Suisun Unified School District)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Instruction Standard 3:</b> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Leadership Guide: Instruction Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p>they be able to do as a result of this new learning?</p> <ul style="list-style-type: none"> <li>• How is the learning target meaningful and relevant beyond the specific task/activity? Does it relate to the content standards?</li> <li>• Is the task or activity aligned with the learning target?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Know Your Learning Targets</a> (ASCD)</li> <li>• <a href="#">Sharing Learning Targets and Criteria for Success</a> (ASCD)</li> <li>• <a href="#">The Do's and Don'ts of Learning Targets</a> (iWalkthrough)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Learning Targets: Helping Students Aim for Understanding In Today's Lesson</a> by Connie Moss &amp; Susan Brookhart</li> <li>• <a href="#">Visible Learning for Teachers: Maximizing Impact on Learning</a> by John Hattie</li> </ul>	
<h3>Identify Key Vocabulary</h3> <p>The Literacy Standards for all content areas stress the need to provide direct and explicit instruction for academic vocabulary. In order to provide explicit instruction, teacher teams must identify the key vocabulary within the standards and instructional units that will lead to increased comprehension.</p> <p>Isabel Beck categorizes vocabulary into three tiers:</p> <ul style="list-style-type: none"> <li>• <b>Tier 1 Words:</b> Consists of basic vocabulary, or the more common words most children will know. They</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Attributes of Effective Explicit Vocabulary Instruction</a> (Iowa Reading Research Center)</li> <li>• <a href="#">Effective Vocabulary Instruction; Five Best Practices for Teachers</a> (Flocabulary)</li> <li>• <a href="#">GaDOE ELA Standards Glossary</a></li> <li>• <a href="#">GaDOE K-12 Mathematics Glossary</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p>include high-frequency words and usually are not multiple meaning words.</p> <ul style="list-style-type: none"> <li>• <b>Tier 2 Words:</b> Less familiar, yet useful vocabulary found in written text and shared between the teacher and student in conversation. The words are sometimes referred to as "general academic words". Sometimes they are referred to as "rich vocabulary". These words are more precise or subtle forms of familiar words and include multiple meaning words. Tier 2 words are found across a variety of domains.</li> <li>• <b>Tier 3 Words:</b> Are critical to understanding the concepts of the content taught in schools. Generally, they have low frequency use and are limited to specific knowledge domains. They are best learned when teaching specific content lessons, and tend to be more common in informational text.</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What key content-specific vocabulary should be taught and how?</li> <li>• Why focus on vocabulary instruction?</li> <li>• What is academic vocabulary and why is it important?</li> <li>• What does effective vocabulary instruction look like?</li> <li>• How are reading comprehension and vocabulary linked?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Modules: <ul style="list-style-type: none"> <li>• <a href="#">Teaching Technical Vocabulary</a></li> <li>• <a href="#">Understanding Vocabulary Instruction</a></li> <li>• <a href="#">Academic Language</a> (Comprehensive Reading Solutions)</li> </ul> </li> <li>• <a href="#">Introducing New Word</a> (ESU6 Wiki Space)</li> <li>• <a href="#">Marzano's 6 Step Process for Vocabulary Instruction</a></li> <li>• <a href="#">Teaching Vocabulary</a> (Reading Rockets)</li> <li>• <a href="#">The Importance of Word Choice in Explicit Vocabulary Instruction</a> (Iowa Reading Research Center)</li> <li>• <a href="#">Top 10 Characteristics of Effective Vocabulary Instruction</a> (TeachThought)</li> <li>• <a href="#">Vocabulary Instruction: Videos and Resources</a> (ACPS PL)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and</a></li> </ul>	<p><b>Leadership Guide: Instruction Strand</b></p>

<b>Planning Strategies</b>	<b>Sample Tools</b>	<b>Alignment to School Standards</b>
	<p><u><a href="#">Listening</a></u> by Heidi Hayes Jacobs</p> <ul style="list-style-type: none"> <li>• <u><a href="#">Bringing Words to Life, Second Edition: Robust Vocabulary Instruction</a></u> by Isabel Beck</li> </ul>	

## Determine How Students Will Show They Know and Can Do

<p><b>Develop Common Summative Assessments</b></p> <p>A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or at the end of the course. Evaluative criteria should be incorporated to assess student learning. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Georgia Standards of Excellence.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the evaluative criteria (or rubric) and how do they measure student proficiency for your objectives?</li> <li>• Are the assessments aligned with approved standards and learning targets?</li> </ul>	<ul style="list-style-type: none"> <li>• <u><a href="#">Assessment Design Tool Kit</a></u> (The Center on Standards &amp; Assessment Implementation)</li> <li>• <u><a href="#">Assessment Training Institute</a></u></li> <li>• <u><a href="#">Classroom Assessments Video Series</a></u> (Indistar)</li> <li>• <u><a href="#">GaDOE GOFAR</a></u></li> <li>• <u><a href="#">GA FIP 9-Course Series: Designing Sound Assessments</a></u> (Access via SLDS PD Tab)</li> <li>• <u><a href="#">Georgia Milestones Assessment System</a></u></li> <li>• <u><a href="#">GaDOE Understanding and Using Constructed Response Items</a></u></li> <li>• <u><a href="#">Instruction: Preparation Video Series</a></u> (Indistar)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Assessment Standard 1:</b> Aligns assessments with the required curriculum standards</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p><b>Leadership Guide: Assessment Strand</b></p> <p><b>Leadership Guide: Curriculum Strand</b></p>
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Planning Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">Partnership for Assessment of Readiness for College and Careers (PARCC)</a></li> <li>• <a href="#">Smarter Balanced Assessment Consortium</a></li> </ul>	
<p><b>Create Common Formative Assessments</b></p> <p>A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Formative assessments should align to the rigor of the Georgia Standards of Excellence and the corresponding summative assessment. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and failures.</p> <p>Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification.</p> <p>Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/posttests, portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, teacher commentary and feedback.</p>	<ul style="list-style-type: none"> <li>• <a href="#">50 Preassessment Strategies</a> (Regier Educational Resources)</li> <li>• <a href="#">56 Different Examples of Formative Assessment PPT.</a> (New Visions for Public Schools)</li> <li>• <a href="#">60 Formative Assessment Strategies: Book 2</a> (Regier Educational Resources)</li> <li>• <a href="#">Examples of Formative Assessments</a> (West Virginia DOE)</li> <li>• <a href="#">Georgia FIP Course FP1060: Implementing Evidence-based Grading</a> (Access via SLDS PD Tab)</li> <li>• <a href="#">GaDOE Georgia Online Formative Assessment Resources (GOFAR)</a></li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Assessment Standard 1:</b> Aligns assessments with the required curriculum standards</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p><a href="#"><b>Leadership Guide: Assessment Strand</b></a></p> <p><a href="#"><b>Leadership Guide: Curriculum Strand</b></a></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How will students demonstrate their understanding?</li> <li>• Why should there be more than one form of assessment for students?</li> <li>• In what ways will student learning be monitored during the lesson and how will this guide your instruction?</li> <li>• How will feedback support students meeting the goals of the lesson?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">GaDOE Mathematics Formative Assessment Lesson Webinar video</a></li> <li>• <a href="#">GaDOE Mathematics Formative Assessment Lessons Videos</a></li> <li>• <a href="#">Ga. Standards of Excellence (GSO) Mathematics</a> – Formative assessment lessons embedded within K-12 unit frameworks</li> <li>• <a href="#">Illustrative Mathematics</a></li> <li>• <a href="#">Implementation Rubric: Data-Driven Instruction &amp; Assessment (TNTP)</a></li> <li>• <a href="#">Number Talks Resources</a> (GaDOE Mathematics Wiki)</li> <li>• <a href="#">Partnership for Assessment of Readiness for College and Careers (PARCC)</a></li> <li>• <a href="#">Seven Strategies of Assessment for Learning</a></li> <li>• <a href="#">Teacher-Made Assessments</a></li> </ul>	

Planning Strategies	Sample Tools	Alignment to School Standards
<p><b>Craft Standards-Based Performance Tasks, including a Rubric or Scoring Guide</b></p> <p>A <b>Performance Task</b> is an assessment activity that requires a student to demonstrate his or her achievement of a learning target by producing a specific product (Nitko, 2001).</p> <p>Performance Tasks require students to:</p> <ul style="list-style-type: none"> <li>• Create their responses to demonstrate their thinking</li> <li>• Organize, interpret, evaluate, or synthesize information stored in long-term memory to solve a new problem</li> <li>• Draw a conclusion or make a generalization and support it with evidence such as writing or illustrating to show depth of knowledge</li> <li>• Work independently (Newmann, Bryk, Nagaoka, 2001)</li> </ul> <p>A performance task may be a formative or summative assessment that checks for student understanding/ misunderstanding and or progress toward the standards/learning goals at different points during a unit of instruction.</p> <p>Performance tasks involve the application of knowledge and skills rather than recall and result in tangible products or observable performances. They involve meaning making, encourage self-evaluation and revision, require judgment to score and are evaluated using predetermined criteria (rubrics).</p> <p><b>A rubric</b> is based on a continuum of performance quality and a scale of different possible score points. A rubric identifies the following:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Assessment Rubrics</a> (Exemplars K-12)</li> <li>• <a href="#">Learning Assessments and Tasks</a> (Biting Into the Core)</li> <li>• <a href="#">GaDOE Mathematics Effective Instructional Practices Guide</a></li> <li>• <a href="#">GaDOE Eliciting Evidence of Student Learning Resources</a></li> <li>• <a href="#">GaDOE Selecting evidence-based practices</a> (Video)</li> <li>• <b>GA FIP Courses:</b> <ul style="list-style-type: none"> <li>▪ FP41051 Creating &amp; Using Rubrics</li> <li>▪ FP41052 Master Rubrics</li> <li>▪ FP1056 Creating &amp; Using Performance Assessments (Access via SLDS PD Tab)</li> </ul> </li> <li>• <a href="#">Inside Mathematics Performance Assessment Tasks</a></li> <li>• <a href="#">Mathematics Assessment Project</a> (MARS)</li> <li>• <a href="#">PALM: Performance Assessment Links in Math</a></li> <li>• <a href="#">Performance Assessment Links in Science</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Assessment Standard 1:</b> Aligns assessments with the required curriculum standards</p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p><b>Assessment Standard 5:</b> Implements grading practices that provide an accurate indication of student progress on the required standards</p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p>

Planning Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>Shows levels of quality</li> <li>Communicates standards</li> <li>Tells students expectations for assessment task</li> <li>Includes dimensions (criteria), indicators and a rating scale.</li> <li>Is NOT a checklist (yes or no answers)</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>What is the purpose of incorporating a performance task within units?</li> <li>Why are rubrics a critical component to include in performance tasks?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Reading and Writing Project Performance tasks</a></li> <li><a href="#">Rubistar Rubric Maker</a></li> <li><a href="#">Teacher's Guide to Performance Based Learning and Assessment Ch.1</a></li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li><a href="#">Rigor is NOT a Four Letter Word</a> by Barbara Blackburn</li> <li><a href="#">Writing Pathways</a> by Lucy Calkins</li> </ul>	<p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Assessment Strand</b></p> <p><b>Leadership Guide: Curriculum Strand</b></p> <p><b>Leadership Guide: Instruction Strand</b></p>

## Use Planning Tools For Instruction

<p><b>Use Approved Georgia Curriculum Documents</b></p> <p><b>Curriculum frameworks</b> are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the Georgia Standards of Excellence (GSE). They may provide Enduring Understandings, Essential Questions, tasks/activities, culminating tasks, rubrics, and resources for the units.</p> <p>A <b>curriculum map</b> provides an outline of the course content by units and may provide a suggested time schedule for each unit.</p> <p>A <b>pacing guide</b> is sometimes referred to as a curriculum map, scope and sequence, standards schedule, instructional</p>	<ul style="list-style-type: none"> <li><a href="#">GaDOE Curriculum and Instruction Webpage</a></li> <li><a href="#">GaDOE Teaching and Learning Webpage</a></li> <li><a href="#">Georgia Standards Home Page</a></li> <li><a href="#">GaDOE Literacy Standards for Science, History/SS, and Technical Subjects</a></li> <li><a href="#">GaDOE Use Tools and Resources to Plan for Instruction Process</a></li> <li><a href="#">Ga. Milestones Achievement Level Descriptors</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 1:</b> Uses systematic collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction</p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Leadership Guide: Curriculum Strand</b></p>
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Planning Strategies	Sample Tools	Alignment to School Standards
<p>calendar, or road map. It is specific to a particular content area and level and details when particular content standards should be taught and assessed. While still offering teachers flexibility on how to teach, its integration with common assessments is crucial to judging student progress.</p> <p><b>The Georgia Teacher Guidance Documents</b> provide content area teachers with the skills and concepts students should know and do related to each standard. Recommended teaching strategies and performance tasks are included, along with recommended vocabulary for teaching and learning.</p> <p><b>The Literacy Standards for Science, History/ Social Studies and Technical Subjects</b> provide non-ELA content area teachers in grades 6-12 with the required literacy standards in their subject area. Though content area teachers are not required to teach reading in their subject areas, they are required to meet the demands of these standards and the shifts in literacy education.</p> <p><b>The Three Big Shifts in Literacy for Social Studies, Science, and Technical Subjects:</b></p> <ul style="list-style-type: none"> <li>• Building knowledge through reading content-rich nonfiction</li> <li>• Reading, writing, and speaking grounded in evidence from text</li> <li>• Regular practice with complex text and its academic vocabulary</li> </ul> <p><b>The Three Big Shifts in Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Greater focus on fewer topics</li> <li>• Coherence: Linking topics and thinking across grades</li> <li>• Rigor: Pursue conceptual understanding, procedural skills and</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Georgia Virtual Learning Resources</a></li> <li>• <a href="#">Georgia Standards of Excellence</a></li> <li>• <a href="#">Curriculum Document Examples</a> (Troup Co. Schools)</li> <li>• <a href="#">ELL WIDA Standards</a></li> <li>• <a href="#">Georgia CTAE Resource Network</a></li> <li>• <a href="#">GPB Education: News, Resources and Video Library for Georgia Educators</a></li> <li>• <a href="#">Standards for Mathematical Practice</a></li> <li>• <a href="#">Implementing Standards for Mathematical Practice</a></li> <li>• <a href="#">Common Core Literacy Standards Appendix B – Text Exemplars and sample performance tasks for ELA, Sci, SS/History and CTAE</a></li> <li>• <a href="#">Curriculum Guides</a> (Atlanta Public Schools)</li> </ul>	

