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.
# Table of Contents

**INTRODUCTION** .................................................................................................................................................. 4  
**SYSTEM FOR EFFECTIVE SCHOOL INSTRUCTION GRAPHIC** ............................................................................. 6  
**SELF-ASSESSMENT CHECKLIST for LEADERSHIP TEAMS** .................................................................................. 7  

**PLAN: PREPARE FOR QUALITY INSTRUCTION** ...................................................................................................... 7  
Plan with a Team .......................................................................................................................................................... 7  
- Create Collaborative Planning Schedules .................................................................................................................. 7  
- Develop and Implement a Collaborative Planning Process .......................................................................................... 8  
- Determine Purpose and Set Goals ............................................................................................................................... 11  
- Select a Protocol Aligned to Purpose ........................................................................................................................ 11  
- Monitor & Provide Feedback for Collaborative Planning Team Improvement ............................................................. 13  
Identify What Students Should Know and Do ................................................................................................................ 14  
- Use Approved Georgia Standards ............................................................................................................................... 14  
- Plan with the End in Mind ............................................................................................................................................ 16  
- Write Course/Grade Syllabus ....................................................................................................................................... 17  
- Create Learning Targets .............................................................................................................................................. 18  
- Identify Key Vocabulary ............................................................................................................................................... 19  
Determine How Students Will Show They Know and Can Do .................................................................................... 21  
- Develop Common Summative Assessments .................................................................................................................. 21  
- Create Common Formative Assessments ....................................................................................................................... 22  
- Craft Standards-Based Performance Tasks Including a Rubric or Scoring Guide ...................................................... 24  
Use Planning Tools for Instruction ............................................................................................................................... 25  
- Use Approved Georgia Curriculum Documents .......................................................................................................... 25  
- Study Course Assessment Guides ................................................................................................................................. 27  
- Develop Unit Plans ....................................................................................................................................................... 28  
- Implement Schoolwide Instructional Frameworks .......................................................................................................... 30  
- Compile Learner Profiles/Class Profiles ....................................................................................................................... 31  
- Create Lessons Plans Following the School’s Instructional Framework .................................................................... 32
SYSTEM FOR EFFECTIVE SCHOOL INSTRUCTION
A Model for School Leaders to Build an Effective Instructional Program

 Include Tools for Learner Differences .......................................................... 35
 Choose Instructional Materials ....................................................................... 38

IMPLEMENT: PROVIDE QUALITY INSTRUCTION ............................................. 41

 Pervasive Lesson Practices ........................................................................... 41
 Implement Literacy Across the Content .......................................................... 41
 Write Across the Content ............................................................................. 45
 Introduce Content and Academic/Technical Vocabulary .............................. 47
 Assess Formatively ....................................................................................... 49

 Lesson Opening ............................................................................................. 51
 Communicate Learning Target(s) Relating to Standard(s) ......................... 51
 Engage Students ......................................................................................... 52
 Access Prior Knowledge and Make Connections ..................................... 53
 Provide Explicit Instruction ....................................................................... 54
 Challenge Students Through Questioning and Discussion ....................... 56

 Transition from Opening to Work Session ................................................. 58
 Guide Student Practice ............................................................................... 58
 Engage in Classroom Talk ......................................................................... 58
 Use Organizing Tools ................................................................................. 59

 Work Session ............................................................................................... 60
 Apply Independently ..................................................................................... 60
 Investigate Collaboratively ....................................................................... 61

 Lesson Closing ............................................................................................. 63
 Summarize the Lesson in Connection to Learning Target(s) ................. 63
 Reflect and Connect Knowledge to New Learning .................................... 64

 MONITOR: ENSURE STUDENT SUCCESS ................................................... 66

 Check for Understanding ........................................................................... 66
 Progress Monitor ......................................................................................... 66
 Student Self-Assessment ............................................................................. 67
Assess Summatively ................................................................................................................. 68

Analyze: Identify Strengths and Gaps ...................................................................................... 69
  Analyze Student Work............................................................................................................. 69
  Examine Learning Progressions ........................................................................................... 70
  Review Summative Data ......................................................................................................... 71
  Assign and Assess Homework ............................................................................................... 72

Provide Feedback ..................................................................................................................... 74
  Provide Standards-based Student feedback ............................................................................ 74
  Monitor and Provide Instructional Feedback to Teachers ......................................................... 76

Adjust: Intervene and Enrich ..................................................................................................... 78
  Provide Interventions for Struggling Students ........................................................................ 78
  Enrich Students Who Have Met Standards ............................................................................. 80

ASSESS: REFINE FOR CONTINUOUS INSTRUCTIONAL IMPROVEMENT .................................. 82
  Reflect on What Did and Did Not Work .................................................................................. 82
  Reflect on Practitioner Practices ............................................................................................. 82
  Analyze Student Assessment Data ......................................................................................... 83

Adjust Planning, Implementation and Monitoring ..................................................................... 85
  Review & Adjust Collaborative Planning Documentation & Instructional Documents ......... 85
  Review & Adjust Schoolwide Instructional Framework ............................................................. 86
  Review & Adjust the Process for Monitoring Collaborative Planning Teams ......................... 87

Celebrate and Share Successes .................................................................................................. 87
  Celebrate Student Achievements ............................................................................................ 87
  Celebrate Staff Achievements ................................................................................................. 88

Identify Next Steps ..................................................................................................................... 89
  Conduct Standards-based Needs Assessment(s) ........................................................................ 89
  Review & Revise the Instruction Component of the School Improvement Plan (SIP) for Continuous Improvement ........................................................................................................... 90
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 to recommend additional resources.
http://tinyURL.com/GaDOESESI
SYSTEM FOR EFFECTIVE SCHOOL INSTRUCTION
A Model for School Leaders to Build an Effective Instructional Program

Refine for Continuous Instructional Improvement
- Reflect on What Did and Did Not Work
- Adjust Planning, Implementation and Monitoring
- Celebrate and Share Successes
- Identify Next Steps

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

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

Provide Quality Instruction
- Pervasive Lesson Practices
- Lesson Opening
- Transition to Work Session
- Work Session
- Lesson Closing

ASSESS

PLAN

MONITOR

IMPLEMENT

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**

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan with a Team</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Create Collaborative Planning Schedules</strong></td>
<td><strong>• GaDOE Establish Planning Foundation Standard Operating Process</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td>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.</td>
<td><strong>• GaDOE Sample Instructional Coaches Schedule</strong></td>
<td><strong>Curriculum Standard 1:</strong> Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</td>
</tr>
<tr>
<td>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.</td>
<td><strong>• All Things PLC</strong></td>
<td><strong>Leadership Standards 3:</strong> Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td><strong>• Establishing Time for Professional Learning (Learning Forward)</strong></td>
<td><strong>Leadership Standard 5:</strong> Builds leadership capacity through shared decision-making and problem-solving</td>
</tr>
<tr>
<td>• How often should collaborative teams meet?</td>
<td><strong>• GaDOE Sample Elementary Collaborative Planning and Professional Learning Plan</strong></td>
<td><strong>Leadership Guide:</strong> <strong>Curriculum Strand</strong></td>
</tr>
<tr>
<td>• Is there a schedule/calendar established for routine CPM meetings? Is the time protected?</td>
<td><strong>• GaDOE Sample High School Monthly Planner for Collaborative Planning and Professional Learning</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Planning Strategies

- When do colleagues collaborate with each other to reach educational decisions that promote student learning?
- How often, and for what purposes, will collaborative planning teams meet with administration?

### Sample Tools

- GaDOE Master Schedule - High School Exemplar
- Personalized Professional Development (Ed Week Spotlight 2017)
- Professional Learning Communities (Ed Week Spotlight 2017)

### Alignment to School Standards

- "Best Practice" The Enemy of Better Teaching (ASCD)
- Creating Norms (Learning Forward)
- Collaboration with Colleagues (Phys.org)
- Collaborative Lesson Planning (Teaching Channel)
- Collaborative Professional Learning in School; Team Planning and Reporting (New Jersey Department of Education)
- Developing a Comprehensive Professional Learning System: A Workbook for State and Districts (Learning Forward)

### Develop and Implement a Collaborative Planning Process

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.

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].

In exemplary CPMs, agendas are collaboratively developed in response to group requests, teacher professional learning goals or identified student needs.

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.

### Curriculum Standard 1:

- Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction

### Leadership Standards 3:

- Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices

### Professional Learning Standard 4:

- Uses multiple professional learning designs to support the
## Planning Strategies

After participants practice this model, a team-nominated facilitator from within the collaborative planning team will assume this role.

### Guiding Questions:
- Why is collaborative planning essential to increasing student learning?
- What are the common characteristics of CPMs, and how are they employed at your school?
- What are ways that collaborative teaching can improve student learning?
- How do norms enhance the work of CPMs?
- How is the agenda for each CPM developed?
- Who should lead the CPM?
- How can the four critical questions be used to improve instruction at your school?
  1. What do we want students to learn?
  2. How will we know if they have learned it?
  3. What do we do if they do not learn it?
  4. What do we do if they do learn it?
- How are formative and summative assessments significant in determining the goals of collaborative teaching and student learning?
- What roles do teachers and the principal play in sustaining effective CPMs?
- How often, and for what purposes, will collaborative planning teams meet with administration?

## Sample Tools

- [GaDOE Collaborative Planning Expectations](#)
- [GaDOE Collaborative Planning Meeting Minutes Template](#)
- [GaDOE Collaborative Planning High Impact Practice Rubric](#)
- [GaDOE Co-Teaching in the Classroom: Teacher Tasks Exemplar](#)
- [GaDOE Co-Teaching and LRE Resources](#)
- [GaDOE Co-Teaching Modules](#)
- [GaDOE Plan with a Team Standard Operating Process](#)
- [GaDOE 2016-2017 Principal-to-Principal Webinar #1: Collaborative Planning](#)
- [GaDOE 2015-2016 Principal-to-Principal Webinar #3: PLC’s and Research-based Instructional Practices](#)
- [GA FIP Courses:](Access via the SLDS PD tab)
  - FP003: Collecting and Documenting Evidence of Student Learning

## Alignment to School Standards

- Various learning needs of the staff

### Leadership Guide:
- Curriculum Strand
## Planning Strategies

- FP006: Leading Formative Instructional Practices

### Indicators in Action:
- Team Agenda
- Team Minutes (Indistar)

### Instructional Planning Workbook: Building Strong Teams (Indistar)

### Team Planning and Reporting Resources
(New Jersey Department of Education)

### Team Structure Video Series (Indistar)

### The Quest for Mastery (ASCD)

### What Works Best in Education: The Politics of Collaborative Expertise (Pearson)

### What Is A Professional Learning Community (ASCD)

## Sample Tools

### Alignment to School Standards

**Related Books:**
- Getting Started: Reculturing Schools to Become Professional Learning Communities by Robert Eaker, Richard DuFour & Rebecca DuFour
### Determine Purpose and Set Goals

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.

**Guiding Questions:**
- How is data analyzed to set the goals for each CPM?
- Which data sources are used to determine the focus of each CPM?

### Select a Protocol Aligned to Purpose

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

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional Learning Communities at Work by Richard DuFour</td>
<td>• A Case for Collaboration Days (Huff Post Education)</td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td>• All Things PLC Tools and Resources</td>
<td>• GaDOE Establishing Collaborative Planning Purpose Rubric</td>
<td><strong>Curriculum Standard 1:</strong> Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</td>
</tr>
<tr>
<td>• Critical Issues for Team Consideration Rubric (All Things PLC)</td>
<td>• Professional Learning Communities (Learning Forward)</td>
<td><strong>Professional Learning Standard 4:</strong> Uses multiple professional learning designs to support the various learning needs of the staff</td>
</tr>
<tr>
<td>• PLC Products, Tasks and Time Lines Checklist (Solution Tree Press)</td>
<td>• Team SMART Goal-Setting Plan Template (All Things PLC)</td>
<td><strong>Leadership Guide:</strong> <strong>Curriculum Strand</strong></td>
</tr>
<tr>
<td>• Critical Friends Protocol (SRI)</td>
<td>• Common Formative Assessment Data Team Meeting Protocol (Solution Tree Press)</td>
<td></td>
</tr>
</tbody>
</table>

**Georgia School Performance Standards**

**Curriculum Standard 1:** Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction.
**Planning Strategies**

Groups to build trust. Protocol selection will vary based on the purpose and goal(s) of the CPMs.