Planning Strategies	Sample Tools	Alignment to School Standards
<p>fluency, and application with equal intensity</p> <p><b>The 8 Standards for Mathematical Practice</b></p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		
<p><b>Study the Course Assessment Guides</b></p> <p><b>The Georgia Milestones</b> Course Assessment Guides are provided to acquaint Georgia educators and other stakeholders with the structure and content assessed on the End of Course (EOC) or End of Grade (EOG) measures.</p> <p><b>ACCESS for ELLs</b> is administered annually to all English learners in Georgia. ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English.</p> <p><b>The Georgia Alternative Assessment (GAA)</b> is a portfolio of student work that enables the demonstration of achievement and progress relative to selected skills that are aligned to the Georgia curriculum. The portfolio is used to capture student learning and achievement/progress in four content areas: English/Language Arts,</p>	<ul style="list-style-type: none"> <li>• <a href="#">GaDOE Testing Resources</a></li> <li>• <a href="#">Georgia Milestones End-of-Course (EOC) Assessment Guides</a></li> <li>• <a href="#">Georgia Milestones End-of-Course (EOC) Resources</a></li> <li>• <a href="#">Georgia Milestones End-of-Grade (EOG) Assessment Guides</a></li> <li>• <a href="#">Georgia Milestones End-of-Grade (EOG) Resources</a></li> <li>• <a href="#">GaDOE ACCESS Test for ELL's</a></li> <li>• <a href="#">GaDOE GAA Assessment Webpage</a></li> <li>• <a href="#">GaDOE Kindergarten Inventory of</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Assessment Standard 1:</b> Aligns assessments with the required curriculum standards</p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p><b>Leadership Guide: Assessment Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p>Mathematics, Science, and Social Studies.</p> <p><b>The Georgia Kindergarten Inventory of Developing Skills (GKIDS)</b> is a year-long, performance-based assessment aligned to the state mandated content standards.</p> <p><b>The End of Pathways Assessments (EOPA)</b> are a measurement mechanism to ascertain the level of technical skill attainment on behalf of CTAE career pathway completers.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How can the assessment guides be used in collaborative planning?</li> </ul>	<p><u><a href="#">Developing Skills (GKIDS)</a></u></p> <ul style="list-style-type: none"> <li>• <u><a href="#">GaDOE Georgia's Technical Skill Attainment Inventory</a></u></li> </ul>	
<p><b>Develop Unit Plans</b></p> <p>A unit plan continues the mapping process that you began with your long-term plan, or pacing guide. Just as your long-term plan sets out the goals and pacing for the whole year or block semester, your unit plan sets out your short-term goals and pacing. Unit planning provides you with a sense of direction and organization within a particular timeframe.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How does collaborative unit planning impact instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• <u><a href="#">Aligned Instruction Video Series</a></u> (Indistar)</li> <li>• <u><a href="#">Common Core Standards for Literacy Appendix B</a></u> (Common Core State Standards Initiative) Text Exemplars and sample performance tasks for ELA, Science, Social Studies and CTAE</li> <li>• <u><a href="#">CTAE Resource Network</a></u></li> <li>• <u><a href="#">Designing Effective Unit Plans</a></u> (Houston Independent School District)</li> <li>• <u><a href="#">GaDOE CTAE Webpage</a></u></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 1:</b> Uses systematic collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction</p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">GaDOE Curriculum and Instruction Webpage</a></li> <li>• <a href="#">GaDOE STEM Frameworks of Instruction</a></li> <li>• <a href="#">Indicators in Action:</a> (Indistar) <ul style="list-style-type: none"> <li>- Unit Plan Examples</li> <li>- Defining Units of Instruction</li> <li>- Aligning Units to Standards</li> </ul> </li> <li>• <a href="#">Instructional Planning Workbook</a> (Indistar)</li> <li>• <a href="#">Instruction: Preparation Video Series</a> (Indistar)</li> <li>• <a href="#">GaDOE Literacy Design Collaborative Instructional Modules</a></li> <li>• <a href="#">Mathematics Design Collaborative (MDC)</a> (6-12 course outlines and videos by Bill &amp; Melinda Gates Foundation)</li> <li>• <a href="#">NZMaths: Unit Plans</a> (New Zealand Math)</li> <li>• <a href="#">Understanding by Design Framework</a> (ASCD)</li> <li>• <a href="#">Understanding by Design (UbD)</a></li> </ul>	

Planning Strategies	Sample Tools	Alignment to School Standards
	<p><u>Resources</u> (Jay McTighe &amp; Associates)</p> <ul style="list-style-type: none"> <li>• <u>UbD Websites for content areas</u> (Jay McTighe &amp; Associates)</li> </ul>	
<p><b>Implement Schoolwide Instructional Frameworks</b></p> <p>Leadership Teams should select or create schoolwide Instructional Frameworks that provide a structure to assist teachers in designing and delivering effective instruction.</p> <p>Instructional Frameworks can include both the expectations for teachers and for students during each part of the lesson. Displaying a graphic of the framework pervasively throughout the building will ensure all expectations are communicated to all stakeholders.</p> <p>The Instructional Framework should explicitly state the expected lesson components that all content area teachers are responsible for including in daily lessons.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the expectations for lesson delivery for all content area teachers?</li> <li>• What does the data show as areas of weakness in instructional delivery across all contents? How can the Instructional Framework address these concerns?</li> <li>• What are the responsibilities for teachers and for students during each component of the lesson?</li> </ul>	<ul style="list-style-type: none"> <li>• <u>GaDOE Standards-based Classroom Instructional Frameworks:</u> <ul style="list-style-type: none"> <li>▪ <u>ELA</u> <ul style="list-style-type: none"> <li>▪ <u>Pervasive Lesson Practices in ELA</u></li> </ul> </li> <li>▪ <u>Mathematics</u></li> <li>▪ <u>Social Studies</u></li> <li>▪ <u>Science</u></li> <li>▪ <u>Electives</u></li> </ul> </li> <li>• <u>GaDOE Instructional Delivery Standard Operating Process</u></li> <li>• <u>Insight Core Framework Rubric</u> (Insight Education Grout)</li> <li>• <u>Instructional Framework Resources</u> (The High School of Global Citizenship)</li> <li>• <u>Jobs for the Future Common Instructional Framework</u></li> <li>• <u>Lesson Design Framework</u> (The College of St. Scholastica)</li> <li>• <u>STEM Frameworks of Instruction</u></li> </ul>	<p><u><a href="#">Georgia School Performance Standards</a></u></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Instruction Standards 1:</b> Provides a supportive and well-managed environment conducive to learning</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Leadership Standard 3:</b> Uses systems to ensure effective implementation of curriculum, assessment, instruction and professional learning practices</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p><b>Compile Learner Profiles/ Class Profiles</b></p> <p>A comprehensive learner profile includes readiness data, information on student interests, learning preferences and styles, and differences related to gender, culture and personality. It could include information on student learning strengths, needs, and types of support both required (RTI/SST/IEP/504) and that have been successful in the past.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Who are the students in the class with learning challenges and what are they? (writing, reading, speaking, etc.)?</li> <li>• What are appropriate accommodations or adaptations that can be made in instructional strategies, learning tasks, or assessments to support these learners during the lesson?</li> <li>• If known, what accommodations are required for students under an IEP, RTI, SST, or 504 plan?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">21st Century Icebreakers: 10 Ways to Get to Know Your Students with Technology</a> (Teachers With Apps)</li> <li>• <a href="#">GaDOE Disability Specific Webinars</a></li> <li>• <a href="#">GaDOE Foundations of Algebra Placement Resources</a>: GloSS/IKAN Diagnostic Screener Implementation</li> <li>• <a href="#">GaDOE Lexile Framework for Reading</a></li> <li>• <a href="#">GADOE Statewide Longitudinal Data System (SLDS)</a></li> <li>• <a href="#">GaDOE Response to Intervention (RTI) Resources</a></li> <li>• <a href="#">Helping All Learners: Learning Profile</a> (EL Education)           <ul style="list-style-type: none"> <li>* <a href="#">Learner Profile .pdf</a></li> </ul> </li> <li>• <a href="#">How Learning Profiles Can Strengthen Your Teaching</a> (Edutopia)</li> <li>• <a href="#">Indicators in Action:</a> <ul style="list-style-type: none"> <li>- <a href="#">Class Progress Chart</a></li> <li>- <a href="#">Student Learning Plan</a></li> <li>- <a href="#">Student Learning Report</a></li> </ul> </li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p><b>Assessment Standard 4:</b> Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p><b>Leadership Guide: Assessment Strand</b></p>

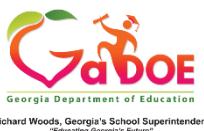
Planning Strategies	Sample Tools	Alignment to School Standards
<p><b>Create Lesson Plans Following the School's Instructional Framework</b></p> <p>A lesson plan is a detailed, step-by-step guide that outlines the teacher's objectives for what the students will accomplish that day.</p> <p>Effective lesson plans include student learning targets, pre-planned rigorous questions, intended instructional strategies, a list of required materials, and an assessment strategy to measure student learning.</p> <p>Schoolwide lesson plan templates should align with the established Instructional Framework. This alignment will ensure all teachers are following the expectations set forth by the leadership team.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How does collaborative lesson planning impact instruction?</li> <li>• How does collaborative lesson planning increase student learning?</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Student Profile</a> (Indistar)</li> <li>• <a href="#">Instructional Planning Workbook</a> (Indistar)</li> <li>• <a href="#">Know Your Students As Learners</a> (ASCD)</li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Assessment Standard 1:</b> Aligns assessments with the required curriculum standards</p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Leadership Guide: Assessment Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#"><u>Illustrative Mathematics</u></a> lesson plans and assessment tasks</li> <li>• <a href="#"><u>Increasing Rigor Throughout the Lesson</u></a> (EngageNY)</li> <li>• <a href="#"><u>Indicators in Action:</u></a> <ol style="list-style-type: none"> <li>1. <a href="#"><u>Learning Plan Grid</u></a></li> <li>2. <a href="#"><u>Whole Class Instruction Weekly Outline Template</u></a> (Indistar)</li> </ol> </li> <li>• <a href="#"><u>Innovation in Teaching – Beyond the Textbook Exemplary Lesson Plans</u></a> (GOSA)</li> <li>• <a href="#"><u>Lesson Plan Template and Completed Example</u></a> (Baltimore City Schools)</li> <li>• <a href="#"><u>Lesson Plan Template</u></a> (Teacher Planet)</li> <li>• <a href="#"><u>Lesson Plan Templates</u></a> (K12 Reader)</li> <li>• <a href="#"><u>Lesson Plan Template</u></a> (University of Chicago)</li> <li>• <a href="#"><u>The Master Teacher Project</u></a> (Better Lessons)</li> <li>• <a href="#"><u>Classroom Challenges Formative Assessment Lessons</u></a> (Mathematics Assessment Project)</li> </ul>	<p><b>Leadership Guide: Curriculum Strand</b></p> <p><b>Leadership Guide: Instruction Strand</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">Generating Lesson Plans</a> (Center on Innovations in Learning) Annotated list of lesson planning tools</li> <li>• <a href="#">ReadWorks.org</a> Reading comprehension lesson plans for K-6 content</li> <li>• <a href="#">Teaching History.org</a></li> <li>• <a href="#">The "B.E.S.T" Assignment Analysis protocol</a> (The Literacy Coach's Game Plan)</li> <li>• <a href="#">Top Components of a Well-Written Lesson Plan</a> (About Education)</li> <li>• <a href="#">The Tuning Protocol - Tuning a Plan</a> (SRI)</li> <li>• <a href="#">The Tuning Protocol – Tuning a Plan for Large Groups</a> (SRI)</li> <li>• <a href="#">UnboundED</a> Standards-aligned ELA and math lessons</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Driven By Data: A Practical Guide to Improve Instruction</a> by Paul Bambrick-Santoyo</li> </ul>	

Planning Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#"><u>Teach Like a Champion: 49 Techniques That Put Students on the Path to College</u></a> by Doug Lemov</li> <li>• <a href="#"><u>Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College</u></a> by Doug Lemov</li> </ul>	
<p><b>Include Tools for Learner Differences</b></p> <p><b>Universal Design for Learning (UDL)</b> is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs. UDL is a proactive approach to support diverse learning needs without requiring specific student data. In UDL, all planning is intentional, so every activity, assessment and instructional choice should be deliberately chosen to help all students reach standards.</p> <p>UDL's three guiding principles are:</p> <ol style="list-style-type: none"> <li>1. Provide multiple means of representing or presenting information.</li> <li>2. Provide flexible methods for students to express understanding.</li> <li>3. Provide flexible ways for students to engage in the learning process.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Differentiated Instruction</u></a> <ul style="list-style-type: none"> <li>▪ <a href="#"><u>4 Ways to Differentiate Instruction .pdf</u></a></li> <li>▪ <a href="#"><u>Differentiation by Learning Styles</u></a> (Teaching Tolerance)</li> </ul> </li> <li>• <a href="#"><u>Differentiated Instruction and Understanding by Design</u></a> (Dare to Differentiate Wiki)</li> <li>• PL Modules:             <ol style="list-style-type: none"> <li>1. <a href="#"><u>Introduction to Differentiation</u></a></li> <li>2. <a href="#"><u>Effective Language and Literacy Instruction for English Language Learners</u></a> (Comprehensive Reading Solutions)</li> </ol> </li> <li>• <a href="#"><u>Differentiated Instruction: Resource Roundup</u></a> (Edutopia)</li> </ul>	<p><a href="#"><u>Georgia School Performance Standards</u></a></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Instruction Standard 6:</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p>Conversely, <b>Differentiated Instruction (DI)</b> requires the use of student data and specific knowledge about students' cultural, individual intellectual and social development. Teachers use this knowledge to adjust their practice by employing strategies that advance individual student learning. The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.</p> <p><b>Specially Designed Instruction (SDI)</b> means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to:</p> <ul style="list-style-type: none"> <li>• Address the unique needs of the child that result from the child's disability;</li> <li>• Ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What data sources are teachers using to identify learner differences?</li> <li>• How do teachers document support plans for learner differences?</li> <li>• How will the diverse needs of all students be addressed in developing standards-based units, lessons and tasks?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Flexible Grouping: Dare to Differentiate Wiki</a></li> <li>• <a href="#">GaDOE DI in the Co-Taught Classroom Manual</a></li> <li>• <a href="#">GaDOE Effective Math Instruction for Students with Diverse Needs Video series</a></li> <li>• <a href="#">GaDOE Gifted Education</a></li> <li>• <a href="#">GaDOE Special Education GSO Resources</a></li> <li>• <a href="#">GaDOE Special Education Conference Resources and Presentations</a></li> <li>• <a href="#">GaDOE Special Education Services and Supports</a></li> <li>• <a href="#">GaDOE Web Resources for Special Education Teachers</a></li> <li>• <a href="#">GA FIP Courses:</a> <ul style="list-style-type: none"> <li>▪ FP1080 Reaching English Learners</li> <li>▪ FP1081 Reaching Gifted Students</li> <li>▪ FP1082 Reaching Students with Disabilities</li> <li>▪ FP005 Fostering Student Ownership of Learning</li> </ul> </li> </ul>	<p>Uses appropriate, current technology to enhance learning</p> <p><a href="#"><b>Leadership Guide: Assessment Strand</b></a></p> <p><a href="#"><b>Leadership Guide: Curriculum Strand</b></a></p> <p><a href="#"><b>Leadership Guide: Instruction Strand</b></a></p>



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

**System for Effective School Instruction**  
**PLAN**  
**"Prepare for Quality Instruction"**

DIVISION OF  
SCHOOL & DISTRICT  
**EFFECTIVENESS**  
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Planning Strategies	Sample Tools	Alignment to School Standards
	<p>(Access via SLDS PD Tab)</p> <ul style="list-style-type: none"><li>• <a href="#"><u>GBP: Universal Design for Learning Part 1</u></a></li><li>• <a href="#"><u>GPB: Universal Design for Learning Part 2</u></a></li><li>• <a href="#"><u>Indicators in Action:</u></a><ol style="list-style-type: none"><li>1. <a href="#"><u>Student Learning Plan</u></a></li><li>2. <a href="#"><u>Student Learning Report</u></a></li><li>3. <a href="#"><u>Student Profile</u></a> (Indistar templates)</li></ol></li><li>• <a href="#"><u>National Center on Universal Design for Learning UDL Examples</u></a></li><li>• <a href="#"><u>Social Studies Differentiated Instruction</u></a></li><li>• <a href="#"><u>GaDOE Teacher Tools for Integrating Technology</u></a></li><li>• <a href="#"><u>UDL Guidelines</u></a> (Cast.org)</li><li>• <a href="#"><u>Top 10 UDL Tips for Developing Learning Goals</u></a> (CAST Professional Learning)</li><li>• <a href="#"><u>UDL Instructional Planning Process</u></a> (UDL-IRN)</li><li>• <a href="#"><u>Understanding Differentiated</u></a></li></ul>	

Planning Strategies	Sample Tools	Alignment to School Standards
	<p><u>Instruction: Building a Foundation for Leadership</u> (ASCD)</p> <ul style="list-style-type: none"> <li>• <u>What Works Clearinghouse</u></li> <li>• <u>CAST</u> UDL resources</li> <li>• <u>Find A Book</u> (The Lexile Framework for Reading) Personalized reading list tailored to student's interests and level</li> </ul>	
<p><b>Choose Instructional Materials</b></p> <p>Instructional Materials refers to the tools used to support the curriculum. A key feature of effective teaching is the selection of instructional materials that meet the needs of all students.</p> <p>Instructional resources usually fall into two categories: student-centered and teacher-centered. In the student-centered model, instructional resources are used for tutorials, problem solving, discovery, and review. In the teacher-centered model, resources are used for presentations of primary or supplementary content.</p> <p>Teachers must carefully balance the use of scripted presentations and activities to avoid an over-emphasis on teacher-centered instruction rather than student-centered learning.</p> <p>Teacher-centered presentations, combined with excessive audiovisuals,</p>	<ul style="list-style-type: none"> <li>• <u>4Teachers.org</u></li> <li>• <u>Achieve the Core:</u> Literacy Across the Content, ELA and Math resources. Includes leadership &amp; coaching tools.             <ul style="list-style-type: none"> <li>• <u>Math Coherence Maps K-8</u></li> <li>• <u>ELA Lesson</u></li> <li>• <u>Math Lesson</u></li> </ul> </li> <li>• <u>Brain Pop: standards aligned video lessons across the content</u></li> <li>• <u>Georgia Virtual Learning Teacher Resources</u></li> <li>• <u>GaDOE Instructional Videos</u></li> <li>• <u>GaDOE Georgia Classrooms Live - ELA</u></li> </ul>	<p><u><b>Georgia School Performance Standards</b></u></p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 6:</b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
<p>can cause students to remain intellectually passive. One way to avoid this is to blend instruction with activities that formatively assess student understanding and encourage reflection and critical thinking.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What instructional materials will teachers need for this lesson?</li> <li>• What materials will students need for this lesson?</li> <li>• What modified materials (lower level or large print reading text, audio, etc.) or assistive technologies will be required to meet identified learning needs?</li> <li>• How will technology support or enhance the lesson?</li> <li>• Does the material present information in a variety of ways, using text, pictures, graphs, and real-world examples?</li> <li>• How does the criteria for selection of materials take into consideration each student's level of understanding?</li> </ul>	<p><a href="#">Growing Great Writers Videos</a></p> <ul style="list-style-type: none"> <li>• <a href="#">GaDOE Learning Resources/Textbook and Instructional Materials</a></li> <li>• <a href="#">GaDOE Teacher Resource Link (TRL)</a></li> <li>• <a href="#">Illustrative Mathematics</a></li> <li>• <a href="#">Instructional Strategies ABC List</a> (Troup Co. Schools)</li> <li>• <a href="#">Interactive Sites for K-5 Education</a></li> <li>• <a href="#">Literacy Design Collaborative</a></li> <li>• <a href="#">Marzano Research</a> * See Free Resources</li> <li>• <a href="#">Mathematic Assessment Project</a></li> <li>• <a href="#">National Center on Accessible Educational Materials</a></li> <li>• <a href="#">National Science Teachers Association</a></li> <li>• <a href="#">National Council of Teachers of English</a></li> <li>• <a href="#">National Council of Teachers of Mathematics</a></li> </ul>	<p>Uses appropriate, current technology to enhance learning</p> <p><b><a href="#">Leadership Guide: Assessment Strand</a></b></p> <p><b><a href="#">Leadership Guide: Instruction Strand</a></b></p>

Planning Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">National Council for the Social Studies</a></li> <li>• <a href="#">Newsela</a> Lexile leveled current events and articles.</li> <li>• <a href="#">Common Core Resources</a> (Common Core State Standards Initiative)</li> <li>• <a href="#">ReadWorks.org</a> K-12 Paired Texts &amp; Question Sets</li> <li>• <a href="#">ReadWriteThink</a></li> <li>• <a href="#">Scholastic</a></li> <li>• <a href="#">TeachingHistory.org</a></li> <li>• <a href="#">Ten Websites for Science Teachers</a> (Edutopia)</li> <li>• <a href="#">Teaching Channel</a></li> <li>• <a href="#">US ED Office of Educational Technology</a></li> <li>• <a href="#">Web English Teacher</a></li> <li>• <a href="#">Wolfram MathWorld</a></li> </ul>	

When effective teachers provide instruction in the classroom, they consider individual students and how they receive, absorb, and connect the content. Ineffective teachers give students discrete pieces of content in a way that meets the teacher's needs, not the students' needs. They have an attitude and practice of "giving" the content to the students, and it is up to the students to get it or not.

Effective teachers, however, know that content must "unfold" for their students. They are strategic in how they introduce content, practice its use along with the students, and then allow students to use the content on their own. Effective teachers also offer students regular standards-based feedback to gain mastery of the content.

There are many ways to structure the delivery of instruction (a lesson). Below is a sample organizational tool for "unfolding" a lesson. This tool includes strategies for the three-part lesson (opening, work period, and closing) as well as foundational practices to incorporate throughout the instructional framework.

#### **System for Effective School Instruction Self-Assessment Checklist**

Instructional Strategies	Sample Tools	Alignment to School Standards
<b>Pervasive Lesson Practices</b>		
<p><b>Implement Literacy Across the Content</b></p> <p>"Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of <i>Content Area Reading: Literacy and Learning Across the Curriculum</i></p> <p>It is easy for teachers to focus solely on the content standards they are responsible for within their course or grade. However, we must afford students enough time daily to practice crucial communication skills.</p> <p>Content is <i>what</i> we teach, but there is also the <i>how</i>, and this is where literacy instruction comes in. There are an endless number of engaging, effective strategies</p>	<p><b>Close Reading Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>A Guide to Creating Text Dependent Questions for Close Analytic Reading</u></a> (GaDOE)</li> <li>• <a href="#"><u>A Close Look at Close Reading: Scaffolding Students with Complex Texts</u></a></li> <li>• <a href="#"><u>Close Reading Resources</u></a> (EngageNY)</li> <li>• <a href="#"><u>Close Reading Resources</u></a> (Achieve the Core)</li> </ul>	<p><b><u>Georgia School Performance Standards</u></b></p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Leadership Guide: Instruction Strand</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>to get students to think about, write about, read about, and talk about the content you teach. The ultimate goal of literacy instruction is to build a student's comprehension, writing skills, and overall skills in communication.</p> <p>Disciplinary literacy refers to specialized texts and ways of using literacy in the disciplines. Historians, mathematicians, literary critics, and scientists read and write differently because they create different kinds of knowledge and rely on different kinds of evidence. (Shanahan, 2015)</p> <p>Content literacy is about teaching reading using subject matter texts. The emphasis is on the use of general reading or study skills in different classes or in different kinds of books. (Shanahan, 2015)</p> <p>Close reading is one strategy that can be used in all content areas to teach students to seek out micro-levels of understanding. It is more than being able to retell a story or provide a main idea or supporting details from a text.</p> <p>When students are explicitly taught to read a text closely, they become more skilled at locating evidence within a sentence, a paragraph, a page of a text, or a story. Then orally or in writing, they can justify answers to text-dependent questions based on evidence. These are basic close reading skills as outlined by the Literacy Standards for ELA, Science, History/Social Studies and Technical Subjects that every student must know to succeed in college and career.</p> <p>Scaffolding the reading by using effective strategies for pre-, during, and after reading, such as: previewing text, reading</p>	<ul style="list-style-type: none"> <li>• <a href="#">Close Reading Lesson Library</a> Grades 2-12 (LearnZillion)</li> <li>• <a href="#">Close Reading, Student Learning Profiles and the Co-taught ELA Setting</a> (GaDOE)</li> <li>• <a href="#">Read Write Think – Close Reading Resources</a></li> </ul> <p><b>Lexile Leveled Texts &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Books that Grow</a> Complex text for all disciplines with adjustable Lexile levels</li> <li>• <a href="#">Find A Book</a> Find books at student's Lexile level. (The Lexile Framework for Reading)</li> <li>• <a href="#">Managing Multiple Lexile Measures Resource Center</a> (The Lexile Framework for Reading)</li> <li>• <a href="#">Lexile Analyzer</a> Find the Lexile level of passages. (The Lexile Framework for Reading)</li> <li>• <a href="#">Lexiles in SLDS Webinar</a> (GaDOE) <a href="#">Lexile.mp4</a></li> <li>• <a href="#">Lexiles: Making Sense of a Reading Measure</a> (GaDOE PPT)</li> </ul>	

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>for a purpose, making predictions and connections, think alouds, and using graphic organizers will support all our students, not just struggling readers and English language learners.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What role does literacy play in the classroom?</li> <li>• What are some ways to weave instruction in reading, writing, and speaking into the content?</li> <li>• How are multiple opportunities for students to discover information on their own provided?</li> <li>• What are effective pre-, during- and after-reading strategies to reinforce the learning targets?</li> <li>• How does learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline area? (E.g. How does the work reflect what mathematicians do and how they think?)</li> <li>• How do strategies differ for content literacy versus discipline literacy?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Newsela</a> High-interest articles with adjustable Lexile levels.</li> <li>• <a href="#">The Lexile Map</a> Books and texts matched to the Lexile® scale. (The Lexile Framework for Reading)</li> <li>• <a href="#">Georgia Public Library Service</a> Offers a searchable catalog of books for kids by specific subject: <a href="http://gapines.org/eg/kpac/home">http://gapines.org/eg/kpac/home</a></li> <li>• <a href="#">Readworks.org</a> K-12 Reading comprehension Resources</li> </ul> <p><b>Literacy Standards &amp; Planning Tools:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bookworms</a> Free K-5 Comprehensive Core Reading Program (GaDOE)</li> <li>• <a href="#">Common Core Literacy Standards Appendix B</a> Text Exemplars and sample performance tasks for ELA, Science, Social Studies/ History and Technical Subjects</li> <li>• <a href="#">Developing Core Proficiencies Curriculum</a> (Odell Education) Integrated set of English Language Arts/Literacy units grades 6-12</li> </ul>	



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

System for Effective School Instruction  
**IMPLEMENT**  
**"Provide Quality Instruction"**

DIVISION OF  
SCHOOL & DISTRICT  
**EFFECTIVENESS**  
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Instructional Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"><li>• <a href="#"><u>Georgia Literacy in History/Social Studies, Science, and Technical Subjects</u></a></li><li>• <a href="#"><u>Kelly Gallagher: Building Deeper Readers &amp; Writers</u></a> Articles of the week, resources and videos.</li><li>• <a href="#"><u>Newspaper Map</u></a> Front-page newspaper articles from around the globe.</li><li>• <a href="#"><u>Read Right from the Start</u></a> A free online resource for teachers of children from birth to 3rd grade(Rollins Center for Language &amp; Learning)</li></ul> <p><b>Literacy Research &amp; Professional Learning:</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>Building a Culture of Engaged Academic Literacy in Schools</u></a> (West Ed)</li><li>• <a href="#"><u>Comprehensive Reading Solutions</u></a> Literacy PL for all content areas (GaDOE)</li><li>• <a href="#"><u>Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement</u></a> (Carnegie Corporation of New York)</li></ul>	