**Guiding Questions:**
- What is the specific purpose of the CPM?
- How do collaborative teams maintain a focus on the purpose of the meeting?
- How do protocols enhance the work of CPMs?

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Analysis Protocol</strong> (Solution Tree Press)</td>
<td><strong>Leadership Guide:</strong> Curriculum Strand</td>
</tr>
<tr>
<td><strong>Data Walls/Data Rooms: Accountability for All</strong> (Mississippi DOE)</td>
<td>assessment, and instruction</td>
</tr>
<tr>
<td><strong>Data Protocols</strong> (Oakland Unified School District)</td>
<td></td>
</tr>
<tr>
<td><strong>Data Walls</strong> (Oakland Unified School District)</td>
<td></td>
</tr>
<tr>
<td><strong>Developing An Assessment Protocol</strong> (Solution Tree Press)</td>
<td></td>
</tr>
<tr>
<td><strong>GaDOE Co-Teaching Modules</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NSRF Protocols and Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Peeling the Onion: Defining a Dilemma Protocol</strong> (SRI)</td>
<td></td>
</tr>
<tr>
<td><strong>Results Meeting Protocol</strong> (EngageNY)</td>
<td></td>
</tr>
<tr>
<td><strong>Protocols</strong> (SRI)</td>
<td></td>
</tr>
<tr>
<td><strong>Three Levels of Text Protocol</strong> (SRI)</td>
<td></td>
</tr>
</tbody>
</table>
### Planning Strategies

**Monitor & Provide Feedback for Collaborative Planning Team Improvement**

Effective leaders of learning consistently schedule time to participate in Effective Collaborative Planning Meetings (CPMs) to provide credible, constructive feedback.

Providing coaching comments, positive reinforcement and implementing reflective practitioner practices supports the growth of individual participants and positively influences the group’s work.

**Guiding Questions:**
- How often will collaborative planning teams meet with administration or instructional coaches to receive feedback?
- What are the expectations for participation/observation of collaborative planning meetings for administrators and/or instructional coaches?
- Will feedback be provided to the collaborative team leaders or to the entire team? What is the expected "chain of command" structure?
- Why is it important for administrators to attend CPMs?
- What makes feedback constructive?
- Is feedback frequent and aligned to goals/focus?
- How is the impact of collaboration on staff practices monitored?

### Sample Tools

- 10 Coaching Questions That Work In Any Conversation (Keith Rosen)
- All Things PLC Tools and Resources
  - Team Feedback Sheet
- Critical Issues for Team Consideration Checklist (Learning by Doing)
- Feedback Principles (SRI)
- Feedback Provided During Protocols (SRI)
- GaDOE Collaborative Planning Self-Assessment
- GaDOE Monitor Planning Teams Process
- GaDOE Questions for Monitoring CPMs
- GA FIP Course FP006: Leading Formative Instructional Practices (Access via the SLDS PD tab)
- Giving Teachers the Feedback and Support They Deserve (Education First)
- Instructional Practice Coaching Guide (Achieve the Core)

### Alignment to School Standards

**Georgia School Performance Standards**

**Curriculum Standard 1:** Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction.

**Leadership Standard 2:** Initiates and manages change to improve staff performance and student learning.

**Professional Learning Standard 2:** Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance.

**Professional Learning Standard 6:** Monitors and evaluates the impact of professional learning on staff practices and student learning.

**Leadership Guide:** Curriculum Strand
## System for Effective School Instruction

**PLAN**

“Prepare for Quality Instruction”

### Planning Strategies

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Survey on Team Norms (All Things PLC)</td>
<td></td>
</tr>
<tr>
<td>- What Is A Coaching Conversation (Opening the Door to Coaching Conversations Ch.1)</td>
<td></td>
</tr>
<tr>
<td><strong>Related Books:</strong></td>
<td></td>
</tr>
<tr>
<td>- Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning by Pam Robbins - Peer Coaching Study Guide</td>
<td></td>
</tr>
<tr>
<td>- Coaching Conversations; Transforming Your School One Conversation at a Time by Linda Gross Cheliotes &amp; Marceta Fleming Reilly</td>
<td></td>
</tr>
</tbody>
</table>

### Identify What Students Should Know and Do

**Use Approved Georgia Standards**

**Grade Level and Content Standards**

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

- [Georgia Standards.org](#)  
- [ELL Standards (WIDA)](#)  
- [GaDOE AP Information for Schools](#)  
- [GaDOE Career Clusters/Pathways](#)  

**Georgia School Performance Standards**

**Curriculum Standard 2:** Designs curriculum documents and aligns resources with the intended rigor of the required standards

**Curriculum Standard 3:** Uses a process to review curriculum
### Planning Strategies

- work that demonstrates mastery of the standards.

### Content Area Literacy Standards

**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.

### The Three Big Shifts in Literacy for Social Studies, Science, and Technical Subjects:

- Building knowledge through reading content-rich nonfiction
- Reading, writing, and speaking grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

### The Three Big Shifts in Mathematics:

- Greater focus on fewer topics
- Coherence: Linking topics and thinking across grades
- Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

### Guiding Questions:

- What standards and lesson objectives will be taught?
- What process is used to determine the students have mastered the standards and skills?
- What should students know and be able to do?
- What is the enduring understanding?
- What knowledge and skills should students master?

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>work that demonstrates mastery of the standards.</td>
<td>• GaDOE Curriculum &amp; Instruction</td>
<td>documents to ensure alignment to the intent and rigor of the standards and revise as needed</td>
</tr>
<tr>
<td><strong>Content Area Literacy Standards</strong></td>
<td>• GaDOE ELA Ga. Standards of Excellence (GSE)</td>
<td><strong>Leadership Guide:</strong> Curriculum Strand</td>
</tr>
<tr>
<td>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.</td>
<td>• GaDOE Fine Arts Ga. Standards of Excellence (GSE)</td>
<td></td>
</tr>
<tr>
<td><strong>The Three Big Shifts in Literacy for Social Studies, Science, and Technical Subjects:</strong></td>
<td>• GaDOE Math Ga. Standards of Excellence (GSE)</td>
<td></td>
</tr>
<tr>
<td>- Building knowledge through reading content-rich nonfiction</td>
<td>• GaDOE Science Ga. Standards of Excellence (GSE)</td>
<td></td>
</tr>
<tr>
<td>- Reading, writing, and speaking grounded in evidence from text</td>
<td>• GaDOE Social Studies Ga. Standards of Excellence (GSE)</td>
<td></td>
</tr>
<tr>
<td>- Regular practice with complex text and its academic vocabulary</td>
<td>• GaDOE ESOL</td>
<td></td>
</tr>
<tr>
<td><strong>The Three Big Shifts in Mathematics:</strong></td>
<td>• Georgia K-5 Mathematics Support Wiki Space</td>
<td></td>
</tr>
<tr>
<td>- Greater focus on fewer topics</td>
<td>• Implementing Standards of Mathematical Practice Teacher Planning Rubric (Institute for Advanced Study)</td>
<td></td>
</tr>
<tr>
<td>- Coherence: Linking topics and thinking across grades</td>
<td>• Georgia Literacy in History/Social Studies, Science, and Technical Subjects Standards</td>
<td></td>
</tr>
<tr>
<td>- Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity</td>
<td>• 6-8th Grade Literacy in History/Social Studies,</td>
<td></td>
</tr>
</tbody>
</table>
### Plan with the End in Mind

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.

The process for backwards design includes:

- Identify the appropriate Georgia content standards
- Deconstruct the content standards
- Identify and clarify learning targets for teachers and students based on the required skills and concepts
- Use learning targets to guide the creation of assessments and assignments
- Identify appropriate resources
- Determine acceptable evidence and criteria for mastery

### Guiding Questions:

- What process is used to deconstruct the approved standards?

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science, and Technical Subjects CCGPS</strong></td>
<td><strong>SciCORE</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td><strong>9-10th Grade Literacy in History/Social Studies, Science, and Technical Subjects CCGPS</strong></td>
<td><strong>9-10th Grade Exemplar</strong></td>
<td><strong>Curriculum Standard 2:</strong> Designs curriculum documents and aligns resources with the intended rigor of the required standards</td>
</tr>
<tr>
<td><strong>11-12th Grade Literacy in History/Social Studies, Science, and Technical Subjects CCGPS</strong></td>
<td><strong>11-12th Grade Exemplar</strong></td>
<td><strong>Instruction Standard 3:</strong> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</td>
</tr>
<tr>
<td><strong>SEDL K-12 Standards Implementation Videos</strong></td>
<td><strong>Instruction: Preparation Video</strong></td>
<td><strong>Leadership Guide:</strong> Assessment Strand</td>
</tr>
<tr>
<td><strong>GaDOE Deconstructing the Georgia Standards of Excellence 5-Step Protocol Word template</strong></td>
<td><strong>ELA 9-10 Exemplar</strong></td>
<td><strong>Leadership Guide:</strong> Curriculum Strand</td>
</tr>
<tr>
<td><strong>GaDOE Develop Shared Understanding of Standards Process</strong></td>
<td><strong>ELA Gr 6 Exemplar</strong></td>
<td><strong>Leadership Guide:</strong> Instruction Strand</td>
</tr>
<tr>
<td><strong>Georgia Milestones Achievement Level Descriptors</strong></td>
<td><strong>Math Gr 6 Exemplar</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Planning Strategies

- How does “beginning with the end in mind” guide collaborative planning?

### Sample Tools

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redefine</td>
<td>Series (Indistar)</td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td></td>
<td>Mathematics Curriculum Review Rubric (GaDOE Wiki)</td>
<td><strong>Curriculum Standard 2:</strong> Designs curriculum documents and aligns resources with the intended rigor of the required standards</td>
</tr>
<tr>
<td></td>
<td>Resources Toolkit for New Teachers (Edutopia)</td>
<td><strong>Leadership Guide:</strong> Curriculum Strand</td>
</tr>
<tr>
<td></td>
<td>SE Comprehensive Center CCSS Videos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. ELA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Mathematics K-12</td>
<td></td>
</tr>
</tbody>
</table>

### Write Course/Grade Syllabus

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.

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.

### Guiding Questions:

- What purposes are served by developing course or grade-level syllabi?
- How do syllabi enhance communication with students and parents?

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Write a Syllabus (Cult of Pedagogy)</td>
<td><strong>Georgia School Performance Standards</strong></td>
<td></td>
</tr>
<tr>
<td>Syllabus Example (University of Hawaii)</td>
<td><strong>Curriculum Standard 2:</strong> Designs curriculum documents and aligns resources with the intended rigor of the required standards</td>
<td></td>
</tr>
<tr>
<td>How to Write a Syllabus (WikiHow)</td>
<td><strong>Leadership Guide:</strong> Curriculum Strand</td>
<td></td>
</tr>
<tr>
<td>Writing a Syllabus (Cornell University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Guide to Student Success (National PTA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing a Syllabus: Checklist (The teaching Center)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabus Template (Education World)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
System for Effective School Instruction

PLAN

“Prepare for Quality Instruction”

## Planning Strategies

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why should syllabi be reviewed and revised prior to the beginning of each course or grade?</td>
<td>• Clear Learning Goals Set Student Up For Success (Marzano Center)</td>
<td>Georgia School Performance Standards</td>
</tr>
<tr>
<td></td>
<td>• Deconstructing Standards Practice; Developing Learning Targets (Educational Impact)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GaDOE Setting Learning Targets (Video and PPT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GA FIP Course FP002: Creating &amp; Using Clear Learning Targets (Access via the SLDS PD tab)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GA FIP Courses: Creating Clear Learning Targets for ELA (Access via the SLDS PD tab)</td>
<td>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</td>
</tr>
<tr>
<td></td>
<td>▪ FP1008 - ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ FP1009 - MS</td>
<td>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td></td>
<td>▪ FP1010 - HS</td>
<td>Leadership Guide: Instruction Strand</td>
</tr>
<tr>
<td></td>
<td>• GA FIP Course: Creating Clear Learning Targets for Math (Access via the SLDS PD tab)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ FP1011 - ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ FP1012 - MS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ FP1013 - HS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guide for Effective Learning Targets (Fairfield-Suisun Unified School District)</td>
<td></td>
</tr>
</tbody>
</table>

### Create Learning Targets

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..."