Instructional Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">Shanahan On Literacy</a>: Information on teaching and assessing reading, writing, and literacy</li>   <b>Related Books:</b> <ul style="list-style-type: none"> <li>• <a href="#">A Close Look At Close Reading: Teaching Students To Analyze Complex Texts, Grades 6-12</a> by Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson           <ul style="list-style-type: none"> <li>◦ <a href="#">Study Guide</a></li> </ul> </li>   <li>• <a href="#">A Close Look At Close Reading: Teaching Students To Analyze Complex Texts, Grades K-5</a> by Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson           <ul style="list-style-type: none"> <li>◦ <a href="#">Study Guide</a></li> </ul> </li>   <li>• <a href="#">Cracking the Common Core: Choosing and Using Texts in Grades 6-12</a> by Lewis, Walpole, and McKenna</li>   <li>• <a href="#">Notice &amp; Note</a> by Kylene Beers</li> </ul> </ul>	
<p><b>Write Across the Content</b></p> <p>When students develop strong writing skills, they also develop stronger reading and comprehension skills across all content areas.</p>	<ul style="list-style-type: none"> <li>• <a href="#">All About Adolescent Literacy: Resources for Grades 4-12</a></li>   <li>• <a href="#">Argument Writing: Four Reasons Why It's</a></li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Instruction Standard 2:</b> Creates an academically</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>Research recommends practices in writing instruction that includes having students analyze models of good writing; explicitly teaching students strategies for planning, revising, and editing their work; involving students in the collaborative use of these writing strategies; and assigning specific goals for each writing project.</p> <p>Students should have daily writing experiences across the content areas, learn to use the writing process for a variety of writing purposes, and become a part of a community of writers that includes teachers.</p> <p>Writing to learn is a strategy through which students can develop their ideas, their critical thinking ability and their writing skills across the content.</p> <p>Writing to learn enables students to experiment every day with written language and increase their fluency and mastery of written conventions.</p> <p>Writing to learn can also be used as formative assessment and as a way to scaffold mid- and high-stakes writing assignments and tests.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How is writing infused into lessons?</li> <li>• How are various formal, informal and fun writing activities used within lessons?</li> <li>• How do lessons regularly incorporate time for independent writing?</li> </ul>	<p><a href="#">Writing Priority Number One</a> (Teaching Channel)</p> <ul style="list-style-type: none"> <li>• Comprehensive Reading Solutions PL Modules:           <ol style="list-style-type: none"> <li>1. <a href="#">K-5 Writing PL Modules</a></li> <li>2. <a href="#">6-12 Introduction to Argument</a></li> </ol> </li> <li>• <a href="#">GaDOE: Building a Culture of Writing Series</a> (Videos and Resources)</li> <li>• <a href="#">Georgia Standards LDC Modules</a></li> <li>• <a href="#">Units of Study Classroom Videos on Writing</a> (Teachers College Reading and Writing Project: Columbia University; requires free account)</li> <li>• <a href="#">Writing to Learn</a> (Teaching Channel Video)</li> <li>• Writing Across the Curriculum:           <ul style="list-style-type: none"> <li>• <a href="#">ELA</a></li> <li>• <a href="#">Social Studies</a></li> <li>• <a href="#">Science</a></li> <li>• <a href="#">Mathematics</a> (Michigan DOE)</li> </ul> </li> <li>• <a href="#">Writing Fluency: A Key to Success on Next Generation</a></li> </ul>	<p>challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Instruction Strand</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
	<p><u>Assessments</u> (Teaching Channel)</p> <ul style="list-style-type: none"> <li>• <u>6+1 Traits and CCSS K-12 Writing Standards Crosswalk</u> (Education Northwest)</li> <li>• <u>6+1 Writing Traits Rubrics K-12</u> (Education Northwest)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <u>Building Content Literacy: Strategies for the Adolescent Learner</u> by Roberta Sejnost &amp; Sharon Thiese</li> <li>• <u>The Better Writing Breakthrough: Connecting Student Thinking and Discussion to Inspire Great Writing</u> by Eleanor Dougherty, Laura Billings, and Terry Roberts</li> <li>• <u>Writing Pathways: Performance Assessment and Learning Progressions, Grades K-8</u> by Lucy Calkins</li> </ul>	
<p><b>Introduce Content and Academic/Technical Vocabulary</b></p> <p>Vocabulary, key to understanding grade level texts, provides students with the tools for a deeper understanding of the texts they study. Explicit instruction is required if</p>	<ul style="list-style-type: none"> <li>• <u>Academic Word Finder</u> (Achieve the Core)</li> <li>• <u>GaDOE K-12 ELA GSE with Glossary</u></li> </ul>	<p><u><a href="#">Georgia School Performance Standards</a></u></p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>students are to comprehend and master grade or course standards.</p> <p>Building <b>academic</b> vocabulary is an on-going demand from one grade level to the next.</p> <p>Disciplines also must emphasize the <b>content and discipline specific</b> vocabulary that informs math, science, social studies, English, fine arts and technical subjects. The language of the standards is critical for students to master.</p> <p>Disciplinary literacy refers to specialized texts and ways of using literacy in the disciplines. Historians, mathematicians, literary critics, and scientists read and write differently because they create different kinds of knowledge and rely on different kinds of evidence. Therefore, disciplinary vocabulary tries to make students aware of the special properties and purposes of the disciplines. For example, science words are built from Latin and Greek combining forms, while vocabulary in history tends to be ideological in nature. Words don't just have meanings, they have points of view. (Shanahan, 2015)</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between content and discipline vocabulary?</li> <li>• Why is it important for students to understand both?</li> <li>• What process is used to determine which words to teach?</li> <li>• What strategies should be used to approach key vocabulary and unfamiliar terms in texts?</li> <li>• How do students learn words indirectly?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">GaDOE K-12 Math GSE Glossary</a></li> <li>• <a href="#">GaDOE Vocabulary Strategies Toolbox</a></li> <li>• <a href="#">Introducing Tier 1 and Tier 2 Words Video</a> (Gateways by Isabel Beck)</li> <li>• <a href="#">Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success</a> (ASCD)</li> <li>• <a href="#">Marzano's Six Steps to Vocabulary Instruction</a> (ASCD)</li> <li>• Comprehensive Reading Solutions PL Modules:             <ol style="list-style-type: none"> <li>1. <a href="#">Teaching Technical Vocabulary</a></li> <li>2. <a href="#">Understanding Vocabulary Instruction</a></li> <li>3. <a href="#">Academic Language</a></li> </ol> </li> <li>• <a href="#">The A-List: Essential Academic Words</a> (Quizlet)</li> <li>• <a href="#">The A-List: Essential Academic Words</a> (Jim Burke)</li> <li>• <a href="#">Understanding Vocabulary Instruction</a> (Comprehensive Reading Solutions)</li> </ul>	<p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Instruction Strand</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>• How does the planning process insure that vocabulary is developed throughout lessons?</li> <li>• What strategies are used for the direct instruction of vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Vocabulary for the Common Core and New Science Standards Webinar</a> (Marzano Research, Sept. 2015)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bringing Words to Life, Second Edition: Robust Vocabulary Instruction</a> By Isabel Beck</li> <li>• <a href="#">Differentiated Reading Instruction in Grades 4 &amp; 5</a> by Sharon Walpole, Michael McKenna and Zoi A. Philippakos</li> <li>• <a href="#">How to Plan Differentiated Reading Instruction: Resources for K-3</a> by Sharon Walpole and Michael McKenna</li> </ul>	
<h3>Assess Formatively</h3> <p>Formative Assessment occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know.</p> <p>Feedback to the learner is immediate to enable the learner to change his/her behavior and understandings right away.</p> <p>Formative Assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and</p>	<ul style="list-style-type: none"> <li>• <a href="#">10 Innovative Formative Assessment Examples for Teachers to Know</a> (Global Digital Citizen Foundation)</li> <li>• <a href="#">40 Ways to Leave a Lesson</a></li> <li>• <a href="#">GaDOE Eliciting Evidence of Student Learning</a> (Video/PPT Series)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>content based on student understanding and performance.</p> <p>Formative Assessment can be as informal as observing the learner's work or as formal as a written test.</p> <p>Formative Assessment is the most powerful type of assessment for improving student understanding and performance.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Why should instruction be adjusted based on formative assessment of student understanding?</li> <li>• How do multiple forms of assessment inform instruction and decision-making?</li> <li>• How can students set learning goals and gauge their progress?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">GaDOE Introduction to GoFAR PPT</a></li> <li>• <a href="#">GA FIP Course FP003: Collecting and Documenting Evidence of Student Learning</a> (Access via SLDS PD Tab)</li> <li>• <a href="#">GaDOE GloSS and IKAN Mathematics Assessments</a> Numeracy gap diagnostic assessments for all grades</li> <li>• <a href="#">GaDOE Mathematics Formative Assessment Lessons (FALS)</a> (Videos) <ul style="list-style-type: none"> <li>• <a href="#">K-12 FAL Overview</a></li> </ul> </li> <li>• <a href="#">Kahoot!</a> A game-based, blended-learning tool</li> <li>• <a href="#">Planning: Formative Assessment Guide</a> (Jim Knight - Instructional Coaching Group)</li> <li>• <a href="#">Poll Everywhere</a> Design and customize student polls.</li> <li>• <a href="#">Problem-Attic</a> access to over 100,000 questions for all content areas</li> <li>• <a href="#">Reading &amp; Writing Project Assessment Resources</a> (Teachers College: Columbia University)</li> </ul>	<p>with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p><b>Instruction Standard 3:</b> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p><b>Instruction Standard 6:</b> Uses appropriate, current technology to enhance learning</p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Assessment Strand</b></p> <p><b>Leadership Guide: Instruction Strand</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">Socrative</a> Assess students with educational activities on tablets, laptops and smartphones.</li> <li>• <a href="#">Standards for Mathematical Practice Observation Tool</a> (Kansas State University)</li> <li>• <a href="#">Wallwisher</a> Allows students to post their thoughts on electronic sticky notes.</li> <li>• <a href="#">West Virginia Department of Education: Examples of Formative Assessment</a></li> </ul>	
<b>Lesson Opening</b>		
<p><b>Communicate Learning Target(s) Related to Standard(s)</b></p> <p>The learning target(s) should be clearly articulated, linked to standards, embedded in instruction, and understood by all students.</p> <p>An appropriately written learning target will be measurable with clear criteria for success. Students will understand how evidence of success relates to the performance task(s) and the students' ability to understand and apply learning in context.</p> <p><b>Guiding Questions:</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">GaDOE Implementing an Effective Three-Part Lesson Instructional Framework: Strong &amp; Weak Evidence Rubric</a></li> <li>• <a href="#">GaDOE Learning Targets Training Videos</a></li> <li>• <a href="#">Indicators in Action:</a> <ol style="list-style-type: none"> <li>1. <a href="#">Standards Based Objectives Template</a></li> <li>2. <a href="#">Class Progress Chart</a> (Indistar)</li> </ol> </li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p><b>Instruction Standard 3:</b> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>How are standards and learning targets communicated and made accessible to all students?</li> <li>How will the students communicate their understanding about what they are learning and why they are learning it?</li> <li>How does the learning target clearly communicate what students will know and be able to do as a result of the lesson?</li> <li>What will be acceptable evidence of student learning? How will you communicate this success criteria to students?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Dan Meyer: Math Class Needs a Makeover</a> (Ted Talks)</li> <li>Teacher-Directed Instruction:             <ol style="list-style-type: none"> <li><a href="#">Introduction Video</a></li> <li><a href="#">Presentation Video</a> (Indistar)</li> </ol> </li> <li><a href="#">Top 10 UDL Tips for Developing Learning Goals</a> (CAST)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li><a href="#">Driven By Data: A Practical Guide to Improve Instruction</a> by Paul Bambrick-Santoyo</li> </ul>	<p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets</p> <p><b>Leadership Guide: Instruction Strand</b></p>
<h3>Engage Students</h3> <p>Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.</p> <p>Engagement strategies build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.</p> <p><b>Guiding Question:</b></p> <ul style="list-style-type: none"> <li>What specific strategies and structures are in place to facilitate participation and meaning making by all students? (e.g. small group work, partner talk, writing)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">32 Research-based Instructional Strategies</a> (Teachthought)</li> <li><a href="#">Activities to Engage Students</a> (Center for Teaching Excellence, VCU)</li> <li><a href="#">Common Instructional Framework Protocols</a> (Manzano Middle School)</li> <li><a href="#">Design Lessons for Active Engagement</a> (Rutherford Learning Group)</li> <li><a href="#">GaDOE Mathematics Number Talks</a> – implementing effective lesson openings (video)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide:</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">GaDOE Math GSE Effective Instructional Practices Guide</a></li> <li>• <a href="#">Golden Rules for Engaging Students in the Learning Activities</a> (Edutopia)</li> <li>• <a href="#">How Do We Know When Students Are Engaged?</a> (Edutopia)</li> <li>• <a href="#">Learning from Student Voice: Are Students Engaged?</a> (YouthTruth)</li> <li>• <a href="#">Socratic Seminars</a> (ReadWriteThink)</li> <li>• <a href="#">Student Engagement: Resource Round Up</a> (Edutopia)</li> <li>• <a href="#">Today's Meet</a></li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for ALL Learners</a> by Ron Ritchhart, et al.</li> </ul>	<p><b>Instruction Strand</b></p>
<p><b>Access Prior Knowledge and Make Connections</b></p> <p>Prior knowledge is a combination of the learner's preexisting attitudes, experiences, and knowledge. Teachers apply what is</p>	<ul style="list-style-type: none"> <li>• <a href="#">Activating Prior Knowledge with English Language Learners</a> (Edutopia)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Instruction Standard 2:</b> Creates an academically</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>known about students' backgrounds to make the learning interesting, accessible and relevant.</p> <p>Scaffolding helps students connect prior knowledge and experience with new information. Teachers use this strategy to connect students with previous learning in a content area as well as with previous learning in an earlier grade.</p> <p>Scaffolding also helps facilitate thinking about a text by asking students to draw on their subjective experience and prior learning to make connections to new materials and ideas.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What strategies can be used to connect students' experiences to the learning targets and standards?</li> <li>• How can collaborative planning increase the opportunities for the learner's connection to real-word experiences?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Building Background Knowledge</a> (Comprehensive Reading Solutions)</li> <li>• <a href="#">Educational Leadership: Teaching Students to Think</a> (Making Thinking Visible)</li> <li>• <a href="#">The Precious First Few Minutes of Class</a> (TeachThought)</li> <li>• <a href="#">Visible Thinking</a> Understanding Routines: Provides protocols for activating prior knowledge.</li> <li>• <a href="#">12 Interesting Ways to Start Class</a> (TeachThought)</li> <li>• <a href="#">6 Scaffolding Strategies</a> (Edutopia)</li> <li>• <a href="#">Scaffolding Instruction Strategies</a> (About Education)</li> </ul>	<p>challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Instruction Strand</b></p>
<p><b>Provide Explicit Instruction</b></p> <p>Explicit Instruction is teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction that eliminates misinterpretations can greatly improve and accelerate learning.</p> <p><b>Guiding Questions:</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">National Institute for Direct Instruction</a></li> <li>• <a href="#">Direct Instruction</a> (The University of Kansas)</li> <li>• <a href="#">GaDOE Best Practices in Standards-based Instruction:</a> <ul style="list-style-type: none"> <li>• <a href="#">Video 1</a></li> <li>• <a href="#">Video 2</a></li> <li>• <a href="#">Video 3</a></li> <li>• <a href="#">Video 4</a></li> <li>• <a href="#">Video 5</a></li> </ul> </li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>• How is the skill, strategy, or concept explicitly taught, modeled, or demonstrated?</li> <li>• What questions should be asked to focus on the learning targets for the lesson?</li> <li>• How can the learning be differentiated for students who do not have the prerequisite skills?</li> <li>• How can the learning be differentiated for students who already know the content?</li> <li>• How will students capture the information presented during explicit instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introducing Academic Strategies to Students: A Direct-Instruction Approach</a> (Intervention Central)</li> <li>• <a href="#">Common Core Mathematics and Math Talks Videos</a> (EngageNY)</li> </ul> <p><b>Modeling Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Think Alouds</a> (Reading Rockets)             <ul style="list-style-type: none"> <li>1. <a href="#">Using Think-Alouds to Improve Reading Comprehension</a></li> </ul> </li> <li>• <a href="#">Marzano's Nine Effective Instructional Strategies</a> (adapted from Classroom Instruction that Works, by R. Marzano)</li> </ul> <p><b>Student Note-Taking Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">10 Strategies to Assist in Developing the Soft Skill of Note Taking</a> (Teacher.org)</li> <li>• <a href="#">Cornell Note Taking for Lectures or Reading</a></li> <li>• <a href="#">Cornell Note Taking Video</a></li> <li>• <a href="#">Note Taking Methods Video</a> (Flocabulary)</li> </ul>	<p>that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Leadership Guide: Instruction Strand</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">Note Taking Systems</a> (California Polytechnic State University)</li> <li>• <a href="#">Take Note: Five Lessons for Note-taking Fun</a> (Education World)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Notice &amp; Note: Strategies for Close Reading</a> by Kylene Beers</li> <li>• <a href="#">Classroom Instruction That Works</a> by Robert Marzano</li> </ul>	
<p><b>Challenge Students through Questioning &amp; Discussion</b></p> <p>Using good questions challenges students and teachers to open conversations and further intellectual inquiry. Effective questioning (by the teacher and by students) deepens classroom conversations and the level of discourse students apply to their work. This strategy creates opportunities for students to investigate and analyze their thinking, as well as the thinking of their peers and the authors that they read. One mark of a highly engaged classroom is when all students are asking thoughtful questions on their own initiative.</p> <p><b>Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• How does questioning increase student engagement?</li> <li>• Why is it necessary for questioning to be strategic?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Doing Math vs. Thinking Mathematically</a> (Maverik Education)</li> <li>• <a href="#">Generating Effective Questions</a> (Edutopia)</li> <li>• <a href="#">Increasing Rigor Throughout the Lesson</a> (EngageNY)</li> <li>• <a href="#">Making Thinking Visible</a> (Visible Thinking)</li> <li>• <a href="#">Open-Ended Questions: Stretching Children's Academic and Social Learning</a> (Development Studies Center)</li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide:</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>What does the strategic planning of effective questions look like in collaborative planning?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#"><u>Questioning</u></a> (Biting into the Core)</li> <li><a href="#"><u>Questioning Sequences in the Classroom Webinar</u></a> (Marzano Research, Feb. 2015)</li> <li><a href="#"><u>Questioning Strategies</u></a> (Illinois Center for Innovation in Teaching &amp; Learning)</li> <li><a href="#"><u>Questioning Techniques: Research-based Strategies for Teachers</u></a> (OSU College of Education)</li> <li><a href="#"><u>The Standards for Mathematical Practices: Questions to Develop Mathematical Thinking</u></a> (Implementing Standards for Mathematics [SMP])</li> <li><a href="#"><u>Using Questioning to Develop Understanding</u></a> (Teaching Channel)</li> <li><a href="#"><u>Webb's Depth of Knowledge Guide: CTE Definitions</u></a></li> <li><a href="#"><u>DOK Overview Chart</u></a></li> </ul>	<a href="#"><u>Instruction Strand</u></a>

Instructional Strategies	Sample Tools	Alignment to School Standards
<b>Transition from Opening to Work Session</b>		
<h3>Guide Student Practice</h3> <p>Guided Practice is interactive instruction between teacher and students. The teacher begins the student practice process with a similar task to what students will independently complete later in the lesson. Students and teacher collaboratively complete the task as a model. The teacher leads the activity but strategically solicits help from students periodically. Through the completion of the guided practice task, the teacher gradually releases more and more responsibility of the thinking to students. Teachers should use this time to recognize any need to re-teach portions from the lesson opening or new learning and determine when or if students are ready to work independently.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What guided practice activities will be planned?</li> <li>• What kind of examples or samples (exemplars) will be provided for students?</li> <li>• What opportunities will be provided for students to practice new skills or strategies?</li> <li>• What guiding questions will be used to check for understanding?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Importance of Guided Practice in Classroom</a> (MultiBriefs)</li> <li>• <a href="#">Guided Practice Resources</a> (Achieve the Core)</li> <li>• <a href="#">Guided Instruction and Practice</a> (Janine Schaub)</li> <li>• <a href="#">Inquiry-Based Learning: From Teacher-Guided to Student-Driven</a> (Edutopia)</li> </ul>	<p><b><u>Georgia School Performance Standards</u></b></p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Instruction Strand</b></p>
<h3>Engage in Classroom Talk</h3> <p>Classroom talk creates the space for students to articulate their thinking and strengthen their voice. It reflects discipline-specific habits of thinking and ways of communicating.</p>	<ul style="list-style-type: none"> <li>• <a href="#">GA FIP Course FP004: Using Evidence and Feedback to Increase Learning</a> (Access via SLDS PD Tab)</li> <li>• <a href="#">Improving Participation with Talk</a></li> </ul>	<p><b><u>Georgia School Performance Standards</u></b></p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>Classroom talk takes place in pairs, in collaborative group work and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse.</p> <p>Teachers introduce and reinforce the use of academic language and encourage students to use that language in their classrooms.</p> <p>Classroom talk opens the space for questioning, effective scaffolding and successful collaborative group work.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What questions, statement, and actions will be used to encourage students to share their thinking?</li> <li>• How will other students be encouraged to build upon a student's ideas?</li> <li>• How will students assess one another's ideas?</li> <li>• How is teacher talk, teacher-initiated questions, student-initiated questions, and student-to-student interactions balanced within the lesson?</li> <li>• What does student talk reveal about the nature of the students' thinking?</li> </ul>	<p><u><a href="#">Moves</a></u> (Teaching Channel)</p> <ul style="list-style-type: none"> <li>• <u><a href="#">Number Talks Build Numerical Reasoning</a></u> (NCTM)</li> <li>• <u><a href="#">Procedures for Classroom Talk</a></u> (ASCD)</li> <li>• <u><a href="#">Talk Moves in Academic Discussions</a></u> (Teaching Channel Video)</li> <li>• <u><a href="#">Talk Moves Checklist</a></u> (The Inquiry Project)</li> <li>• <u><a href="#">Why Talk Is Important In Classrooms</a></u> (ASCD)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Number Talks: Helping Children Build Mental Math and Computation Strategies</a></u> by Shelly Parrish</li> </ul>	<p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Instruction Strand</b></p>
<p><b>Use Organizing Tools</b></p> <p>Organizing tools, also known as graphic organizers, knowledge maps, concept maps, story maps, cognitive organizers, and advance organizers, guide learners' thinking as they fill in and build upon a visual map or diagram.</p> <p>Organizing tools are some of the most effective visual learning strategies for students and are applied across the</p>	<p><b>Organizing Tools:</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Concept Mapping in the Classroom</a></u> (Kathy Schrock)</li> <li>• <u><a href="#">Concept Maps</a></u> (Reading Rockets)</li> <li>• <u><a href="#">Graphic Organizers ABC List</a></u> (Troup Co. Schools)</li> </ul>	<p><u><a href="#">Georgia School Performance Standards</a></u></p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>curriculum to enhance learning and understanding of subject matter content.</p> <p>In a variety of formats, dependent upon the task, organizing tools facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel, expository text or article. Because they help the learner make connections and structure thinking, students often turn to organizing tools for writing projects.</p> <p>Thinking Maps® are consistent visual patterns linked directly to eight specific thought processes. In schoolwide implementation, Thinking Maps® establish a consistent "Language for Learning". They differ from traditional graphic organizers in that the student builds their map based on their own understanding of the concepts and information presented in the content. Students then use their maps to produce written assignments. Teachers use this information to assist in evaluating student mastery and plan for further instruction.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What are effective ways to implement organizing tools within a lesson?</li> <li>• What understanding will be enhanced by using an organizing tool in the lesson?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer Templates</a> (Creatly)</li> <li>• <a href="#">Graphic Organizers</a> *Also available in Spanish (Houghton Mifflin Harcourt Education Place)</li> <li>• <a href="#">Graphic Organizers</a> (Ed Helper)</li> <li>• <a href="#">Graphic Organizers</a> (Education Oasis)</li> <li>• <a href="#">Graphic Organizers</a> (Enchanted Learning)</li> <li>• <a href="#">Thinking Maps</a></li> <li>• <a href="#">Thinking Maps Templates</a></li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Educational Leadership: Making Thinking Visible</a> by Ron Ritchhart</li> </ul>	<p>that positively impact student learning</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Instruction Strand</b></p>
<b>Work Session</b>		
<p><b>Apply Independently</b></p> <p>When students work independently on content related tasks, they demonstrate their current conceptual understanding, skill acquisition, and level of mastery toward meeting the standard(s).</p>	<ul style="list-style-type: none"> <li>• <a href="#">How Do I Plan for Independent Practice?</a> (Teach For America)</li> <li>• <a href="#">GaDOE Implementing an Effective Three-Part Lesson</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Instruction Standard 1:</b> Provides a supportive and well-managed environment conducive to learning</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>Distributed Practice is a scaffolded learning strategy, where practice is broken up into a number of short sessions of direct teaching interment with student practice.</p> <p>When planning for the work period, teachers should:</p> <ol style="list-style-type: none"> <li>1. Clearly state and model behavior expectations</li> <li>2. Provide opportunities for all students to show mastery</li> <li>3. Provide opportunities for extension or intervention</li> <li>4. Monitor student progress and provide standards-based feedback</li> </ol> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What kind of opportunities will be provided for students to apply new learning and demonstrate mastery?</li> <li>• Based on observations during teacher guided learning, what activities will students be able to complete on their own?</li> <li>• How can independent practice be distributed so that learning is retained?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Independent Practice Checklist</a> (Houston Independent School District)</li> <li>• <a href="#">GaDOE Teacher Resource Link (TRL)</a></li> <li>• <a href="#">GaDOE Standards for Mathematics Practices Look-Fors</a> Aligned to TKES Standards</li> <li>• <a href="#">Standards for Mathematical Practices Observation Tool</a> (Kansas State University)</li> <li>• <a href="#">Student-Directed Instruction: Group or Individual Video Series</a> (Indistar)</li> </ul>	<p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Leadership Guide: Instruction Strand</b></p>
<p><b>Investigate Collaboratively</b></p> <p>Collaborative learning brings students together for the common purpose of making meaning of their learning and problem solving. Effective collaborative learning is well planned and strategic. Students are grouped intentionally, with each student held accountable for contributing to the group work.</p> <p>Activities are designed so that students with diverse skill levels are supported as well as challenged by their peers. Subject area assignments are ideally planned around meaningful tasks that are conceptually</p>	<ul style="list-style-type: none"> <li>• <a href="#">10 Team-Building Games that Promote Critical Thinking</a> (TeachThought)</li> <li>• <a href="#">Instruction: Cooperative Learning</a> (Jim Knight - Instructional Coaching Group)</li> <li>• <a href="#">An Overview of Cooperative Learning</a> (The Cooperative Learning Institute)</li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Instruction Standard 1:</b> Provides a supportive and well-managed environment conducive to learning</p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<p>rich, engaging, and have multiple entry points for all students.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What kind of opportunities will be provided for students to investigate, apply new learning, and demonstrate mastery in collaborative groups?</li> <li>• Based on observations during guided practice, what activities will students be able to complete in small groups or pairs?</li> <li>• How can students apply their skills in a new and different context?</li> <li>• How will you ensure that all student have access to, and participate in, the work of their group?</li> <li>• How is participation distributed? Are there roles for every student?</li> <li>• How can collaborative practice be distributed so that learning is retained?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Collaborative Learning: Concept to Classroom</a> (Educational Broadcasting Corporation)</li> <li>• <a href="#">Collaborative Group Work Protocols</a> (Jobs for the Future)</li> <li>• <a href="#">Collaborative Group Work Videos</a> (Teaching Channel)</li> <li>• <a href="#">Critical Thinking: A Path to College and Career</a> (Edutopia)</li> <li>• <a href="#">GA FIP Course FP005: Fostering Student Ownership of Learning</a> (Access via the SLDS PD tab)</li> <li>• <a href="#">Literature Circles Resource Center</a></li> <li>• <a href="#">Literature Circles: Getting Started</a> (ReadWriteThink)</li> <li>• <a href="#">Standards for Mathematical Practices Observation Tool</a> (Kansas State University)</li> <li>• <a href="#">Student-Directed Instruction: Group or Individual Video Series</a> (Indistar)</li> </ul>	<p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Instruction Strand</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<b>Lesson Closing</b>		
<p><b>Summarize the Lesson in Connection to Learning Target(s)</b></p> <p>Effective Learning targets are short-term goals written using observable, measurable actions and are aligned to the content standards for the lesson. They anchor instructional activities and formative assessments and should clearly state what you expect students to know, understand and/or be able to do at the end of the lesson. During every lesson closing, it is important to return to the learning target(s) and summarize the learning for the day relevant to the established target(s).</p> <p>Student-led closings should include a lesson summarization and demonstration of the knowledge gained in relation to the learning target(s) and content standard(s). Teachers facilitate and guide this discussion to include opportunities to check for understanding.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How will the key points of the lesson be articulated?</li> <li>• Did each student meet the learning target(s)? If so, how did he/she meet the target(s)?</li> <li>• What questions or prompts will elicit student articulation of their learning?</li> <li>• How will students rethink and revise their understanding and work?</li> <li>• How will students be able to identify if they met their learning target?</li> <li>• What information will the teacher observe for in a student-led summarization of the lesson?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Closure Activities: Making that Last Impression</a> (Colorado State University)</li> <li>• <a href="#">Facilitating Student-Led Discussions</a> (GPB Education)</li> <li>• <a href="#">GaDOE Learning Targets Training Videos</a></li> <li>• <a href="#">GaDOE Implementing an Effective Three-Part Lesson</a></li> <li>• <a href="#">Keep It or Junk It: A Student Run Lesson</a> (Teaching Channel)</li> <li>• <a href="#">Leveling the Playing Field: Sharing Learning Targets and Criteria for Success</a> (ASCD)</li> <li>• <a href="#">Teacher-Directed Instruction: Summary &amp; Confirmation Video Series</a> (Indistar)</li> <li>• <a href="#">Tips on Closing a Lesson Effectively</a> (Teaching Channel video)</li> </ul>	<p><b><u>Georgia School Performance Standards</u></b></p> <p><b>Assessment Standard 1:</b> Aligns assessments with the required curriculum standards</p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 3:</b> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p><b>Leadership Guide: Assessment Strand</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>How can students summarize the lesson as a source of formative assessment?</li> </ul> <p><b>Reflect and Connect Knowledge to New Learning</b></p> <p>Reflection involves linking a current experience to previous learnings (a process called <i>scaffolding</i>). Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we have learned to contexts beyond the original situations in which we learned something. (Costa, 2008)</p> <p>Reflective Thinking involves analyzing and making judgments about what has happened in a lesson. Students taught to think reflectively become skilled at processing <i>what they know</i>, establishing <i>what they need to know</i>, and how to <i>bridge the gap</i> during a lesson. Teachers can use many strategies to encourage reflection in the classroom. Discussions, interviews, questioning, logs, and journals are among the most widely used strategies. Time for reflection should occur after every lesson.</p> <p>Sentence stems that seek reason and evidence can stimulate students to reflect more deeply about their learning. They can be used during interviews, conversations, or in written format.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>What are effective strategies for student reflection?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">3 ways to Promote Student Reflection (Kids Discover)</a></li> <li><a href="#">10 Ways to Encourage Student Reflection (What Ed Said)</a></li> <li><a href="#">Frameworks for Reflection (Edutopia)</a></li> <li><a href="#">Instruction: Interaction Video Series (Indistar)</a></li> <li><a href="#">Learning Through Reflection (ASCD)</a></li> <li><a href="#">Reflection Activities: Strategies to Enhance Student Self-Assessment (Assessment for Learning)</a></li> <li><a href="#">Reflection4Learning</a></li> <li><a href="#">The Importance of Student Reflection on their Own Learning (Thayerism.com)</a></li> <li><a href="#">What is reflective thinking? (University of Hawaii)</a></li> <li><a href="#">What Meaningful Reflection on Student Work Can Do For</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Instruction Standard 1:</b> Provides a supportive and well-managed environment conducive to learning</p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Instruction Strand</b></p>

Instructional Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>• What will ensure that student reflection is included in the lesson?</li> <li>• How is learning enriched through student reflection?</li> </ul> <p><b>Sample stems for student reflection:</b></p> <ul style="list-style-type: none"> <li>• I selected this piece of writing because ...</li> <li>• What really surprised me about this (experiment, math problem, text) was...</li> <li>• When I look at my other projects in (art, writer workshop, math, social studies) this project is different because ...</li> <li>• What makes this piece of writing strong is my use of ...</li> <li>• What I want to really work on to make my writing better for a reader is ...</li> </ul>	<p><a href="#">Learning</a> (KQED)</p> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Learning and Leading with Habits of Mind: 16 Essential Characteristic for Success</a> by Arthur L. Costa and Bena Kallick</li> </ul>	

With monitoring, teachers and leaders engage in processes to find out if the students are getting the content and doing something about it if they are or are not. It's about the individual students in the classrooms and their level of mastering the content standards. As effective teachers engage in delivering a lesson to students, and after the lesson has concluded, they find out which, if any, of the students are "getting it". Teachers continually monitor to find out if students are succeeding in mastering the content. If students are successful, teachers extend the content; if students are struggling, teachers back up and determine ways to help them get it.