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".

### Types of Learning Targets:

1. Content Knowledge
2. Strategy Development
3. Thinking/Reasoning Development
4. Procedural
5. Investigative or Inquiry
6. Reflective
7. Skills
8. Product

### Guiding Questions:

- As a result of today’s lesson, what should students know and be able to do?
- Why is it important that students achieve this new learning – what will
## Planning Strategies

- How is the learning target meaningful and relevant beyond the specific task/activity? Does it relate to the content standards?
- Is the task or activity aligned with the learning target?

## Sample Tools

- **Know Your Learning Targets** (ASCD)
- **Sharing Learning Targets and Criteria for Success** (ASCD)
- **The Do’s and Don’ts of Learning Targets** (iWalkthrough)

### Related Books:

- **Learning Targets: Helping Students Aim for Understanding In Today’s Lesson** by Connie Moss & Susan Brookhart
- **Visible Learning for Teachers: Maximizing Impact on Learning** by John Hattie

## Alignment to School Standards

- **Attributes of Effective Explicit Vocabulary Instruction** (Iowa Reading Research Center)
- **Effective Vocabulary Instruction: Five Best Practices for Teachers** (Flocabulary)
- **GaDOE ELA Standards Glossary**
- **GaDOE K-12 Mathematics Glossary**

## Identify Key Vocabulary

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.

Isabel Beck categorizes vocabulary into three tiers:

- **Tier 1 Words**: Consists of basic vocabulary, or the more common words most children will know. They

## Georgia School Performance Standards

### Curriculum Standard 2:

- Designs curriculum documents and aligns resources with the intended rigor of the required standards

### Instruction Standard 4:

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

### Leadership Guide:

- **Curriculum Strand**
### Planning Strategies

Planning Strategies include high-frequency words and usually are not multiple meaning words.

- **Tier 2 Words**: 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.

- **Tier 3 Words**: 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.

### Guiding Questions:

- What key content-specific vocabulary should be taught and how?
- Why focus on vocabulary instruction?
- What is academic vocabulary and why is it important?
- What does effective vocabulary instruction look like?
- How are reading comprehension and vocabulary linked?

### Sample Tools

- **Professional Learning Modules**:
  - Teaching Technical Vocabulary
  - Understanding Vocabulary Instruction
  - Academic Language (Comprehensive Reading Solutions)

- **Introducing New Word** (ESU6 Wiki Space)

- **Marzano’s 6 Step Process for Vocabulary Instruction**

- **Teaching Vocabulary** (Reading Rockets)

- **The Importance of Word Choice in Explicit Vocabulary Instruction** (Iowa Reading Research Center)

- **Top 10 Characteristics of Effective Vocabulary Instruction** (TeachThought)

- **Vocabulary Instruction: Videos and Resources** (ACPS PL)

### Alignment to School Standards

#### Leadership Guide: Instruction Strand

**Related Books**:

- **Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and**
System for Effective School Instruction

PLAN
“Prepare for Quality Instruction”

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening by Heidi Hayes Jacobs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bringing Words to Life, Second Edition: Robust Vocabulary Instruction by Isabel Beck</td>
<td></td>
</tr>
</tbody>
</table>

Determine How Students Will Show They Know and Can Do

Develop Common Summative Assessments

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.

Guiding Questions:
• What are the evaluative criteria (or rubric) and how do they measure student proficiency for your objectives?
• Are the assessments aligned with approved standards and learning targets?

- Assessment Design Tool Kit (The Center on Standards & Assessment Implementation)
- Assessment Training Institute
- Classroom Assessments Video Series (Indistar)
- GaDOE GOFAR
- GA FIP 9-Course Series: Designing Sound Assessments (Access via SLDS PD Tab)
- Georgia Milestones Assessment System
- GaDOE Understanding and Using Constructed Response Items
- Instruction: Preparation Video Series (Indistar)

Georgia School Performance Standards

Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards

Assessment Standard 1: Aligns assessments with the required curriculum standards

Assessment Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices

Leadership Guide: Assessment Strand

Leadership Guide: Curriculum Strand
### Create Common Formative Assessments

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.

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.

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.

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Partnership for Assessment of Readiness for College and Careers (PARCC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Smarter Balanced Assessment Consortium</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 50 Preassessment Strategies (Regier Educational Resources)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 56 Different Examples of Formative Assessment PPT. (New Visions for Public Schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 60 Formative Assessment Strategies: Book 2 (Regier Educational Resources)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examples of Formative Assessments (West Virginia DOE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Georgia FIP Course FP1060: Implementing Evidence-based Grading (Access via SLDS PD Tab)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GaDOE Georgia Online Formative Assessment Resources (GOFAR)</td>
<td></td>
</tr>
</tbody>
</table>

**Georgia School Performance Standards**

**Curriculum Standard 2:** Designs curriculum documents and aligns resources with the intended rigor of the required standards

**Assessment Standard 1:** Aligns assessments with the required curriculum standards

**Assessment Standard 3:** Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices

**Leadership Guide:**
- Assessment Strand
- Curriculum Strand
<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guiding Questions:</strong>&lt;br&gt;• How will students demonstrate their understanding?&lt;br&gt;• Why should there be more than one form of assessment for students?&lt;br&gt;• In what ways will student learning be monitored during the lesson and how will this guide your instruction?&lt;br&gt;• How will feedback support students meeting the goals of the lesson?</td>
<td>• GaDOE Mathematics Formative Assessment Lesson Webinar video&lt;br&gt;• GaDOE Mathematics Formative Assessment Lessons Videos&lt;br&gt;• Ga. Standards of Excellence (GSO) Mathematics – Formative assessment lessons embedded within K-12 unit frameworks&lt;br&gt;• Illustrative Mathematics&lt;br&gt;• Implementation Rubric: Data-Driven Instruction &amp; Assessment (TNTP)&lt;br&gt;• Number Talks Resources (GaDOE Mathematics Wiki)&lt;br&gt;• Partnership for Assessment of Readiness for College and Careers (PARCC)&lt;br&gt;• Seven Strategies of Assessment for Learning&lt;br&gt;• Teacher-Made Assessments</td>
<td></td>
</tr>
</tbody>
</table>
# System for Effective School Instruction

**PLAN**

“Prepare for Quality Instruction”

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
</table>
| **Craft Standards-Based Performance Tasks, including a Rubric or Scoring Guide** | - **Assessment Rubrics** (Exemplars K-12)  
- **Learning Assessments and Tasks** (Biting Into the Core)  
- **GaDOE Mathematics Effective Instructional Practices Guide**  
- **GaDOE Eliciting Evidence of Student Learning Resources**  
- **GaDOE Selecting evidence-based practices** (Video)  
- **GA FIP Courses:**  
  - FP41051 Creating & Using Rubrics  
  - FP41052 Master Rubrics  
  - FP1056 Creating & Using Performance Assessments (Access via SLDSPD Tab)  
- **Inside Mathematics Performance Assessment Tasks**  
- **Mathematics Assessment Project** (MARS)  
- **PALM: Performance Assessment Links in Math**  
- **Performance Assessment Links in Science** | **Georgia School Performance Standards**  
- **Curriculum Standard 2:** Designs curriculum documents and aligns resources with the intended rigor of the required standards  
- **Assessment Standard 1:** Aligns assessments with the required curriculum standards  
- **Assessment Standard 2:** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction  
- **Assessment Standard 5:** Implements grading practices that provide an accurate indication of student progress on the required standards  
- **Instruction Standard 2:** Creates an academically challenging learning environment  
- **Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning |

A **Performance Task** 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).

Performance Tasks require students to:
- Create their responses to demonstrate their thinking
- Organize, interpret, evaluate, or synthesize information stored in long-term memory to solve a new problem
- Draw a conclusion or make a generalization and support it with evidence such as writing or illustrating to show depth of knowledge
- Work independently (Newmann, Bryk, Nagaoka, 2001)

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.

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).

A **rubric** is based on a continuum of performance quality and a scale of different possible score points. A rubric identifies the following:
## Planning Strategies

- Shows levels of quality
- Communicates standards
- Tells students expectations for assessment task
- Includes dimensions (criteria), indicators and a rating scale.
- Is NOT a checklist (yes or no answers)

### Guiding Questions:
- What is the purpose of incorporating a performance task within units?
- Why are rubrics a critical component to include in performance tasks?

## Sample Tools

- [Reading and Writing Project Performance tasks](#)
- [Rubistar Rubric Maker](#)
- [Teacher’s Guide to Performance Based Learning and Assessment Ch.1](#)

## Alignment to School Standards

**Instruction Standard 8:** Establishes a learning environment that empowers students to actively monitor their own progress

**Leadership Guide:**
- [Assessment Strand](#)
- [Curriculum Strand](#)
- [Instruction Strand](#)

## Related Books:

- [Rigor is NOT a Four Letter Word](#) by Barbara Blackburn
- [Writing Pathways](#) by Lucy Calkins

---

## Use Planning Tools For Instruction

### Use Approved Georgia Curriculum Documents

**Curriculum frameworks** 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.

A **curriculum map** provides an outline of the course content by units and may provide a suggested time schedule for each unit.

A **pacing guide** is sometimes referred to as a curriculum map, scope and sequence, standards schedule, instructional

### Georgia School Performance Standards

**Curriculum Standard 1:** Uses systematic collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction

**Curriculum Standard 2:** Designs curriculum documents and aligns resources with the intended rigor of the required standards

**Leadership Guide:**
- [Curriculum Strand](#)
### Planning Strategies

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>• Georgia Virtual Learning Resources</td>
<td>• Georgia Virtual Learning Resources</td>
</tr>
<tr>
<td>The <strong>Georgia Teacher Guidance Documents</strong> 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.</td>
<td>• Georgia Standards of Excellence</td>
<td>• Georgia Standards of Excellence</td>
</tr>
<tr>
<td>The <strong>Literacy Standards for Science, History/ Social Studies and Technical Subjects</strong> 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.</td>
<td>• Curriculum Document Examples (Troup Co. Schools)</td>
<td>• Curriculum Document Examples (Troup Co. Schools)</td>
</tr>
</tbody>
</table>
| **The Three Big Shifts in Literacy for Social Studies, Science, and Technical Subjects:**  
• Building knowledge through reading content-rich nonfiction  
• Reading, writing, and speaking grounded in evidence from text  
• Regular practice with complex text and its academic vocabulary | • ELL WIDA Standards | • ELL WIDA Standards |
| **The Three Big Shifts in Mathematics:**  
• Greater focus on fewer topics  
• Coherence: Linking topics and thinking across grades  
• Rigor: Pursue conceptual understanding, procedural skills and | • Georgia CTAE Resource Network | • Georgia CTAE Resource Network |
| | | • GPB Education: News, Resources and Video Library for Georgia Educators |
| | | • Standards for Mathematical Practice |
| | | • Implementing Standards for Mathematical Practice |
| | | • Common Core Literacy Standards Appendix B – Text Exemplars and sample performance tasks for ELA, Sci, SS/History and CTAE |
| | | • Curriculum Guides (Atlanta Public Schools) |

Georgia Department of Education  
Rev. May 2018 ● Page 26 of 91
### Planning Strategies

- fluency, and application with equal intensity

### The 8 Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Sample Tools

- GaDOE Testing Resources
- Georgia Milestones End-of-Course (EOC) Assessment Guides
- Georgia Milestones End-of-Course (EOC) Resources
- Georgia Milestones End-of-Grade (EOG) Assessment Guides
- Georgia Milestones End-of-Grade (EOG) Resources
- GaDOE ACCESS Test for ELL’s
- GaDOE GAA Assessment Webpage
- GaDOE Kindergarten Inventory of

### Alignment to School Standards

<table>
<thead>
<tr>
<th>Assessment Standard 1:</th>
<th>Aligns assessments with the required curriculum standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Standard 2:</td>
<td>Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</td>
</tr>
<tr>
<td>Assessment Standard 3:</td>
<td>Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</td>
</tr>
</tbody>
</table>

### Study the Course Assessment Guides

**The Georgia Milestones** 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.

**ACCESS for ELLs** 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.

**The Georgia Alternative Assessment (GAA)** 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,
### Planning Strategies

| --- |

**The Georgia Kindergarten Inventory of Developing Skills (GKIDS)** is a year-long, performance-based assessment aligned to the state mandated content standards.

**The End of Pathways Assessments (EOPA)** are a measurement mechanism to ascertain the level of technical skill attainment on behalf of CTAE career pathway completers.

**Guiding Questions:**
- How can the assessment guides be used in collaborative planning?

### Sample Tools

- Developing Skills (GKIDS)
- **GaDOE Georgia’s Technical Skill Attainment Inventory**

### Alignment to School Standards

- **Georgia School Performance Standards**

**Curriculum Standard 1:**

Uses systematic collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction.

**Curriculum Standard 2:**

Designs curriculum documents and aligns resources with the intended rigor of the required standards.

**Leadership Guide:**

**Curriculum Strand**

### Develop Unit Plans

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.

**Guiding Questions:**
- How does collaborative unit planning impact instruction?

- **Aligned Instruction Video Series** (Indistar)
- **Common Core Standards for Literacy Appendix B** (Common Core State Standards Initiative) Text Exemplars and sample performance tasks for ELA, Science, Social Studies and CTAE

- **CTAE Resource Network**
- **Designing Effective Unit Plans** (Houston Independent School District)
- **GaDOE CTAE Webpage**
<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• GaDOE Curriculum and Instruction Webpage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GaDOE STEM Frameworks of Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Indicators in Action: (Indistar) - Unit Plan Examples - Defining Units of Instruction - Aligning Units to Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instructional Planning Workbook (Indistar)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instruction: Preparation Video Series (Indistar)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GaDOE Literacy Design Collaborative Instructional Modules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mathematics Design Collaborative (MDC) (6-12 course outlines and videos by Bill &amp; Melinda Gates Foundation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• NZMaths: Unit Plans (New Zealand Math)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding by Design Framework (ASCD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding by Design (UbD)</td>
<td></td>
</tr>
</tbody>
</table>
### System for Effective School Instruction

**PLAN**

**“Prepare for Quality Instruction”**

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resources</td>
<td>Georgia School Performance Standards</td>
</tr>
<tr>
<td></td>
<td>(Jay McTighe &amp; Associates)</td>
<td>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</td>
</tr>
<tr>
<td></td>
<td>UbD Websites for content areas (Jay McTighe &amp; Associates)</td>
<td>Instruction Standards 1: Provides a supportive and well-managed environment conducive to learning</td>
</tr>
<tr>
<td></td>
<td>GaDOE Standards-based Classroom Instructional Frameworks:</td>
<td>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td></td>
<td>- ELA</td>
<td>Leadership Standard 3: Uses systems to ensure effective implementation of curriculum, assessment, instruction and professional learning practices</td>
</tr>
<tr>
<td></td>
<td>- Pervasive Lesson Practices in ELA</td>
<td>Leadership Guide: <strong>Curriculum Strand</strong></td>
</tr>
<tr>
<td></td>
<td>- Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Social Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GaDOE Instructional Delivery Standard Operating Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insight Core Framework Rubric (Insight Education Grout)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Framework Resources (The High School of Global Citizenship)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jobs for the Future Common Instructional Framework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Design Framework (The College of St. Scholastica)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STEM Frameworks of Instruction</td>
<td></td>
</tr>
</tbody>
</table>

### Implement Schoolwide Instructional Frameworks

Leadership Teams should select or create schoolwide Instructional Frameworks that provide a structure to assist teachers in designing and delivering effective instruction.

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.

The Instructional Framework should explicitly state the expected lesson components that all content area teachers are responsible for including in daily lessons.

**Guiding Questions:**
- What are the expectations for lesson delivery for all content area teachers?
- What does the data show as areas of weakness in instructional delivery across all contents? How can the Instructional Framework address these concerns?
- What are the responsibilities for teachers and for students during each component of the lesson?
### Planning Strategies

**Compile Learner Profiles/Class Profiles**

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.

**Guiding Questions:**

- Who are the students in the class with learning challenges and what are they? (writing, reading, speaking, etc.)?
- What are appropriate accommodations or adaptations that can be made in instructional strategies, learning tasks, or assessments to support these learners during the lesson?
- If known, what accommodations are required for students under an IEP, RTI, SST, or 504 plan?

### Sample Tools

- **21st Century Icebreakers: 10 Ways to Get to Know Your Students with Technology** (Teachers With Apps)
- **GaDOE Disability Specific Webinars**
- **GaDOE Foundations of Algebra Placement Resources:** GloSS/IKAN Diagnostic Screener Implementation
- **GaDOE Lexile Framework for Reading**
- **GaDOE Statewide Longitudinal Data System (SLDS)**
- **GaDOE Response to Intervention (RTI) Resources**
- **Helping All Learners: Learning Profile** (EL Education) * Learner Profile .pdf
- **How Learning Profiles Can Strengthen Your Teaching** (Edutopia)
- **Indicators in Action:**
  - Class Progress Chart
  - Student Learning Plan
  - Student Learning Report

### Alignment to School Standards

- **Georgia School Performance Standards**
  - **Assessment Standard 2:** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction
  - **Assessment Standard 4:** Implements a process to collaboratively analyze assessment results to adjust instruction

- **Leadership Guide:**
  - **Assessment Strand**
### System for Effective School Instruction

**PLAN**

“Prepare for Quality Instruction”

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student Profile (Indistar)</td>
<td>- Instructional Practice Guide: Lesson Planning Tool (Achieve the Core)</td>
<td></td>
</tr>
<tr>
<td>• Instructional Planning Workbook (Indistar)</td>
<td>- Biting into the Core - Math</td>
<td></td>
</tr>
<tr>
<td>• Know Your Students As Learners (ASCD)</td>
<td>- Creating Lesson Plans (Colorado State University)</td>
<td></td>
</tr>
<tr>
<td>Create Lesson Plans Following the School’s Instructional Framework</td>
<td>- EngageNY ELA, Math and SS resources</td>
<td></td>
</tr>
</tbody>
</table>

A lesson plan is a detailed, step-by-step guide that outlines the teacher’s objectives for what the students will accomplish that day.

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.

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.

**Guiding Questions:**

- How does collaborative lesson planning impact instruction?
- How does collaborative lesson planning increase student learning?

Georgia School Performance Standards

**Assessment Standard 1:**
Aligns assessments with the required curriculum standards

**Curriculum Standard 2:**
Designs curriculum documents and aligns resources with the intended rigor of the required standards

**Instruction Standard 2:**
Creates an academically challenging learning environment

**Instruction Standard 4:**
Uses research-based instructional practices that positively impact student learning

**Instruction Standard 5:**
Differentiates instruction to meet specific learning needs of students

Leadership Guide: Assessment Strand
## Planning Strategies

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image_url" alt="Image" /></td>
<td><img src="image_url" alt="Image" /></td>
</tr>
</tbody>
</table>

- **Illustrative Mathematics** lesson plans and assessment tasks
- **Increasing Rigor Throughout the Lesson** (EngageNY)
- **Indicators in Action:**
  1. **Learning Plan Grid**
  2. **Whole Class Instruction Weekly Outline Template** (Indistar)
- **Innovation in Teaching – Beyond the Textbook**
  - **Exemplary Lesson Plans** (GOSA)
- **Lesson Plan Template and Completed Example** (Baltimore City Schools)
- **Lesson Plan Template** (Teacher Planet)
- **Lesson Plan Templates** (K12 Reader)
- **Lesson Plan Template** (University of Chicago)
- **The Master Teacher Project** (Better Lessons)
- **Classroom Challenges Formative Assessment Lessons** (Mathematics Assessment Project)

**Leadership Guide:**
- Curriculum Strand
- Instruction Strand
## System for Effective School Instruction
### PLAN
#### “Prepare for Quality Instruction”

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Generating Lesson Plans (Center on Innovations in Learning) Annotated list of lesson planning tools</td>
<td><a href="https://readworks.org">ReadWorks.org</a> Reading comprehension lesson plans for K-6 content</td>
<td></td>
</tr>
<tr>
<td>• Teaching History.org</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The “B.E.S.T” Assignment Analysis protocol (The Literacy Coach’s Game Plan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Top Components of a Well-Written Lesson Plan (About Education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Tuning Protocol - Tuning a Plan (SRI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Tuning Protocol – Tuning a Plan for Large Groups (SRI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <a href="https://unbounded.sri.com">UnboundED</a> Standards-aligned ELA and math lessons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Related Books:**
- **Driven By Data: A Practical Guide to Improve Instruction**
  - by Paul Bambrick-Santoyo
### Planning Strategies

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teach Like a Champion: 49 Techniques That Put Students on the Path to College by Doug Lemov</td>
<td></td>
</tr>
<tr>
<td>• Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College by Doug Lemov</td>
<td></td>
</tr>
</tbody>
</table>

### Include Tools for Learner Differences

**Universal Design for Learning (UDL)** 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.

UDL’s three guiding principles are:

1. Provide multiple means of representing or presenting information.
2. Provide flexible methods for students to express understanding.
3. Provide flexible ways for students to engage in the learning process.

**Georgia School Performance Standards**

**Curriculum Standard 2:** Designs curriculum documents and aligns resources with the intended rigor of the required standards

**Instruction Standard 2:** Creates an academically challenging learning environment

**Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning

**Instruction Standard 5:** Differentiates instruction to meet specific learning needs of students

**Instruction Standard 6:**
Conversely, **Differentiated Instruction (DI)** 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.

**Specially Designed Instruction (SDI)** means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to:
- Address the unique needs of the child that result from the child’s disability;
- 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.

**Guiding Questions:**
- What data sources are teachers using to identify learner differences?
- How do teachers document support plans for learner differences?
- How will the diverse needs of all students be addressed in developing standards-based units, lessons and tasks?

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
</table>
| **Differentiated Instruction (DI)** | - Flexible Grouping: Dare to Differentiate Wiki  
- GaDOE DI in the Co-Taught Classroom Manual  
- GaDOE Effective Math Instruction for Students with Diverse Needs Video series  
- GaDOE Gifted Education  
- GaDOE Special Education GSO Resources  
- GaDOE Special Education Conference Resources and Presentations  
- GaDOE Web Resources for Special Education Teachers  
- GA FIP Courses:  
  - FP1080 Reaching English Learners  
  - FP1081 Reaching Gifted Students  
  - FP1082 Reaching Students with Disabilities  
  - FP005 Fostering Student Ownership of Learning | Uses appropriate, current technology to enhance learning  
- Leadership Guide: **Assessment Strand**  
- Leadership Guide: **Curriculum Strand**  
- Leadership Guide: **Instruction Strand** |
### System for Effective School Instruction

**PLAN**

“Prepare for Quality Instruction”

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBP: Universal Design for Learning Part 1</td>
<td>(Access via SLDS PD Tab)</td>
<td></td>
</tr>
<tr>
<td>GBP: Universal Design for Learning Part 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Center on Universal Design for Learning UDL Examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Differentiated Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GaDOE Teacher Tools for Integrating Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDL Guidelines (Cast.org)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 10 UDL Tips for Developing Learning Goals (CAST Professional Learning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDL Instructional Planning Process (UDL-IRN)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding Differentiated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Choose Instructional Materials

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.

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.

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.

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction: Building a Foundation for Leadership (ASCD)</strong></td>
<td><strong>What Works Clearinghouse</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td><strong>CAST UDL resources</strong></td>
<td><strong>Find A Book</strong> (The Lexile Framework for Reading) Personalized reading list tailored to student’s interests and level</td>
<td><strong>Assessment Standard 2:</strong> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</td>
</tr>
</tbody>
</table>
| **4Teachers.org** | **Achieve the Core:** Literacy Across the Content, ELA and Math resources. Includes leadership & coaching tools.  
  - Math Coherence Maps K-8  
  - ELA Lesson  
  - Math Lesson | **Instruction Standard 2:** Creates an academically challenging learning environment |
| **Brain Pop: standards aligned video lessons across the content** | **Georgia Virtual Learning Teacher Resources** | **Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning |
| **GaDOE Instructional Videos** | **GaDOE Georgia Classrooms Live - ELA** | **Instruction Standard 6:** |
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.