**System for Effective School Instruction Self-Assessment Checklist**

<b>Monitoring Strategies</b>	<b>Sample Tools</b>	<b>Alignment to School Standards</b>
<b>Check for Understanding</b>		
<p><b>Progress Monitor</b></p> <p>Checking for understanding is a systematic approach to formative assessment. The background knowledge that students bring into the classroom influences how they understand the material you share and the lessons or learning opportunities you provide.</p> <p>Unless you check for understanding, it is difficult to know exactly what students are getting out of the lesson. Checking for understanding is part of a formative assessment system that assists teachers in planning instruction based on students' errors and misconceptions (Fisher &amp; Frey)</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What are effective strategies for progress monitoring?</li> <li>• How does progress monitoring increase student learning?</li> <li>• Why are lesson adjustments made based on progress monitoring results?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">27 Simple Ways to Check for Understanding</a> (TeachThought)</li> <li>• <a href="#">10 Assessments You Can Perform in 90 Seconds</a> (TeachThought)</li> <li>• <a href="#">53 ways to Check for Understanding</a> (Edutopia)</li> <li>• <a href="#">Check for Understanding: Key Assessment for Learning Techniques</a> (EngageNY)</li> <li>• <a href="#">Check for Understanding Strategies</a> (NElearn)</li> <li>• <a href="#">Formative Assessment Examples</a> (West Virginia Department of Education)</li> </ul>	<p><b><u>Georgia School Performance Standards</u></b></p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p><b>Assessment Standard 5:</b> Implements grading practices that provide an accurate indication of student progress on the required standards</p> <p><b><u>Leadership Guide: Assessment Strand</u></b></p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">Formative Assessment Tools</a> (Exemplars)</li>   <b>Related Books:</b> <li>• <a href="#">Formative Assessment &amp; Standards-Based Grading</a> by Robert Marzano</li> <li>• <a href="#">Seven Strategies of Assessment For Learning</a> by Jan Chappuis</li> </ul>	
<p><b>Student Self-Assessment</b></p> <p>Self-assessment is a key element in learning. Student self-assessment is the process by which the student gathers information about and reflects on his or her own learning. It is the student's own assessment of personal progress in knowledge, skills, processes or attitudes.</p> <p>Self-assessment leads a student to greater awareness and understanding of himself or herself as a learner. Research has shown that students who self-assess become more engaged with the curriculum.</p> <p>Students who self-monitor their progress toward mastery of content standards have demonstrated the largest gains as measured by pre- and post-assessment. It has also been found that student self-assessment has a positive impact on low-achieving students who had economic disadvantages.</p> <p>Providing students with skills to self-assess and teaching them to think about their own thinking (metacognition) aids in student achievement. When rubrics are provided and peer-assessment is used,</p>	<ul style="list-style-type: none"> <li>• <a href="#">Grade Analysis and Goal Setting Template</a> (Oregon State University)</li> <li>• <a href="#">Indicators in Action:</a> <ol style="list-style-type: none"> <li>1. <a href="#">Student Learning Plan</a></li> <li>2. <a href="#">Student Learning Report</a> (Indistar templates)</li> </ol> </li> <li>• <a href="#">Student Data Notebook Resources</a> (MCPS)</li> <li>• <a href="#">Rubistar Rubric Maker</a></li> <li>• <a href="#">Sample Student Mastery Tracking Sheet</a></li> <li>• <a href="#">Strategies to Enhance Student Self-Assessment</a> (Assessment for Learning)</li> <li>• <a href="#">Structures for Student Self-Assessment</a> (Foundation for Critical Thinking)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Instruction Strand</b></p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
<p>some students have had significant learning gains (Chappuis, 2009).</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What tools can be provided to students to self-assess their progress toward mastery of content standards?</li> <li>• How do rubrics play a role in supporting students in their self-assessment processes?</li> <li>• How can instructional plans incorporate modeling and supporting peer-assessment?</li> <li>• How can students self-assess their status on the learning target?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Student-Centered Assessment Resources</a> (Students at the Center)</li> <li>• <a href="#">Student Profile: A Self-Directed Learner</a> (Teaching Channel Video)</li> <li>• <a href="#">Student Self-Assessment</a> (Ontario Schools)</li> <li>• <a href="#">Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement</a> (Educational Horizons)</li> <li>• <a href="#">Student Self-Assessment tools</a> (Exemplars K-12)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Seven Strategies of Assessment for Learning</a> by Jan Chappuis</li> <li>• <a href="#">Student-Centered Classroom Assessment</a>, by Richard J. Stiggins</li> </ul>	
<p><b>Assess Summatively</b></p> <p>Where formative assessment provides a snapshot or "in process" view of student learning, summative assessment provides a final look at student learning at the end of a unit or course.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Every Teacher's Guide to Assessment</a> (Edudemic)</li> <li>• <a href="#">Georgia Milestones Assessment System</a></li> <li>• <a href="#">GaDOE Improving Instruction Through</a></li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor</p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
<p>Summative assessment may be, among other things, a unit or benchmark assessment, a performance task, a term paper, or a state, national, or international assessment.</p> <p>By administering summative assessments, teachers can quantify the learning that took place during the learning cycle.</p> <p>Summative assessments provide the teacher with information that will guide instructional planning and the student with information that will guide future learning.</p> <p>Item analysis of achievement provides feedback on the assessment itself, informing teachers of possible adjustment to the assessment design.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• How is summative achievement data used to inform instruction?</li> <li>• Why should collaborative planning teams develop common summative assessments aligned to the standards?</li> <li>• How can students use summative assessments to monitor their progress toward mastery of the content standards?</li> </ul>	<p><a href="#">Effective Data Use (PPT)</a></p> <ul style="list-style-type: none"> <li>• <a href="#">GaDOE Guiding Questions to Use in Data Conversations</a></li> <li>• <a href="#">NAEP Questions Tool</a></li> <li>• <a href="#">Summative Assessment</a> (Great Schools Partnership)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Assignments Matter: Making the Connections That Help Students Meet Standards</a> by Eleanor Dougherty</li> <li>• <a href="#">Rethinking Grading: Meaningful Assessment for Standards-Based Learning</a> by Cathy Vatterott</li> </ul>	<p>learning and inform instruction</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p><b>Leadership Guide: Assessment Strand</b></p>
<b>Analyze: Identify Strengths and Gaps</b>		
<p><b>Analyze Student Work</b></p> <p>Analyzing student work in collaborative teams provides educators with an in-depth look at the effectiveness of their instructional practices aligned to content standards and student learning.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Analyzing Student Work for Actionable Trends in Math</a> (Achievement Network)</li> <li>• <a href="#">Critical Friends: Looking at Student Work</a></li> </ul>	<p><a href="#">Georgia School Performance Standards</a></p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor</p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
<p>Analysis should focus on improving student learning by:</p> <ol style="list-style-type: none"> <li>1. Identifying gaps between student performance and learning targets</li> <li>2. Create a shared understanding of the standards</li> <li>3. Discussing instructional strategies to improve student achievement</li> </ol> <p>Analyzing student work is best supported through the use of protocols. Protocols are vehicles for building the skills and culture necessary for collaborative work. Thus, using protocols often allows groups to build trust.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Did each student meet the learning targets? If so, how did they meet the targets?</li> <li>• In what areas did students have difficulty?</li> <li>• Were the adaptations/accommodations for the lesson appropriate? Why or why not?</li> <li>• Was the assessment appropriate for all students? Why or why not?</li> </ul>	<p>(Teaching Channel Video)</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Instructional Improvement Cycle: A Teacher's Toolkit for Collecting and Analyzing Data on Instructional Strategies</u></a> (Institute of Education Sciences)</li> <li>• <a href="#"><u>Identify and Support Strengths and Weaknesses Process</u></a> (GaDOE)</li> <li>• <a href="#"><u>Quick Sort Protocol</u></a> (The Literacy Coach's Game Plan)</li> <li>• <a href="#"><u>Using Student Data to Assess Strengths and Weaknesses</u></a> (Indistar)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Assignments Matter: Making the Connections That Help Students Meet Standards</u></a> by Eleanor Dougherty</li> <li>• <a href="#"><u>Rethinking Grading: Meaningful Assessment for Standards-Based Learning</u></a> by Cathy Vatterott</li> </ul>	<p>learning and inform instruction</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p><b>Assessment Standard 4:</b> Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p><b>Professional Learning Standard 4:</b> Uses multiple professional learning designs to support the various learning needs of the staff</p> <p><b>Leadership Standard 4:</b> Uses processes to systematically analyze data to improve student achievement</p> <p><b>Leadership Guide: Assessment Strand</b></p>
<p><b>Examine Learning Progressions</b></p> <p>A learning progression is a pathway that students travel as they progress toward</p>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Assessing with Learning Progressions in Science</u></a> (Math Science Partnership PPT)</li> </ul>	<p><a href="#"><u>Georgia School Performance Standards</u></a></p> <p><b>Assessment Standard 3:</b> Uses common</p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
<p>mastery of the skills needed for career and college readiness.</p> <p>Each pathway follows a progression composed of a collection of building blocks that are defined by the content standards for a subject.</p> <p>Ultimately, learning progressions provide teachers with the opportunity to determine whether students have navigated successfully through the standards and are able to move forward along the road to college and career readiness.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How do learning progressions assist in establishing individual student learning goals?</li> <li>• How can students use learning progressions to self-assess?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Georgia Milestones Achievement Level Descriptors</a></li> <li>• <a href="#">Georgia Standards of Excellence</a></li> <li>• <a href="#">Learning Progressions for ELA</a></li> <li>• <a href="#">Learning Progressions for Mathematics</a></li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8</a> by Lucy Calkins</li> </ul>	<p>assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b>Leadership Guide: Assessment Strand</b></p> <p><b>Leadership Guide: Instruction Strand</b></p>
<p><b>Review Summative Data</b></p> <p>Summative Assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use.</p> <p>Summative Assessment tends to have the least impact on improving an individual student's understanding or performance.</p> <p>Students and teachers can use the results of Summative Assessments to see where the student's performance lies compared either to a standard or to a group of students.</p> <p>Teachers and schools can use these assessments to identify strengths and</p>	<ul style="list-style-type: none"> <li>• <a href="#">Data Mining Protocol</a></li> <li>• <a href="#">Data Walls/Data Rooms: Accountability for All</a> (Mississippi DOE)</li> <li>• <a href="#">Data Protocols</a> (Oakland Unified School District)</li> <li>• <a href="#">Data Walls</a> (Oakland Unified School District)</li> <li>• <a href="#">GaDOE SLDS</a></li> <li>• <a href="#">Instructional Improvement Cycle: A</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform</p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
<p>weaknesses of curriculum and instruction, with improvements affecting the next year's or term's students.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How is summative achievement data used to inform instruction?</li> <li>• How should collaborative planning teams use trend data?</li> </ul>	<p><a href="#">Teacher's Toolkit for Collecting and Analyzing Data on Instructional Strategies</a> (Institute on Education Sciences)</p> <ul style="list-style-type: none"> <li>• <a href="#">Periodic Assessment Video Series</a> (Indistar)</li> <li>• <a href="#">Practitioner Data Use in Schools: Workshop Toolkit</a> (WestED)</li> <li>• <a href="#">Using Student Achievement Data to Support Instructional Planning</a> (NAESP)</li> </ul>	<p>instruction, and improve teacher practices</p> <p><b>Assessment Standard 4:</b> Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p><b>Leadership Standard 4:</b> Uses processes to systematically analyze data to improve student achievement</p> <p><b>Leadership Guide: Assessment Strand</b></p>
<p><b>Assign and Assess Homework</b></p> <p>Homework, or a homework assignment, is a set of tasks assigned to students by their teachers to be completed outside the class.</p> <p><b>Research-Based Guidelines for Homework:</b></p> <ul style="list-style-type: none"> <li>• Assign purposeful homework. Legitimate purposes for homework include introducing new content, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.</li> <li>• Homework should support the grade level or course standards.</li> <li>• For students in the earliest grades, it should foster positive attitudes, habits, and character traits; permit appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Developing a Comprehensive Homework Policy</a> (NAESP)</li> <li>• <a href="#">Find A Book</a> (The Lexile Framework for Reading) Generates a personalized reading list tailored to a student's interests and reading level.</li> <li>• <a href="#">Instruction: Parent Communication &amp; Homework Video Series</a> (Indistar)</li> <li>• GaDOE Parent Engagement</li> <li>• <a href="#">Homework: Including Parents in the Process: Module 4</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p><b>Assessment Standard 5:</b> Implements grading practices that provide an accurate indication of student progress on the required standards</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to</p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
<p>parent involvement; and reinforce learning of simple skills introduced in class.</p> <ul style="list-style-type: none"> <li>• For students in upper elementary grades, it should play a more direct role in fostering improved school achievement.</li> <li>• In 6th grade and beyond, homework should play an important role in improving standardized test scores and grades.</li> <li>• Homework should take no longer than 5 to 10 minutes per subject in elementary grades, whereas 30 to 60 minutes might be appropriate for college-bound high school students.</li> <li>• Involve parents in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers or to police students' homework completion.</li> <li>• Design homework to maximize the chances that students will complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What structure is in place to assure a consistency in homework practices across the school?</li> <li>• How are homework assignments used to enhance student learning?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Homework and Study Habits</a></li> <li>• <a href="#">Good Homework Policy</a> (Principal)</li> <li>• <a href="#">Homework Research and Policy: A Review of the Literature</a> (University of Missouri-Columbia)</li> <li>• <a href="#">Lexile Summer Reading Program</a> (The Lexile Framework for Reading)</li> <li>• <a href="#">Research Spotlight on Homework</a> (NEA)</li> <li>• <a href="#">Open Assessment to Instruction with the World's Largest K-12 Resource Library</a> (OpenEd) See Resource Library for Assessments, videos and homework for each common core standard.</li> <li>• <a href="#">The Case For and Against Homework</a> (ASCD)</li> <li>• <a href="#">What's the Right Amount of Homework</a> (Edutopia)</li> </ul>	<p>actively monitor their own progress</p> <p><b>Family and Community Engagement Standard 4:</b> Communicates academic expectations and current student achievement status to families</p> <p><b>Family and Community Engagement Standard 5:</b> Develops the capacity of families to use support strategies at home that will enhance academic achievement</p> <p><b>Leadership Guide: Assessment Strand</b></p> <p><b>Leadership Guide: Instruction Strand</b></p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
<b>Provide Feedback</b>		
<p><b>Provide Standards-based Student Feedback</b></p> <p>Standards-based student feedback helps a learner identify where they are now with respect to where they are going (the standard) and prompts further learning.</p> <p>Effective student feedback is directly aligned to a learning target from the standard; describes the student's strengths and their progress toward the learning target; and provides prioritized next steps for the learner.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Why should student feedback connect to the standards?</li> <li>• When do students receive feedback on their progress?</li> <li>• What forms does feedback take in the classroom?</li> <li>• What are students expected to do as a result of feedback?</li> <li>• How is success feedback given to students?</li> <li>• What forms of intervention feedback are used?</li> <li>• How can traditionally graded assignments or quizzes be converted to opportunities for feedback alone?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Are Students Getting Enough Feedback? Six Questions Teachers Should Ask</a> (Education World)</li> <li>• <a href="#">Effective Feedback –</a> (Visible Learning Plus)</li> <li>• <a href="#">Feedback from Teachers to Students</a> (PPT)</li> <li>• <a href="#">Feedback in Schools</a> (Visible Learning Plus)</li> <li>• <a href="#">GaDOE What is Effective Student Feedback</a> (PPT)</li> <li>• <a href="#">GaDOE Provide Student Feedback Process</a></li> <li>• <a href="#">GA FIP Course FP004: Using Evidence and Feedback to Increase Learning</a> (Access via SLDS PD Tab)</li> <li>• <a href="#">Giving Effective Oral Feedback to Your Students</a> (ASCD Video)</li> <li>• <a href="#">Giving Effective Written Feedback to Your Students</a> (ASCD Video)</li> <li>• <a href="#">"How Am I Doing?" – Assessment and</a></li> </ul>	<p><b><u>Georgia School Performance Standards</u></b></p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets</p> <p><b>Instruction Standard 8:</b> Establishes a learning environment that empowers students to actively monitor their own progress</p> <p><b><u>Leadership Guide: Instruction Strand</u></b></p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
	<p><u><a href="#">Feedback to Learners</a></u>  (Suffolk County Council)</p> <ul style="list-style-type: none"> <li>• <u><a href="#">How I Learned to be Strategic About Writing Comments</a></u>  (Ed Leadership April '16)</li> <li>• <u><a href="#">How to Give Effective Feedback to Your Students</a></u>  (ASCD Webinar)</li> <li>• <u><a href="#">Pupils Learning from Teachers' Responses</a></u>  (Association for Achievement and Improvement through Assessment)</li> <li>• <u><a href="#">Seven Keys to Effective Feedback</a></u>  (ASCD)</li> <li>• <u><a href="#">The Secret of Effective Feedback</a></u>  (Ed Leadership April '16)</li> <li>• <u><a href="#">The Power of Feedback</a></u>  (American Educational Research Association)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Seven Strategies of Assessment for Learning</a></u>  by Jan Chappuis  Ch. 3: Where am I now?  Effective Feedback</li> <li>• <u><a href="#">How To Give Effective Feedback To Your Students, 2<sup>nd</sup> Edition</a></u>  by Susan M Brookhart</li> </ul>	