**Guiding Questions:**
- What instructional materials will teachers need for this lesson?
- What materials will students need for this lesson?
- What modified materials (lower level or large print reading text, audio, etc.) or assistive technologies will be required to meet identified learning needs?
- How will technology support or enhance the lesson?
- Does the material present information in a variety of ways, using text, pictures, graphs, and real-world examples?
- How does the criteria for selection of materials take into consideration each student’s level of understanding?

<table>
<thead>
<tr>
<th>Planning Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses appropriate, current technology to enhance learning</td>
<td><strong>Growing Great Writers Videos</strong></td>
<td><strong>Leadership Guide:</strong> Assessment Strand</td>
</tr>
<tr>
<td><strong>GaDOE Learning Resources/Textbook and Instructional Materials</strong></td>
<td><strong>Leadership Guide:</strong> Instruction Strand</td>
<td></td>
</tr>
<tr>
<td><strong>GaDOE Teacher Resource Link</strong> (TRL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Illustrative Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Strategies ABC List</strong> (Troup Co. Schools)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interactive Sites for K-5 Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy Design Collaborative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Marzano Research</strong> * See Free Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematic Assessment Project</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National Center on Accessible Educational Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National Science Teachers Association</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National Council of Teachers of English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National Council of Teachers of Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Strategies</td>
<td>Sample Tools</td>
<td>Alignment to School Standards</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>National Council for the Social Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newsela Lexile leveled current events and articles.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common Core Resources (Common Core State Standards Initiative)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ReadWorks.org K-12 Paired Texts &amp; Question Sets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ReadWriteThink</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholastic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TeachingHistory.org</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ten Websites for Science Teachers (Edutopia)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Channel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>US ED Office of Educational Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Web English Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wolfram MathWorld</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pervasive Lesson Practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Implement Literacy Across the Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;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.&quot; -- Richard Vaca, author of <em>Content Area Reading: Literacy and Learning Across the Curriculum</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content is what we teach, but there is also the how, and this is where literacy instruction comes in. There are an endless number of engaging, effective strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Close Reading Resources:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A Guide to Creating Text Dependent Questions for Close Analytic Reading (GaDOE)</td>
<td></td>
<td>Instruction Standard 2: Creates an academically challenging learning environment</td>
</tr>
<tr>
<td>• A Close Look at Close Reading: Scaffolding Students with Complex Texts (EngageNY)</td>
<td></td>
<td>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td>• Close Reading Resources (Achieve the Core)</td>
<td></td>
<td>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership Guide: Instruction Strand</td>
</tr>
</tbody>
</table>
## Instructional Strategies

- 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.

**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)

**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)

**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.

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.

**Scaffolding** the reading by using effective strategies for pre-, during, and after reading, such as: previewing text, reading

## Sample Tools

- **Close Reading Lesson Library** Grades 2-12 (LearnZillion)
- **Close Reading, Student Learning Profiles and the Co-taught ELA Setting** (GaDOE)
- **Read Write Think – Close Reading Resources**

## Alignment to School Standards

**Lexile Leveled Texts & Resources:**
- **Books that Grow** Complex text for all disciplines with adjustable Lexile levels
- **Find A Book** Find books at student’s Lexile level. (The Lexile Framework for Reading)
- **Managing Multiple Lexile Measures Resource Center** (The Lexile Framework for Reading)
- **Lexile Analyzer** Find the Lexile level of passages. (The Lexile Framework for Reading)
- **Lexiles in SLDS Webinar** (GaDOE) Lexile.mp4
- **Lexiles: Making Sense of a Reading Measure** (GaDOE PPT)
### Instructional Strategies

- 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.

### Guiding Questions:
- What role does literacy play in the classroom?
- What are some ways to weave instruction in reading, writing, and speaking into the content?
- How are multiple opportunities for students to discover information on their own provided?
- What are effective pre-, during- and after-reading strategies to reinforce the learning targets?
- 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?)
- How do strategies differ for content literacy verses discipline literacy?

### Sample Tools

<table>
<thead>
<tr>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsele High-interest articles with adjustable Lexile levels.</td>
</tr>
<tr>
<td>The Lexile Map Books and texts matched to the Lexile® scale. (The Lexile Framework for Reading)</td>
</tr>
<tr>
<td>Georgia Public Library Service 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></td>
</tr>
<tr>
<td>Readworks.org K-12 Reading comprehension Resources</td>
</tr>
</tbody>
</table>

### Literacy Standards & Planning Tools:

- Bookworms Free K-5 Comprehensive Core Reading Program (GaDOE)
- Common Core Literacy Standards Appendix B Text Exemplars and sample performance tasks for ELA, Science, Social Studies/ History and Technical Subjects
- Developing Core Proficiencies Curriculum (Odell Education) Integrated set of English Language Arts/Literacy units grades 6-12
<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Georgia Literacy in History/Social Studies, Science, and Technical Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Kelly Gallagher: Building Deeper Readers &amp; Writers Articles of the week, resources and videos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Newspaper Map Front-page newspaper articles from around the globe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read Right from the Start A free online resource for teachers of children from birth to 3rd grade(Rollins Center for Language &amp; Learning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy Research &amp; Professional Learning:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Building a Culture of Engaged Academic Literacy in Schools (West Ed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Comprehensive Reading Solutions Literacy PL for all content areas (GaDOE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement (Carnegie Corporation of New York)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**System for Effective School Instruction**

**IMPLEMENT**

“Provide Quality Instruction”

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shangan On Literacy:</strong> Information on teaching and assessing reading, writing, and literacy</td>
<td>• <strong>Shangan On Literacy:</strong> Information on teaching and assessing reading, writing, and literacy</td>
<td><strong>Related Books:</strong></td>
</tr>
<tr>
<td><strong>Related Books:</strong></td>
<td></td>
<td>• <strong>A Close Look At Close Reading: Teaching Students To Analyze Complex Texts,</strong> Grades 6-12 by Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson ○ <strong>Study Guide</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>A Close Look At Close Reading: Teaching Students To Analyze Complex Texts,</strong> Grades K–5 by Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson ○ <strong>Study Guide</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Cracking the Common Core:</strong> Choosing and Using Texts in Grades 6-12 by Lewis, Walpole, and McKenna</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Notice &amp; Note</strong> by Kylene Beers</td>
</tr>
</tbody>
</table>

**Write Across the Content**

When students develop strong writing skills, they also develop stronger reading and comprehension skills across all content areas.

• **All About Adolescent Literacy: Resources for Grades 4-12**

• **Argument Writing: Four Reasons Why It’s**

**Georgia School Performance Standards**

**Instruction Standard 2:** Creates an academically
System for Effective School Instruction
IMPLEMENT
“Provide Quality Instruction”

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>Writing Priority Number One</strong> (Teaching Channel)</td>
<td>challenging learning environment</td>
</tr>
</tbody>
</table>
| 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. | **Comprehensive Reading Solutions PL Modules:**
- 1. K-5 Writing PL Modules
- 2. 6-12 Introduction to Argument | **Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning |
| Writing to learn is a strategy through which students can develop their ideas, their critical thinking ability and their writing skills across the content. | **GaDOE: Building a Culture of Writing Series** (Videos and Resources) | **Instruction Standard 5:** Differentiates instruction to meet specific learning needs of students |
| Writing to learn enables students to experiment every day with written language and increase their fluency and mastery of written conventions. | **Georgia Standards LDC Modules** | **Instruction Standard 8:** Establishes a learning environment that empowers students to actively monitor their own progress |
| Writing to learn can also be used as formative assessment and as a way to scaffold mid- and high-stakes writing assignments and tests. | **Units of Study Classroom Videos on Writing** (Teachers College Reading and Writing Project: Columbia University; requires free account) | **Leadership Guide:** **Instruction Strand** |
| **Guiding Questions:**
- How is writing infused into lessons?
- How are various formal, informal and fun writing activities used within lessons?
- How do lessons regularly incorporate time for independent writing? | **Writing to Learn** (Teaching Channel Video) | |
| | **Writing Across the Curriculum:**
- ELA
- Social Studies
- Science
- Mathematics (Michigan DOE) | |
| | **Writing Fluency: A Key to Success on Next Generation** | |
## System for Effective School Instruction

**IMPLEMENT**

“Provide Quality Instruction”

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Teaching Channel)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6+1 Traits and CCSS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 Writing Standards Crosswalk</td>
<td>(Education Northwest)</td>
<td></td>
</tr>
<tr>
<td><strong>6+1 Writing Traits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubrics K-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Education Northwest)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Related Books:**

- **Building Content Literacy: Strategies for the Adolescent Learner** by Roberta Sejnost & Sharon Thiese
- **The Better Writing Breakthrough: Connecting Student Thinking and Discussion to Inspire Great Writing** by Eleanor Dougherty, Laura Billings, and Terry Roberts
- **Writing Pathways: Performance Assessment and Learning Progressions, Grades K-8** by Lucy Calkins

**Introduce Content and Academic/Technical Vocabulary**

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

- **Academic Word Finder** (Achieve the Core)
- **GaDOE K-12 ELA GSE with Glossary**

**Georgia School Performance Standards**

**Instruction Standard 2:**

Creates an academically challenging learning environment
### Instructional Strategies

- Students are to comprehend and master grade or course standards.

Building **academic** vocabulary is an ongoing demand from one grade level to the next.

Disciplines also must emphasize the **content and discipline specific** vocabulary that informs math, science, social studies, English, fine arts and technical subjects. The language of the standards is critical for students to master.

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)

### Guiding Questions:

- What is the difference between content and discipline vocabulary?
- Why is it important for students to understand both?
- What process is used to determine which words to teach?
- What strategies should be used to approach key vocabulary and unfamiliar terms in texts?
- How do students learn words indirectly?

### Sample Tools

- **GaDOE K-12 Math GSE Glossary**
- **GaDOE Vocabulary Strategies Toolbox**
- **Introducing Tier 1 and Tier 2 Words Video** (Gateways by Isabel Beck)
- **Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success** (ASCD)
- **Marzano’s Six Steps to Vocabulary Instruction** (ASCD)
- **Comprehensive Reading Solutions PL Modules:**
  1. Teaching Technical Vocabulary
  2. Understanding Vocabulary Instruction
  3. Academic Language
- **The A-List: Essential Academic Words** (Quizlet)
- **The A-List: Essential Academic Words** (Jim Burke)
- **Understanding Vocabulary Instruction** (Comprehensive Reading Solutions)

### Alignment to School Standards

- **Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning
- **Instruction Standard 5:** Differentiates instruction to meet specific learning needs of students
- **Instruction Standard 8:** Establishes a learning environment that empowers students to actively monitor their own progress

**Leadership Guide:**

**Instruction Strand**
## Instructional Strategies

- How does the planning process insure that vocabulary is developed throughout lessons?
- What strategies are used for the direct instruction of vocabulary?

## Sample Tools

- **Vocabulary for the Common Core and New Science Standards Webinar** (Marzano Research, Sept. 2015)

## Alignment to School Standards

### Related Books:

- **Bringing Words to Life, Second Edition: Robust Vocabulary Instruction**
  By Isabel Beck

- **Differentiated Reading Instruction in Grades 4 & 5**
  by Sharon Walpole, Michael McKenna and Zoi A. Philippakos

- **How to Plan Differentiated Reading Instruction: Resources for K-3**
  by Sharon Walpole and Michael McKenna

### Assess Formatively

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.

Feedback to the learner is immediate to enable the learner to change his/her behavior and understandings right away.

Formative Assessment also enables the teacher to “turn on a dime” and rethink instructional strategies, activities, and

### Georgia School Performance Standards

#### Assessment Standard 2:
Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction

#### Assessment Standard 3:
Uses common assessments aligned
**Instructional Strategies**

- content based on student understanding and performance.

Formative Assessment can be as informal as observing the learner’s work or as formal as a written test.

Formative Assessment is the most powerful type of assessment for improving student understanding and performance.

**Guiding Questions:**

- Why should instruction be adjusted based on formative assessment of student understanding?
- How do multiple forms of assessment inform instruction and decision-making?
- How can students set learning goals and gauge their progress?

---

**Sample Tools**

- **GaDOE Introduction to GoFAR PPT**
- **GA FIP Course FP003: Collecting and Documenting Evidence of Student Learning** (Access via SLDS PD Tab)
- **GaDOE GloSS and IKAN Mathematics Assessments** Numeracy gap diagnostic assessments for all grades
- **GaDOE Mathematics Formative Assessment Lessons (FALS) (Videos)**
  - K-12 FAL Overview
- **Kahoot!**
  A game-based, blended-learning tool
- **Planning: Formative Assessment Guide**
  (Jim Knight - Instructional Coaching Group)
- **Poll Everywhere**
  Design and customize student polls.
- **Problem-Attic**
  access to over 100,000 questions for all content areas
- **Reading & Writing Project Assessment Resources**
  (Teachers College: Columbia University)

**Alignment to School Standards**

- with the required standards to monitor student progress, inform instruction, and improve teacher practices

**Instruction Standard 3:**
Establishes and communicates clear learning targets and success criteria aligned to curriculum standards

**Instruction Standard 6:**
Uses appropriate, current technology to enhance learning

**Instruction Standard 7:**
Provides feedback to students on their performance on the standards or learning targets

**Instruction Standard 8:**
Establishes a learning environment that empowers students to actively monitor their own progress

**Leadership Guide:**
- **Assessment Strand**
- **Instruction Strand**
### Instructional Strategies

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socrative</strong> Assess students with educational activities on tablets, laptops and smartphones.</td>
<td></td>
</tr>
<tr>
<td><strong>Standards for Mathematical Practice Observation Tool</strong> (Kansas State University)</td>
<td></td>
</tr>
<tr>
<td><strong>Wallwisher</strong> Allows students to post their thoughts on electronic sticky notes.</td>
<td></td>
</tr>
<tr>
<td><strong>West Virginia Department of Education: Examples of Formative Assessment</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Opening

**Communicate Learning Target(s) Related to Standard(s)**

The learning target(s) should be clearly articulated, linked to standards, embedded in instruction, and understood by all students.

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.

*Guiding Questions:*

- **Georgia School Performance Standards**

**Curriculum Standard 2:** Designs curriculum documents and aligns resources with the intended rigor of the required standards

**Instruction Standard 3:** Establishes and communicates clear learning targets and success criteria aligned to curriculum standards

- **Georgia DOE Implementing an Effective Three-Part Lesson Instructional Framework: Strong & Weak Evidence Rubric**
- **Georgia DOE Learning Targets Training Videos**
- **Indicators in Action:**
  1. Standards Based Objectives Template
  2. Class Progress Chart (Indistar)
### Instructional Strategies

- How are standards and learning targets communicated and made accessible to all students?
- How will the students communicate their understanding about what they are learning and why they are learning it?
- How does the learning target clearly communicate what students will know and be able to do as a result of the lesson?
- What will be acceptable evidence of student learning? How will you communicate this success criteria to students?

### Sample Tools

- **Dan Meyer:** Math Class Needs a Makeover (Ted Talks)
- Teacher-Directed Instruction:
  1. Introduction Video
  2. Presentation Video (Indistar)
- Top 10 UDL Tips for Developing Learning Goals (CAST)

### Alignment to School Standards

**Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning

**Instruction Standard 7:** Provides feedback to students on their performance on the standards or learning targets

**Related Books:**
- Driven By Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo

---

### Engage Students

Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.

Engagement strategies build upon students’ academic background, life experiences, culture and language to support rigorous and culturally relevant learning.

**Guiding Question:**
- 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)

### Sample Tools

- **32 Research-based Instructional Strategies** (Teachthought)
- Activities to Engage Students (Center for Teaching Excellence, VCU)
- Common Instructional Framework Protocols (Manzano Middle School)
- Design Lessons for Active Engagement (Rutherford Learning Group)
- GaDOE Mathematics Number Talks – implementing effective lesson openings (video)

### Alignment to School Standards

**Georgia School Performance Standards**

**Instruction Standard 2:** Creates an academically challenging learning environment

**Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning

**Instruction Standard 8:** Establishes a learning environment that empowers students to actively monitor their own progress

**Leadership Guide:**
## System for Effective School Instruction

**IMPLEMENT**

“Provide Quality Instruction”

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
</table>
| **Access Prior Knowledge and Make Connections** | • Activating Prior Knowledge with English Language Learners (Edutopia) | **Georgia School Performance Standards**  
Instruction Standard 2: Creates an academically  |
| Prior knowledge is a combination of the learner's preexisting attitudes, experiences, and knowledge. Teachers apply what is | | |

**Related Books:**

### Instructional Strategies

<table>
<thead>
<tr>
<th></th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>known about students’ backgrounds to make the learning interesting, accessible and relevant.</td>
<td><strong>Building Background Knowledge</strong> (Comprehensive Reading Solutions)</td>
<td>challenging learning environment</td>
</tr>
<tr>
<td>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.</td>
<td><strong>Educational Leadership: Teaching Students to Think</strong> (Making Thinking Visible)</td>
<td>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td>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.</td>
<td><strong>The Precious First Few Minutes of Class</strong> (TeachThought)</td>
<td>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td><strong>Visible Thinking Understanding Routines:</strong> Provides protocols for activating prior knowledge.</td>
<td>Leadership Guide: Instruction Strand</td>
</tr>
<tr>
<td>• What strategies can be used to connect students’ experiences to the learning targets and standards?</td>
<td><strong>12 Interesting Ways to Start Class</strong> (TeachThought)</td>
<td></td>
</tr>
<tr>
<td>• How can collaborative planning increase the opportunities for the learner’s connection to real-world experiences?</td>
<td><strong>6 Scaffolding Strategies</strong> (Edutopia)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Scaffolding Instruction Strategies</strong> (About Education)</td>
<td></td>
</tr>
</tbody>
</table>

### Provide Explicit Instruction

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.

**Guiding Questions:**
<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How is the skill, strategy, or concept explicitly taught, modeled, or demonstrated?</td>
<td>• <strong>Introducing Academic Strategies to Students: A Direct-Instruction Approach</strong> (Intervention Central)</td>
<td>that positively impact student learning</td>
</tr>
<tr>
<td>• What questions should be asked to focus on the learning targets for the lesson?</td>
<td>• <strong>Common Core Mathematics and Math Talks Videos</strong> (EngageNY)</td>
<td>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</td>
</tr>
<tr>
<td>• How can the learning be differentiated for students who do not have the prerequisite skills?</td>
<td></td>
<td>Leadership Guide: Instruction Strand</td>
</tr>
<tr>
<td>• How can the learning be differentiated for students who already know the content?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • How will students capture the information presented during explicit instruction? | • **Modeling Strategies:**  
  • **Think Alouds** (Reading Rockets)  
  1. **Using Think-Alouds to Improve Reading Comprehension**  
  • **Marzano’s Nine Effective Instructional Strategies** (adapted from Classroom Instruction that Works, by R. Marzano) |  |
|  |  |  |
|  | • **Student Note-Taking Strategies:**  
  • **10 Strategies to Assist in Developing the Soft Skill of Note Taking** (Teacher.org) |  |
|  | • **Cornell Note Taking for Lectures or Reading** |  |
|  | • **Cornell Note Taking Video** |  |
|  | • **Note Taking Methods Video** (Flocabulary) |  |
### Challenge Students through Questioning & Discussion

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.

**Guiding Question:**
- How does questioning increase student engagement?
- Why is it necessary for questioning to be strategic?

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Taking Systems (California Polytechnic State University)</td>
<td><strong>Related Books:</strong></td>
<td></td>
</tr>
<tr>
<td>Take Note: Five Lessons for Note-taking Fun (Education World)</td>
<td>• Notice &amp; Note: Strategies for Close Reading by Kylene Beers</td>
<td></td>
</tr>
<tr>
<td>Classroom Instruction That Works by Robert Marzano</td>
<td>• Classroom Instruction That Works by Robert Marzano</td>
<td></td>
</tr>
</tbody>
</table>

**Georgia School Performance Standards**

**Instruction Standard 2:** Creates an academically challenging learning environment

**Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning

**Instruction Standard 8:** Establishes a learning environment that empowers students to actively monitor their own progress

**Leadership Guide:**
### Instructional Strategies

- What does the strategic planning of effective questions look like in collaborative planning?

### Sample Tools

- **Questioning** (Biting into the Core)
- **Questioning Sequences in the Classroom Webinar** (Marzano Research, Feb. 2015)
- **Questioning Strategies** (Illinois Center for Innovation in Teaching & Learning)
- **Questioning Techniques: Research-based Strategies for Teachers** (OSU College of Education)
- **The Standards for Mathematical Practices: Questions to Develop Mathematical Thinking** (Implementing Standards for Mathematics [SMP])
- **Using Questioning to Develop Understanding** (Teaching Channel)
- **Webb’s Depth of Knowledge Guide: CTE Definitions**
- **DOK Overview Chart**

### Alignment to School Standards

**Instruction Strand**
## Instructional Strategies

<table>
<thead>
<tr>
<th>Transition from Opening to Work Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guide Student Practice</strong></td>
</tr>
</tbody>
</table>

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.

**Guiding Questions:**
- What guided practice activities will be planned?
- What kind of examples or samples (exemplars) will be provided for students?
- What opportunities will be provided for students to practice new skills or strategies?
- What guiding questions will be used to check for understanding?

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engage in Classroom Talk</strong></td>
<td></td>
</tr>
</tbody>
</table>

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.

- **The Importance of Guided Practice in Classroom** (MultiBriefs)
- **Guided Practice Resources** (Achieve the Core)
- **Guided Instruction and Practice** (Janine Schaub)
- **Inquiry-Based Learning: From Teacher-Guided to Student-Driven** (Edutopia)
- **GA FIP Course FP004: Using Evidence and Feedback to Increase Learning** (Access via SLDSPD Tab)
- **Improving Participation with Talk**

<table>
<thead>
<tr>
<th>Georgia School Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction Standard 2:</strong> Creates an academically challenging learning environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgia School Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgia School Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction Standard 8:</strong> Establishes a learning environment that empowers students to actively monitor their own progress</td>
</tr>
</tbody>
</table>

**Leadership Guide:**
- **Instruction Strand**
**Instructional Strategies**

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.

Teachers introduce and reinforce the use of academic language and encourage students to use that language in their classrooms.

Classroom talk opens the space for questioning, effective scaffolding and successful collaborative group work.

**Guiding Questions:**
- What questions, statement, and actions will be used to encourage students to share their thinking?
- How will other students be encouraged to build upon a student’s ideas?
- How will students assess one another’s ideas?
- How is teacher talk, teacher-initiated questions, student-initiated questions, and student-to-student interactions balanced within the lesson?
- What does student talk reveal about the nature of the students’ thinking?

**Sample Tools**

- **Moves** (Teaching Channel)
- **Number Talks: Build Numerical Reasoning** (NCTM)
- **Procedures for Classroom Talk** (ASCD)
- **Talk Moves in Academic Discussions** (Teaching Channel Video)
- **Talk Moves Checklist** (The Inquiry Project)
- **Why Talk is Important In Classrooms** (ASCD)

**Alignment to School Standards**

- **Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning
- **Instruction Standard 5:** Differentiates instruction to meet specific learning needs of students
- **Instruction Standard 8:** Establishes a learning environment that empowers students to actively monitor their own progress

**Use Organizing Tools**

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.

Organizing tools are some of the most effective visual learning strategies for students and are applied across the

<table>
<thead>
<tr>
<th>Organizing Tools:</th>
<th>Georgia School Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept Mapping in the Classroom</strong> (Kathy Schrock)</td>
<td><strong>Instruction Standard 2:</strong> Creates an academically challenging learning environment</td>
</tr>
<tr>
<td><strong>Concept Maps</strong> (Reading Rockets)</td>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices</td>
</tr>
<tr>
<td><strong>Graphic Organizers ABC List</strong> (Troup Co. Schools)</td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Strategies

- **curriculum to enhance learning and understanding of subject matter content.**

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.