Monitoring Strategies	Sample Tools	Alignment to School Standards
<p><b>Monitor and Provide Instructional Feedback to Teachers</b></p> <p>Instructional Feedback provides specific information regarding particular aspects of a teacher's classroom performance and about how to proceed.</p> <p>Effective instructional feedback can come from administrative observations, instructional coach observations or peer focus walks.</p> <p>Instructional feedback is a non-evaluative way to assist classroom teachers in reflecting on their instructional practices and build upon their professional improvement plans.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Is feedback provided to teachers in a timely manner?</li> <li>• Does the feedback direct attention to strengths and offer one or two next steps to guide improvement?</li> <li>• Do teachers reflect on feedback and make adjustments to their instructional practice?</li> <li>• How is the feedback communicated?</li> <li>• Is the feedback aligned to collaborative goals?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Bill Gates Ted Talk video: Teachers Need Real Feedback</a></li> <li>• <a href="#">Classroom Observation Checklist Development Process</a> (Indiana DOE)</li> <li>• <a href="#">GaDOE Best Practices for Coaching Teachers</a> (video)</li> <li>• <a href="#">GaDOE Fostering Continuous Instructional Improvement PPT</a></li> <li>• <a href="#">GaDOE GSE High Impact Practices Rubric for Standards-based Classrooms</a></li> <li>• <a href="#">GaDOE Evaluate Instructional Delivery Standard Operating Process</a></li> <li>• <a href="#">Instructional Coaching Group Resources</a></li> <li>• <a href="#">Instructional Strategies Focus Walk Sample</a> (Albany HS, Dougherty County)</li> <li>• <a href="#">Instructional Walkthrough Tools (RTI)</a></li> <li>• <a href="#">Instructional Coach Weekly Calendar</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Leadership Standard 7:</b> Monitors and evaluates the performance of teachers and other staff using multiple data sources</p> <p><b>Professional Learning Standard 1:</b> Aligns professional learning with needs identified through analysis of a variety of data</p> <p><b>Professional Learning Standard 2:</b> Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance</p> <p><b>Professional Learning Standard 4:</b> Uses multiple professional learning designs to support the various learning needs of the staff</p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
	<p>(Literacy Coaching Clearinghouse)</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Giving Teachers Feedback: 5 Essential Practices</u></a> (Education First)</li> <li>• <a href="#"><u>GaDOE Monitoring for an Effective Three-Part Lesson</u></a></li> <li>• <a href="#"><u>GaDOE Observation &amp; Feedback (PPT)</u></a></li> <li>• <a href="#"><u>GaDOE Sample Instructional Coaches Schedule</u></a></li> <li>• <a href="#"><u>GaDOE Standards for Mathematics Practices Look-Fors</u></a> Aligned to TKES Standards</li> <li>• <a href="#"><u>Personalized Professional Development</u></a> (Ed Week Spotlight 2017)</li> <li>• <a href="#"><u>Seven Keys to Effective Feedback</u></a> (ASCD)</li> <li>• <a href="#"><u>Six Steps for Effective Feedback</u></a> (video)</li> <li>• <a href="#"><u>Standards for Mathematical Practice Observation Tool</u></a> (Institute for Advanced Study/Park City Mathematics Institute)</li> </ul>	

Monitoring Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">The Art of Feedback</a> (Learning Forward)</li> <li>• <a href="#">The Power of Feedback</a> (American Educational Research Association)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• Feedback to Feed Forward; 31 Strategies to Lead Learning by Amy Tepper &amp; Patrick Flynn</li> <li>• <a href="#">Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement</a> by Connie Moss &amp; Susan M. Brookhart <ul style="list-style-type: none"> <li>○ <a href="#">Study Guide</a></li> </ul> </li> <li>• <a href="#">Leverage Leadership</a> [Chapter 2] by Paul Bambrick-Santoyo</li> </ul>	
<b>Adjust: Intervene &amp; Enrich</b>		
<p><b>Provide Interventions for Struggling Students</b></p> <p>Students who require interventions are most often regular education students who exhibit academic deficiencies that significantly impact their classroom functioning or school performance. Interventions for struggling students could include any of the following: organization of materials and work, time management, homework consistency, study strategies,</p>	<ul style="list-style-type: none"> <li>• <a href="#">Academic Intervention Planner for Struggling Students</a> (Intervention Central)</li> <li>• <a href="#">Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools</a></li> </ul>	<p><b><a href="#">Georgia School Performance Standards</a></b></p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific</p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
<p>note taking skills, planning and executing long term projects, review of specific concepts taught in class, etc.</p> <p>An <b>academic intervention</b> is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory" (Methe &amp; Riley-Tillman, 2008; p. 37). As an example of an academic intervention, the teacher may select the "GIST" strategy, in which the student is taught to locate or generate main idea sentences for each paragraph in a passage and record those 'gist' sentences for later review.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What data should be used to identify students who require interventions?</li> <li>• What results or student outcomes are expected as a result of academic or behavioral interventions for identified student?</li> <li>• What is the process for implementing schoolwide interventions?</li> </ul>	<p>(Institute of Education Sciences)</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Best Practices in Planning Interventions for Students with Reading Problems</u></a> (Reading Rockets)</li> <li>• <a href="#"><u>Evidence Based Intervention Network</u></a> (University of Missouri)</li> <li>• <a href="#"><u>GaDOE Develop Universal Screening and Data Review Process</u></a></li> <li>• <a href="#"><u>Georgia Virtual Learning</u></a></li> <li>• <a href="#"><u>GaDOE Early Intervention Program</u></a></li> <li>• <a href="#"><u>GaDOE ESOL</u></a></li> <li>• <a href="#"><u>GaDOE RTI</u></a></li> <li>• <a href="#"><u>GA FIP Courses:</u></a> (Access via SLDS PD Tab) <ul style="list-style-type: none"> <li>▪ FP1082 Reaching Students with Disabilities</li> <li>▪ FP1080 Reaching English Learners</li> </ul> </li> <li>• <a href="#"><u>Georgia's Systems of Continuous Improvement: Supportive Learning Environment</u></a></li> <li>• <a href="#"><u>Intervention Central: Your Source for RTI Resources</u></a></li> </ul>	<p>learning needs of students</p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets</p> <p><b>Instruction Standard 9:</b> Provides timely, systematic, data-driven interventions</p> <p><b>Leadership Guide: Instruction Strand</b></p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
	<ul style="list-style-type: none"> <li>• <a href="#">National Center on Intensive Intervention - Samples of Tiered Support</a></li>   <b>Related Books:</b> <li>• Effective School Interventions: Evidence Based Strategies for Improving Outcomes, 3<sup>rd</sup> Edition by Natalie Rathvon</li> <li>• <a href="#">RTI Toolkit: A Practical Guide for Schools</a> by Jim Wright</li> <li>• <a href="#">Strategies for Struggling Learners in the Era of CCSS &amp; RTI</a> by Jim Wright</li> </ul>	
<p><b>Enrich Students Who Have Met Standards</b></p> <p><b>Enrichment</b> means that the student is working on a topic in more DEPTH, BREADTH, or COMPLEXITY than other students in the classroom. Students who are able to master the standards ahead of his/her classmates can devote more time to exploring topics of interest.</p> <p>Teachers can provide extended learning opportunities and expand upon the basic learning targets to provide a richer experience for these students. Enrichment activities or projects must be purposeful, focused, and planned to benefit students.</p> <p>Enrichment experiences should be planned with students' particular needs and abilities</p>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Learners</a></li> <li>• <a href="#">Enrichment Tips</a> (SEVA Council of Gifted Administrators)</li> <li>• <a href="#">GaDOE Gifted Education</a></li> <li>• <a href="#">GA FIP Course FP1081: Reaching Gifted Students</a> (Access via the SLDS PD tab)</li> <li>• <a href="#">Instructional Strategies List</a> (Washoe County School District)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the</p>

Monitoring Strategies	Sample Tools	Alignment to School Standards
<p>in mind. Some common enrichment strategies include: Learning or Interest Centers, Independent Studies, Cross-curricular Projects, Problem-solving or Inquiry-based Activities, Mentorships, Learning Logs, Tiered Assignments, Specialized Grading Rubrics, Extension Activities, etc.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What results or student outcomes are expected as a result of enrichment?</li> <li>• What data is used to determine which students need enrichment?</li> <li>• What data is used to determine what content needs enriched?</li> <li>• What choices will the students have? In what topics or ideas have students expressed an interest? What would students like to learn more about, or have the opportunity to create?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Math Enrichment Topics</a> (Mathwire)</li> </ul>	<p>standards or learning targets</p> <p><b>Instruction Standard 9:</b> Provides timely, systematic, data-driven interventions</p> <p><b>Leadership Guide: Instruction Strand</b></p>

As effective teachers and leaders assess entire chunks of teaching (like grade level lessons, units of content, course guides, etc.), they determine where the instruction went well and where it needs to be improved the next time it is taught. They do not merely teach the same thing, in the same way, each time; they look to improve their planning, delivery of instruction, and monitoring of their students' mastery of the content. In this same way, leaders must assess the schoolwide instructional system for needed improvements.

**System for Effective School Instruction Self-Assessment Checklist**

System Assessment Strategies	Sample Tools	Alignment to School Standards
<b>Reflect on What Did and Did Not Work</b>		
<p><b>Reflect on Practitioner Practices</b></p> <p>Reflecting on past practice can help schools gain insights about what was successful and what can be improved.</p> <p>Sources of reflection data can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Learning Walks/Peer Observations</li> <li>• Focus Walk Data</li> <li>• Collaborative Planning Documentation</li> <li>• TAPS Observation Summary</li> <li>• LAPS Summary</li> <li>• G-SAPS Summary Report</li> </ul> <p><b>Learning Walks</b> are a time for small groups of teachers to observe their peers in action. Learning Walks provide an opportunity for faculty members to learn from one another and improve their teaching practice. Informal, non-evaluative learning walks may be for a single purpose such as looking for compliance information or for ongoing professional development. They can focus on certain instructional practices to improve teaching such as questioning strategies, differentiated instruction, classroom management, cooperative learning, wait time, or classroom ecology. It is also a useful strategy to acclimate new teachers to schoolwide practices.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Classroom Observation Checklist Development Process</a> (Indiana DOE)</li> <li>• <a href="#">GaDOE TAPS Performance Standards</a></li> <li>• <a href="#">GaDOE LAPS Performance Standards</a></li> <li>• <a href="#">GaDOE School Organizer Calendar</a></li> <li>• <a href="#">The Learning Walk</a> (Teaching Channel Video)</li> <li>• <a href="#">Peer Observation Protocols Jigsaw</a> (SRI)</li> <li>• <a href="#">Reflections on Practice &amp; Growth</a> (Teaching Channel Video)</li> <li>• <a href="#">School Reflection Protocol</a> (After Action Review)</li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Professional Learning Standard 4:</b> Uses multiple professional learning designs to support the various learning needs of the staff</p> <p><b>Leadership Standard 7:</b> Monitors and evaluates the performance of teachers and other staff using multiple data sources</p> <p><b>Leadership Standard 8:</b> Provides ongoing support to teachers and other staff</p> <p><b>School Culture Standard 2:</b> Establishes a culture of trust and respect that promotes positive interactions and a sense of community</p>

System Assessment Strategies	Sample Tools	Alignment to School Standards
<p>The goal is to involve the entire faculty in the learning walk process to encourage discussion of effective teaching and learning strategies as well as developing practitioner self-reflection practices.</p> <p><b>Focus Walks</b> - Administrators and Instructional Coaches use focus walks to look for evidence of professional learning implementation and effective teaching. Focus walks are non-evaluative and used to provide feedback to teachers for their professional growth.</p> <p><b>Guiding Question for Reflection:</b></p> <ul style="list-style-type: none"> <li>• To what extent did the whole class or group learn what you intended them to learn? Cite specific example and/or evidence.</li> <li>• What did you learn about your students as learners?</li> <li>• How well did your lesson support the diverse needs of your learners?</li> <li>• What changes, if any, might you make in: Planning, Management, Instruction, and/or Assessment?</li> <li>• What have you learned about yourself as a teacher/ Administrator?</li> <li>• What goals do you have for yourself as you plan future lessons/ School Improvement initiatives?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">School Reform Initiative (SRI) Protocols</a></li> <li>• <a href="#">Success at the Core</a> (Teaching Channel)</li> <li>• <a href="#">Using Teacher Learning Walks to Improve Instruction</a> (Principal Leadership, 2014)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Leverage Leadership</a> by Paul Bambrikk-Santoyo</li> <li>• <a href="#">Teach, Reflect, Learn</a> by Pete Hall and Alisa Simeral</li> </ul>	
<p><b>Analyze Student Assessment Data</b></p> <p>Assessing the outcome of student learning, using lagging or summative student data, allows teachers to adjust their instructional practices in planning for future classes/courses.</p> <p>Leadership Teams and Collaborative Planning Team should have processes in</p>	<ul style="list-style-type: none"> <li>• <a href="#">Assessment Design Toolkit</a> (The Center on Standards &amp; Assessment Implementation)</li> <li>• <a href="#">Data Analysis Protocol for Teachers</a></li> <li>• <a href="#">Data Driven Meetings</a> (Adapted from Solution Tree)</li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Assessment Standard 4:</b> Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p><b>Leadership Standard 4:</b> Uses processes to</p>