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.

### Guiding Questions:

- What are effective ways to implement organizing tools within a lesson?
- What understanding will be enhanced by using an organizing tool in the lesson?

### Sample Tools

- **Graphic Organizer Templates** (Creatly)
- **Graphic Organizers** *Also available in Spanish (Houghton Mifflin Harcourt Education Place)*
- **Graphic Organizers** (Ed Helper)
- **Graphic Organizers** (Education Oasis)
- **Graphic Organizers** (Enchanted Learning)
- **Thinking Maps**
- **Thinking Maps Templates**

**Related Books:**

- **Educational Leadership: Making Thinking Visible** by Ron Ritchhart

### Alignment to School Standards

- that positively impact student learning

**Instruction Standard 8:** Establishes a learning environment that empowers students to actively monitor their own progress

**Leadership Guide:** Instruction Strand

### Work Session

**Apply Independently**

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).

- **How Do I Plan for Independent Practice?** (Teach For America)
- **GaDOE Implementing an Effective Three-Part Lesson**

**Georgia School Performance Standards**

**Instruction Standard 1:** Provides a supportive and well-managed environment conducive to learning
**Instructonal Strategies**

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.

When planning for the work period, teachers should:
1. Clearly state and model behavior expectations
2. Provide opportunities for all students to show mastery
3. Provide opportunities for extension or intervention
4. Monitor student progress and provide standards-based feedback

**Guiding Questions:**
- What kind of opportunities will be provided for students to apply new learning and demonstrate mastery?
- Based on observations during teacher guided learning, what activities will students be able to complete on their own?
- How can independent practice be distributed so that learning is retained?

**Sample Tools**

- **Independent Practice Checklist**
  (Houston Independent School District)
- **GaDOE Teacher Resource Link (TRL)**
- **GaDOE Standards for Mathematics Practices Look-Fors**
  Aligned to TKES Standards
- **Standards for Mathematical Practices Observation Tool**
  (Kansas State University)
- **Student-Directed Instruction: Group or Individual Video Series**
  (Indistar)

**Alignment to School Standards**

- **Instruction Standard 2:**
  Creates an academically challenging learning environment
- **Instruction Standard 4:**
  Uses research-based instructional practices that positively impact student learning
- **Instruction Standard 5:**
  Differentiates instruction to meet specific learning needs of students

**Leadership Guide:**

**Instruction Strand**

---

**Investigate Collaboratively**

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.

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

**Sample Tools**

- **10 Team-Building Games that Promote Critical Thinking**
  (TeachThought)
- **Instruction: Cooperative Learning**
  (Jim Knight - Instructional Coaching Group)
- **An Overview of Cooperative Learning**
  (The Cooperative Learning Institute)

**Georgia School Performance Standards**

- **Instruction Standard 1:**
  Provides a supportive and well-managed environment conducive to learning
- **Instruction Standard 2:**
  Creates an academically challenging learning environment
### Instructional Strategies

- rich, engaging, and have multiple entry points for all students.

### Guiding Questions:
- What kind of opportunities will be provided for students to investigate, apply new learning, and demonstrate mastery in collaborative groups?
- Based on observations during guided practice, what activities will students be able to complete in small groups or pairs?
- How can students apply their skills in a new and different context?
- How will you ensure that all student have access to, and participate in, the work of their group?
- How is participation distributed? Are there roles for every student?
- How can collaborative practice be distributed so that learning is retained?

### Sample Tools

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Collaborative Learning: Concept to Classroom</strong> (Educational Broadcasting Corporation)</td>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td></td>
<td><strong>Collaborative Group Work Protocols</strong> (Jobs for the Future)</td>
<td><strong>Instruction Standard 8:</strong> Establishes a learning environment that empowers students to actively monitor their own progress</td>
</tr>
<tr>
<td></td>
<td><strong>Collaborative Group Work Videos</strong> (Teaching Channel)</td>
<td><strong>Leadership Guide:</strong> Instruction Strand</td>
</tr>
<tr>
<td></td>
<td><strong>Critical Thinking: A Path to College and Career</strong> (Edutopia)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GA FIP Course FP005: Fostering Student Ownership of Learning</strong> (Access via the SLDS PD tab)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Literature Circles Resource Center</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Literature Circles: Getting Started</strong> (ReadWriteThink)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Standards for Mathematical Practices Observation Tool</strong> (Kansas State University)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student-Directed Instruction: Group or Individual Video Series</strong> (Indistar)</td>
<td></td>
</tr>
</tbody>
</table>
**Lesson Closing**

### Summarize the Lesson in Connection to Learning Target(s)

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).

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.

**Guiding Questions:**
- How will the key points of the lesson be articulated?
- Did each student meet the learning target(s)? If so, how did he/she meet the target(s)?
- What questions or prompts will elicit student articulation of their learning?
- How will students rethink and revise their understanding and work?
- How will students be able to identify if they met their learning target?
- What information will the teacher observe for in a student-led summarization of the lesson?

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarize the Lesson in Connection to Learning Target(s)</strong></td>
<td><strong>Closure Activities:</strong> Making that Last Impression (Colorado State University)</td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td>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). 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. <strong>Guiding Questions:</strong></td>
<td><strong>Facilitating Student-Led Discussions</strong> (GPB Education)</td>
<td><strong>Assessment Standard 1:</strong> Aligns assessments with the required curriculum standards</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td><strong>GaDOE Learning Targets Training Videos</strong></td>
<td><strong>Instruction Standard 2:</strong> Creates an academically challenging learning environment</td>
</tr>
<tr>
<td>- How will the key points of the lesson be articulated?</td>
<td><strong>GaDOE Implementing an Effective Three-Part Lesson</strong></td>
<td><strong>Instruction Standard 3:</strong> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</td>
</tr>
<tr>
<td>- Did each student meet the learning target(s)? If so, how did he/she meet the target(s)?</td>
<td><strong>Keep It or Junk It: A Student Run Lesson</strong> (Teaching Channel)</td>
<td><strong>Leadership Guide:</strong> Assessment Strand</td>
</tr>
<tr>
<td>- What questions or prompts will elicit student articulation of their learning?</td>
<td><strong>Leveling the Playing Field: Sharing Learning Targets and Criteria for Success</strong> (ASCD)</td>
<td></td>
</tr>
<tr>
<td>- How will students rethink and revise their understanding and work?</td>
<td><strong>Teacher-Directed Instruction: Summary &amp; Confirmation Video Series</strong> (Indistar)</td>
<td></td>
</tr>
<tr>
<td>- How will students be able to identify if they met their learning target?</td>
<td><strong>Tips on Closing a Lesson Effectively</strong> (Teaching Channel video)</td>
<td></td>
</tr>
</tbody>
</table>
Reflect and Connect Knowledge to New Learning

Reflection involves linking a current experience to previous learnings (a process called scaffolding). 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)

Reflective Thinking involves analyzing and making judgments about what has happened in a lesson. Students taught to think reflectively become skilled at processing what they know, establishing what they need to know, and how to bridge the gap 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.

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.

Guiding Questions:
• What are effective strategies for student reflection?

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can students summarize the lesson as a source of formative assessment?</td>
<td>• 3 ways to Promote Student Reflection (Kids Discover)</td>
<td>Georgia School Performance Standards</td>
</tr>
<tr>
<td></td>
<td>• 10 Ways to Encourage Student Reflection (What Ed Said)</td>
<td>Instruction Standard 1: Provides a supportive and well-managed environment conducive to learning</td>
</tr>
<tr>
<td></td>
<td>• Frameworks for Reflection (Edutopia)</td>
<td>Instruction Standard 2: Creates an academically challenging learning environment</td>
</tr>
<tr>
<td></td>
<td>• Instruction: Interaction Video Series (Indistar)</td>
<td>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td></td>
<td>• Learning Through Reflection (ASCD)</td>
<td>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</td>
</tr>
<tr>
<td></td>
<td>• Reflection Activities: Strategies to Enhance Student Self-Assessment (Assessment for Learning)</td>
<td>Leadership Guide: Instruction Strand</td>
</tr>
<tr>
<td></td>
<td>• Reflection4Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Importance of Student Reflection on their Own Learning (Thayerism.com)</td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Strategies

- What will ensure that student reflection is included in the lesson?
- How is learning enriched through student reflection?

### Sample stems for student reflection:

- I selected this piece of writing because ...
- What really surprised me about this (experiment, math problem, text) was...
- When I look at my other projects in (art, writer workshop, math, social studies) this project is different because ...
- What makes this piece of writing strong is my use of ...
- What I want to really work on to make my writing better for a reader is ...

### Sample Tools

- Learning (KQED)

### Related Books:

- Learning and Leading with Habits of Mind: 16 Essential Characteristic for Success by Arthur L. Costa and Bena Kallick
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**

<table>
<thead>
<tr>
<th>Monitoring Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check for Understanding</strong></td>
<td></td>
<td>Georgia School Performance Standards</td>
</tr>
<tr>
<td><strong>Progress Monitor</strong></td>
<td><strong>27 Simple Ways to Check for Understanding</strong> (TeachThought)</td>
<td><strong>Assessment Standard 2:</strong> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</td>
</tr>
<tr>
<td>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.</td>
<td><strong>10 Assessments You Can Perform in 90 Seconds</strong> (TeachThought)</td>
<td><strong>Assessment Standard 3:</strong> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</td>
</tr>
<tr>
<td>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)</td>
<td><strong>53 ways to Check for Understanding</strong> (Edutopia)</td>
<td><strong>Assessment Standard 5:</strong> Implements grading practices that provide an accurate indication of student progress on the required standards</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td><strong>Check for Understanding: Key Assessment for Learning Techniques</strong> (EngageNY)</td>
<td></td>
</tr>
<tr>
<td>• What are effective strategies for progress monitoring?</td>
<td><strong>Check for Understanding Strategies</strong> (NElearn)</td>
<td><strong>Leadership Guide:</strong> Assessment Strand</td>
</tr>
<tr>
<td>• How does progress monitoring increase student learning?</td>
<td><strong>Formative Assessment Examples</strong> (West Virginia Department of Education)</td>
<td></td>
</tr>
<tr>
<td>• Why are lesson adjustments made based on progress monitoring results?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## System for Effective School Instruction

### MONITOR

“Ensure Student Success”

<table>
<thead>
<tr>
<th>Monitoring Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Formative Assessment Tools (Exemplars)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Related Books:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Formative Assessment &amp; Standards-Based Grading by Robert Marzano</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Seven Strategies of Assessment For Learning by Jan Chappuis</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Self-Assessment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Grade Analysis and Goal Setting Template (Oregon State University)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Student Data Notebook Resources (MCPS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Rubistar Rubric Maker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sample Student Mastery Tracking Sheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Strategies to Enhance Student Self-Assessment (Assessment for Learning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Structures for Student Self-Assessment (Foundation for Critical Thinking)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Georgia School Performance Standards</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Instruction Standard 8:</strong> Establishes a learning environment that empowers students to actively monitor their own progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Leadership Guide:</strong> Instruction Strand</td>
<td></td>
</tr>
</tbody>
</table>
### Guiding Questions:
- What tools can be provided to students to self-assess their progress toward mastery of content standards?
- How do rubrics play a role in supporting students in their self-assessment processes?
- How can instructional plans incorporate modeling and supporting peer-assessment?
- How can students self-assess their status on the learning target?