System Assessment Strategies	Sample Tools	Alignment to School Standards
<p>place for regularly reviewing all sources of summative/lagging data.</p> <p>Analysis of these data sets should be used to revise the School Improvement Plan, Instructional Documents (Pacing Guides, Unit and Lesson Plans), and to determine professional development for individual teachers and/or schoolwide needs.</p> <p><b>Sources of Student Data:</b></p> <ul style="list-style-type: none"> <li>• CCRPI</li> <li>• Ga. Milestones EOC/EOG</li> <li>• Course Grades</li> <li>• AP</li> <li>• NAEP</li> <li>• SAT</li> <li>• ACT</li> <li>• PSAT</li> <li>• GAA</li> <li>• ACCESS</li> <li>• GKIDS</li> </ul> <p><b>CCRPI:</b> The College and Career Ready Performance Index or CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.</p> <p><b>Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• What is the process for analyzing student assessment data in collaborative planning meetings?</li> <li>• How are students involved in analyzing their assessment data?</li> <li>• How can this analysis benefit instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Data Protocols</a> (Oakland USD)</li> <li>• <a href="#">District and School Data Team Toolkit</a> (WSIPC)</li> <li>• <a href="#">GaDOE Instructional Improvement System (IIS) Data Analysis Tool on SLDS</a></li> <li>• <a href="#">Effective Practices for the CCRPI</a></li> <li>• <a href="#">GaDOE CCRPI-Accountability</a></li> <li>• <a href="#">GaDOE PSAT Information</a></li> <li>• <a href="#">GaDOE SLDS Training Resources</a></li> <li>• <a href="#">GaDOE Information on the National Association for Educational Progress (NAEP)</a></li> <li>• <a href="#">Periodic Assessment Video Series</a> (Indistar)</li> <li>• <a href="#">Principal's Playbook Data Protocols</a> (Gaston CS)</li> <li>• <a href="#">Using Student Achievement Data to Support Instructional Planning</a> (NAESP)</li> </ul>	<p>systematically analyze data to improve student achievement</p> <p><b>Leadership Guide: Assessment Strand</b></p>

System Assessment Strategies	Sample Tools	Alignment to School Standards
<b>Adjust Planning, Implementation and Monitoring</b>		
<p><b>Review &amp; Adjust Collaborative Planning Documentation &amp; Instructional Documents</b></p> <p>As lesson plans are implemented, review and adjustment will be necessary to monitor the plans. Successful teachers continually reflect and make changes to meet the needs of their diverse learners. Within the collaborative planning setting, it may be necessary to update documents that direct the work of the collaborative team, as well as the instructional documents that have been created. The school or district should set a timeline and a protocol for their revisions as part of the assessment of the total program.</p> <p><b>Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to implement a process for ongoing review and revision of instructional documents?</li> <li>• What is the purpose of collaborative planning documentation?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>GaDOE Collaborative Planning High Impact Practice Rubric</u></a></li> <li>• <a href="#"><u>Implementations of the Common Core State Standards: A Transition Guide for School-level Leaders</u></a> (The Aspen Institute and Partners)</li> <li>• <a href="#"><u>Indicators in Action Templates</u></a> (Indistar)</li> <li>• <a href="#"><u>Instructional Planning Workbook</u></a> (Indistar)</li> <li>• <a href="#"><u>High Impact Teaching Strategies: Excellence in Teaching and Learning</u></a> (Victoria State Government)</li> <li>• <a href="#"><u>Principles of Instruction: Researched-based Strategies that All Teachers Should Know</u></a> (American Educator)</li> <li>• <a href="#"><u>Team Planning and Reporting</u></a> (New Jersey Department of Education)</li> <li>• <a href="#"><u>What Works Best in Education: The Politics of Collaborative</u></a></li> </ul>	<p><b><u>Georgia School Performance Standards</u></b></p> <p><b>Leadership Standard 2:</b> Initiates and manages change to improve staff performance and student learning</p> <p><b>Curriculum Standard 3:</b> Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p> <p><b>Assessment Standard 1:</b> Aligns assessments with the required curriculum standards</p> <p><b><u>Leadership Guide: Assessment Strand</u></b></p>

System Assessment Strategies	Sample Tools	Alignment to School Standards
	<p><u>Expertise</u> (Pearson)</p> <ul style="list-style-type: none"> <li>• <u>Tools &amp; Resources</u> (All Things PLC)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <u>Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning</u> by Pam Robbins</li> </ul>	
<p><b>Review &amp; Adjust Schoolwide Instructional Framework</b></p> <p>Once a schoolwide instructional framework has been selected, it will be necessary to review and adjust the framework once it has been implemented. This process does not need to wait until the end of the year to make changes. It can be done at prescribed intervals. Communication with the administrators and staff will be crucial as changes are made to improve the framework. Input from all administrators and teachers will be important in making updates.</p> <p><b>Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to implement a process for ongoing review and revision of the schoolwide instructional framework?</li> <li>• What is the purpose of a schoolwide instructional framework?</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Align the Design</u> (ASCD)</li> <li>• GaDOE Standards-based Classroom Instructional Frameworks: <ul style="list-style-type: none"> <li>▪ <u>ELA</u> <ul style="list-style-type: none"> <li>▪ <u>Pervasive Lesson Practices in ELA</u></li> </ul> </li> <li>▪ <u>Mathematics</u></li> <li>▪ <u>Social Studies</u></li> <li>▪ <u>Science</u></li> <li>▪ <u>Electives</u></li> </ul> </li> <li>• <u>Insight Core Framework Rubric</u> (Insight Education Group)</li> <li>• <u>Common Instructional Framework</u> (Jobs for the Future)</li> <li>• <u>GaDOE Sample Schoolwide Instructional Framework</u></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Leadership Standard 2:</b> Initiates and manages change to improve staff performance and student learning</p> <p><b>Curriculum Standard 3:</b> Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p> <p><b>Leadership Guide: Curriculum Strand</b></p>

System Assessment Strategies	Sample Tools	Alignment to School Standards
<p><b>Review &amp; Adjust the Process for Monitoring Collaborative Planning Teams</b></p> <p>It is critical to periodically review and adjust any process to make sure it is providing the desired results. The collaborative planning process is critical for effective teaching that results in increased student learning. This requires a review of the process to:</p> <ul style="list-style-type: none"> <li>• Determine what IS working within each collaborative planning team?</li> <li>• Determine what is NOT working within each collaborative planning team?</li> <li>• Determine what adjustments are needed to improve the practices of each collaborative planning team?</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Are Administrators or Instructional Coaches participating in CPMs?</li> <li>• Are Administrators or Instructional Coaches providing effective feedback to collaborative planning teams?</li> <li>• What are the sources of evidence that collaborative planning is monitored?</li> <li>• What evidence can be provided to show the impact of feedback?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">STEM GaDOE Frameworks of Instruction</a></li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">Instructional Practice Coaching Guide</a> (Achieve the Core)</li> <li>• <a href="#">Tools and Resources</a> (All things PLC)</li> <li>• <a href="#">GaDOE Collaborative Planning High Impact Practice Rubric</a></li> <li>• <a href="#">Giving Teachers the Feedback and Support They Deserve</a> (Education First)</li> <li>• <a href="#">GaDOE Monitoring for Feedback PPT</a></li> <li>• <a href="#">GaDOE Monitoring for an Effective Three-Part Lesson</a></li> <li>• <a href="#">GaDOE Questions for Monitoring CPMs</a></li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Leadership Standard 2:</b> Initiates and manages change to improve staff performance and student learning</p> <p><b>Professional Learning Standard 1:</b> Aligns professional learning with needs identified through analysis of a variety of data</p>

### Celebrate & Share Successes

<p><b>Celebrate Student Achievements</b></p> <p>The brain loves celebrations. When a teacher affirms a student's correct answer or when students celebrate the accomplishments of a peer, a cooperative group, or the class as a</p>	<ul style="list-style-type: none"> <li>• <a href="#">Celebrating Student Achievement – Your Shining Moment Video</a> (Teaching Channel)</li> <li>• <a href="#">Celebrating Students: Schools Recognize</a></li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>School Culture Standard 5:</b> Recognizes and celebrates</p>
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System Assessment Strategies	Sample Tools	Alignment to School Standards
<p>whole, confidence increases and the classroom becomes a place where behavior problems are diminished and learning accelerated.</p> <p>A unit of instruction should not end without celebrating student success. One way is to recognize and celebrate each student's final score on a scale for each learning goal. Another approach is to recognize knowledge gain for each student.</p> <p>One of the most powerful aspects of recognizing and celebrating knowledge gain is that virtually every student will have something to celebrate.</p> <p>A culture of success is supported by high profile, well-designed celebrations and recognitions that encourage the effort and achievement of students and staff. The celebrations are well communicated and publicized within the school and to the community.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What impact does celebrating student success have on student engagement and learning?</li> <li>• What impact does celebrating student success have on teaching practices?</li> <li>• How can successful staff practices be acknowledged and celebrated outside the school community?</li> <li>• How can student successes be acknowledged and celebrated outside the school community?</li> </ul>	<p><a href="#">Achievement in Many Ways</a> (Education World)</p> <p>• <a href="#">Marzano's Celebrating Success Rubric</a></p> <p><b>Suggestions for celebrating student success:</b></p> <ul style="list-style-type: none"> <li>• High Five: The high five has always symbolized agreement or acceptance.</li> <li>• Thumbs Up: Give students a thumbs up to indicate agreement or acknowledgment of a job well done.</li> <li>• Handshake: Shake the hand of a student when that student shows growth.</li> <li>• Pat on the Back</li> <li>• Round of Applause</li> <li>• Silent Cheer</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Becoming a Great High School</a> by Tim Westerberg <ul style="list-style-type: none"> <li>◦ <a href="#">Study Guide</a></li> </ul> </li> </ul>	<p>achievements and accomplishments of students and staff</p> <p><b>Family and Community Engagement Standard 2:</b> Establishes structures that promote clear and open communication between the school and stakeholders</p> <p><b>Family and Community Engagement Standard 4:</b> Communicates academic expectations and current student achievement status to families</p>
<p><b>Celebrate Staff Achievements</b></p> <p>A culture of success is supported by high profile, well-designed celebrations and recognitions that encourage the effort and achievement of students and staff. The celebrations are well communicated</p>	<ul style="list-style-type: none"> <li>• <a href="#">Celebrating School Success</a> (Indistar)</li> <li>• <a href="#">Giving Teachers the Feedback and Support They Deserve</a></li> </ul>	<p><a href="#">Georgia School Performance Standards</a></p> <p><b>School Culture Standard 5:</b> Recognizes and celebrates</p>

System Assessment Strategies	Sample Tools	Alignment to School Standards
<p>and publicized within the school and to the community.</p> <p>Rituals, ceremonies, and programs exist within the positive learning community to acknowledge individual, small group, and organizational achievements and accomplishments.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How are faculty who have achieved and/or made gains on their professional learning goals acknowledged and celebrated?</li> <li>• How is the progress of the entire staff toward increases in student achievement acknowledged and celebrated?</li> <li>• How can successful staff practices be acknowledged and celebrated outside the school community?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Inspirational or Funny Videos</a> (Troup Co. Schools)</li> <li>• <a href="#">Recognizing Success as a Catalyst for Continuous Improvement</a></li> </ul>	achievements and accomplishments of students and staff

Identify Next Steps		
<p><b>Conduct Standards-Based Needs Assessment(s)</b></p> <p>A needs assessment is a systematic process for determining and addressing educator and student learning needs from analysis of data. The need can be a desire to improve current performance or to correct a deficiency.</p> <p>Needs-assessments play a critical role in starting the improvement process. They can be an effective tool to clarify problems and identify appropriate interventions or solutions.</p> <p><b>Sources of Schoolwide Data:</b></p> <ul style="list-style-type: none"> <li>• CCRPI Data Analysis Report</li> <li>• GSAPS Targets</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">A Data Picture of Our School</a> (All Things PLC)</li> <li>• <a href="#">Fishbone Root Cause Analysis</a></li> <li>• <a href="#">GaDOE Comprehensive Needs Assessment 3-Yr. Academic Profile Excel</a></li> <li>• <a href="#">GaDOE Comprehensive Needs Assessment Data Guide</a></li> <li>• <a href="#">GaDOE Conducting a Comprehensive</a></li> </ul>	<p><b>Georgia School Performance Standards</b></p> <p><b>Leadership Standard 2:</b> Initiates and manages change to improve staff performance and student learning</p> <p><b>Professional Learning Standard 2:</b> Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance</p>

System Assessment Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>TKES Summative Report</li> <li>LKES Summative Report</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>Through data analysis, have learning needs been identified?</li> <li>Why is it important to include all stakeholders in the needs assessment process?</li> <li>What process will be used to include all stakeholders in the needs assessment?</li> <li>How will all stakeholders be informed of the outcomes of needs assessments?</li> </ul>	<p><a href="#">Needs Assessment PowerPoint</a></p> <ul style="list-style-type: none"> <li><a href="#">GaDOE K-12 Literacy Needs Assessment</a></li> <li><a href="#">GaDOE School &amp; District Strategic Planning Tools</a></li> <li><a href="#">GaDOE System for Effective School Instruction Self-Assessment Checklist</a></li> <li><a href="#">GLISI Leading a Team To Analyze Root Causes Using Quality Tools</a></li> </ul>	<p><b>Planning and Organization Standard 2:</b> Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance</p>
<p><b>Review &amp; Revise the Instruction Component of the School Improvement Plan (SIP) for Continuous Improvement</b></p> <p>The school improvement plan organizes and documents a school's process for improvement planning and implementation of school performance standards. The continuous improvement process includes data collection, root cause analysis, development of long range and short-term goals, determination of research-based actions, strategies and interventions, and selection of differentiated professional learning. Improvement planning should drive all school decisions and promote whole-school improvement efforts.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>Has the CPM or LT set learning goals and developed a monitoring process?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">GaDOE College and Career Ready Performance Index (CCRPI)</a></li> <li><a href="#">Instructional Improvement Cycle: A Teacher's Toolkit for Collecting and Analyzing Data on Instructional Strategies</a> (Institute of Education Sciences)</li> <li><a href="#">Georgia's Systems of Continuous Improvement</a></li> </ul> <p><b>PL Planning:</b></p> <ul style="list-style-type: none"> <li><a href="#">Developing Great Teaching</a> (Teacher Development Trust) Lessons from the international reviews into</li> </ul>	<p><a href="#"><b>Georgia School Performance Standards</b></a></p> <p><b>Leadership Standard 2:</b> Initiates and manages change to improve staff performance and student learning</p> <p><b>Professional Learning Standard 1:</b> Aligns professional learning with needs identified through analysis of a variety of data</p> <p><b>Professional Learning Standard 2:</b> Establishes a culture of collaboration among administrators and staff to enhance individual</p>

System Assessment Strategies	Sample Tools	Alignment to School Standards
<ul style="list-style-type: none"> <li>• Have clear expectations been established?</li> <li>• How will SIP be monitored and progress communicated to stakeholders?</li> <li>• Do all stakeholders understand the SI cycle?</li> </ul>	<p>effective professional development</p> <ul style="list-style-type: none"> <li>◦ <a href="#">Toolkit</a> article</li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">PD In Focus</a> (ASCD)</li> <li>• <a href="#">Professional Development Video Series</a> (Indistar)</li> <li>• <a href="#">School Based PL Unit 3: Learning Designs</a> (Learning Forward)</li> <li>• <a href="#">GaDOE Communicating Expectations So We Are All on the Same Page Template</a></li> <li>• <a href="#">GaDOE Implementing the School Improvement Process with Embedded PL</a> (PPT)</li> </ul> <p><b>Related Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Leverage Leadership [Chapter 4]</a> by Paul Bambrick-Santoyo</li> </ul>	<p>and collective performance</p> <p><b>Planning and Organization Standard 3:</b> Monitors implementation of the school improvement plan and makes adjustments as needed</p> <p><b>Leadership Guide: Instruction Strand</b></p>

**Disclaimer:**

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

Email [sde@doe.k12.ga.us](mailto:sde@doe.k12.ga.us) to recommend additional resources.

<http://tinyURL.com/GaDOESEI>