### Related Books:
- **Seven Strategies of Assessment for Learning** by Jan Chappuis
- **Student-Centered Classroom Assessment** by Richard J. Stiggins

### Assess Summatively
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.

<table>
<thead>
<tr>
<th>Monitoring Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>some students have had significant learning gains (Chappuis, 2009).</td>
<td><strong>Student-Centered Assessment Resources</strong> (Students at the Center)</td>
<td></td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td><strong>Student Profile: A Self-Directed Learner</strong> (Teaching Channel Video)</td>
<td></td>
</tr>
<tr>
<td>• What tools can be provided to students to self-assess their progress toward mastery of content standards?</td>
<td><strong>Student Self-Assessment</strong> (Ontario Schools)</td>
<td></td>
</tr>
<tr>
<td>• How do rubrics play a role in supporting students in their self-assessment processes?</td>
<td><strong>Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement</strong> (Educational Horizons)</td>
<td></td>
</tr>
<tr>
<td>• How can instructional plans incorporate modeling and supporting peer-assessment?</td>
<td><strong>Student Self-Assessment tools</strong> (Exemplars K-12)</td>
<td></td>
</tr>
<tr>
<td>• How can students self-assess their status on the learning target?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assess Summatively</strong></td>
<td><strong>Every Teacher’s Guide to Assessment</strong> (Edudemic)</td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td>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.</td>
<td><strong>Georgia Milestones Assessment System</strong></td>
<td><strong>Assessment Standard 2:</strong> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor</td>
</tr>
</tbody>
</table>
**Monitoring Strategies**

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.

By administering summative assessments, teachers can quantify the learning that took place during the learning cycle.

Summative assessments provide the teacher with information that will guide instructional planning and the student with information that will guide future learning.

Item analysis of achievement provides feedback on the assessment itself, informing teachers of possible adjustment to the assessment design.

**Guiding Questions**

- How is summative achievement data used to inform instruction?
- Why should collaborative planning teams develop common summative assessments aligned to the standards?
- How can students use summative assessments to monitor their progress toward mastery of the content standards?

**Sample Tools**

- Effective Data Use (PPT)
- **GaDOE Guiding Questions to Use in Data Conversations**
- **NAEP Questions Tool**
- **Summative Assessment** (Great Schools Partnership)

**Related Books:**

- **Assignments Matter: Making the Connections That Help Students Meet Standards** by Eleanor Dougherty
- **Rethinking Grading: Meaningful Assessment for Standards-Based Learning** by Cathy Vatterott

**Alignment to School Standards**

- Learning and inform instruction

**Assessment Standard 3:**

Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices

**Leadership Guide:**

**Assessment Strand**

---

**Analyze: Identify Strengths and Gaps**

**Analyze Student Work**

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.

- **Analyzing Student Work for Actionable Trends in Math** (Achievement Network)
- **Critical Friends: Looking at Student Work**

**Georgia School Performance Standards**

**Assessment Standard 2:**

Uses a balanced system of assessments including diagnostic, formative, and summative to monitor
## Monitoring Strategies

Analysis should focus on improving student learning by:

1. Identifying gaps between student performance and learning targets
2. Create a shared understanding of the standards
3. Discussing instructional strategies to improve student achievement

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.

**Guiding Questions:**
- Did each student meet the learning targets? If so, how did they meet the targets?
- In what areas did students have difficulty?
- Were the adaptations/accommodations for the lesson appropriate? Why or why not?
- Was the assessment appropriate for all students? Why or why not?

## Sample Tools

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Teaching Channel Video)</td>
<td>learning and inform instruction</td>
</tr>
<tr>
<td>• Instructional Improvement Cycle: A Teacher’s Toolkit for Collecting and Analyzing Data on Instructional Strategies (Institute of Education Sciences)</td>
<td>Assessment Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</td>
</tr>
<tr>
<td>• Identify and Support Strengths and Weaknesses Process (GaDOE)</td>
<td>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</td>
</tr>
<tr>
<td>• Quick Sort Protocol (The Literacy Coach’s Game Plan)</td>
<td>Professional Learning Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff</td>
</tr>
<tr>
<td>• Using Student Data to Assess Strengths and Weaknesses (Indistar)</td>
<td>Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement</td>
</tr>
<tr>
<td><strong>Related Books:</strong></td>
<td>Leadership Guide: Assessment Strand</td>
</tr>
<tr>
<td>• Assignments Matter: Making the Connections That Help Students Meet Standards by Eleanor Dougherty</td>
<td></td>
</tr>
<tr>
<td>• Rethinking Grading: Meaningful Assessment for Standards-Based Learning by Cathy Vatterott</td>
<td></td>
</tr>
</tbody>
</table>

## Examine Learning Progressions

A learning progression is a pathway that students travel as they progress toward

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Georgia School Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessing with Learning Progressions in Science (Math Science Partnership PPT)</td>
<td>Assessment Standard 3: Uses common</td>
</tr>
</tbody>
</table>
### Monitoring Strategies

- Mastery of the skills needed for career and college readiness.

Each pathway follows a progression composed of a collection of building blocks that are defined by the content standards for a subject.

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.

### Guiding Questions:

- How do learning progressions assist in establishing individual student learning goals?
- How can students use learning progressions to self-assess?

### Sample Tools

- **Georgia Milestones Achievement Level Descriptors**
- **Georgia Standards of Excellence**
- **Learning Progressions for ELA**
- **Learning Progressions for Mathematics**

### Alignment to School Standards

- Assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices

#### Instruction Standard 8:

Establishes a learning environment that empowers students to actively monitor their own progress

#### Leadership Guide:

**Assessment Strand**

**Instruction Strand**

### Review Summative Data

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.

Summative Assessment tends to have the least impact on improving an individual student's understanding or performance.

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.

Teachers and schools can use these assessments to identify strengths and weaknesses.

### Sample Tools

- **Data Mining Protocol**
- **Data Walls/Data Rooms: Accountability for All** (Mississippi DOE)
- **Data Protocols** (Oakland Unified School District)
- **Data Walls** (Oakland Unified School District)
- **GaDOE SLDS**
- **Instructional Improvement Cycle: A Georgia School Performance Standards**

#### Assessment Standard 2:

Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction

#### Assessment Standard 3:

Uses common assessments aligned with the required standards to monitor student progress, inform instruction.
## Monitoring Strategies

Weaknesses of curriculum and instruction, with improvements affecting the next year's or term's students.

**Guiding Questions:**
- How is summative achievement data used to inform instruction?
- How should collaborative planning teams use trend data?

### Sample Tools

- Teacher’s Toolkit for Collecting and Analyzing Data on Instructional Strategies (Institute on Education Sciences)
- Periodic Assessment Video Series (Indistar)
- Practitioner Data Use in Schools: Workshop Toolkit (WestED)
- Using Student Achievement Data to Support Instructional Planning (NAESP)

### Alignment to School Standards

- Instruction, and improve teacher practices
- **Assessment Standard 4:** Implements a process to collaboratively analyze assessment results to adjust instruction
- **Leadership Standard 4:** Uses processes to systematically analyze data to improve student achievement
- **Leadership Guide:** Assessment Strand

## Assign and Assess Homework

Homework, or a homework assignment, is a set of tasks assigned to students by their teachers to be completed outside the class.

### Research-Based Guidelines for Homework:

- 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.
- Homework should support the grade level or course standards.
- For students in the earliest grades, it should foster positive attitudes, habits, and character traits; permit appropriate

| Teacher’s Toolkit for Collecting and Analyzing Data on Instructional Strategies (Institute on Education Sciences) |
| Periodic Assessment Video Series (Indistar) |
| Practitioner Data Use in Schools: Workshop Toolkit (WestED) |
| Using Student Achievement Data to Support Instructional Planning (NAESP) |

### Georgia School Performance Standards

- **Assessment Standard 2:** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction
- **Assessment Standard 5:** Implements grading practices that provide an accurate indication of student progress on the required standards
- **Instruction Standard 8:** Establishes a learning environment that empowers students to
**Monitoring Strategies**

- parent involvement; and reinforce learning of simple skills introduced in class.
  - For students in **upper elementary grades**, it should play a more direct role in fostering improved school achievement.
  - In **6th grade and beyond**, homework should play an important role in improving standardized test scores and grades.
  - 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.
  - 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.
  - 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.

**Guiding Questions:**

- What structure is in place to assure a consistency in homework practices across the school?
- How are homework assignments used to enhance student learning?

<table>
<thead>
<tr>
<th><strong>Sample Tools</strong></th>
<th><strong>Alignment to School Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Study Habits</td>
<td>actively monitor their own progress</td>
</tr>
<tr>
<td>Good Homework Policy (Principal)</td>
<td>Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families</td>
</tr>
<tr>
<td>Homework Research and Policy: A Review of the Literature (University of Missouri-Columbia)</td>
<td></td>
</tr>
<tr>
<td>Lexile Summer Reading Program (The Lexile Framework for Reading)</td>
<td></td>
</tr>
<tr>
<td>Research Spotlight on Homework (NEA)</td>
<td></td>
</tr>
<tr>
<td>Open Assessment to Instruction with the World’s Largest K-12 Resource Library (OpenEd)</td>
<td></td>
</tr>
<tr>
<td>See Resource Library for Assessments, videos and homework for each common core standard.</td>
<td></td>
</tr>
<tr>
<td>The Case For and Against Homework (ASCD)</td>
<td></td>
</tr>
<tr>
<td>What’s the Right Amount of Homework (Edutopia)</td>
<td></td>
</tr>
</tbody>
</table>
## Provide Feedback

### Provide Standards-based Student Feedback

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.

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.

**Guiding Questions:**

- Why should student feedback connect to the standards?
- When do students receive feedback on their progress?
- What forms does feedback take in the classroom?
- What are students expected to do as a result of feedback?
- How is success feedback given to students?
- What forms of intervention feedback are used?
- How can traditionally graded assignments or quizzes be converted to opportunities for feedback alone?

### Sample Tools

- **Are Students Getting Enough Feedback?**
  - Six Questions Teachers Should Ask (Education World)
- **Effective Feedback**
  - (Visible Learning Plus)
- **Feedback from Teachers to Students**
  - (PPT)
- **Feedback in Schools**
  - (Visible Learning Plus)
- **GaDOE What is Effective Student Feedback**
  - (PPT)
- **GaDOE Provide Student Feedback Process**
- **GA FIP Course FP004:**
  - Using Evidence and Feedback to Increase Learning (Access via SLDS PD Tab)
- **Giving Effective Oral Feedback to Your Students**
  - (ASCD Video)
- **Giving Effective Written Feedback to Your Students**
  - (ASCD Video)
- **“How Am I Doing?”** – Assessment and

### Alignment to School Standards

**Georgia School Performance Standards**

**Instruction Standard 7:**

Provides feedback to students on their performance on the standards or learning targets

**Instruction Standard 8:**

Establishes a learning environment that empowers students to actively monitor their own progress

**Leadership Guide:**

**Instruction Strand**
## System for Effective School Instruction

**M O N I T O R**

"Ensure Student Success"

<table>
<thead>
<tr>
<th>Monitoring Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
</table>
| **Feedback to Learners**  
(Suffolk County Council) | **How I Learned to be Strategic About Writing Comments**  
(Ed Leadership April '16) |  |
| **How to Give Effective Feedback to Your Students**  
(ASCD Webinar) | **Pupils Learning from Teachers’ Responses**  
(Association for Achievement and Improvement through Assessment) |  |
| **Seven Keys to Effective Feedback**  
(ASCD) | **The Secret of Effective Feedback**  
(Ed Leadership April '16) |  |
| **The Power of Feedback**  
(American Educational Research Association) |  |  |

**Related Books:**
- **Seven Strategies of Assessment for Learning**  
  by Jan Chappuis  
  Ch. 3: Where am I now? Effective Feedback
- **How To Give Effective Feedback To Your Students, 2nd Edition**  
  by Susan M Brookhart
## System for Effective School Instruction
### MONITOR
"Ensure Student Success"

<table>
<thead>
<tr>
<th>Monitoring Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monitor and Provide Instructional Feedback to Teachers</strong></td>
<td><strong>Sample Tools</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td>Instructional Feedback provides specific information regarding particular aspects of a teacher’s classroom performance and about how to proceed.</td>
<td>Bill Gates Ted Talk video: Teachers Need Real Feedback</td>
<td><strong>Leadership Standard 7:</strong> Monitors and evaluates the performance of teachers and other staff using multiple data sources</td>
</tr>
<tr>
<td>Effective instructional feedback can come from administrative observations, instructional coach observations or peer focus walks.</td>
<td>Classroom Observation Checklist Development Process (Indiana DOE)</td>
<td><strong>Professional Learning Standard 1:</strong> Aligns professional learning with needs identified through analysis of a variety of data</td>
</tr>
<tr>
<td>Instructional feedback is a non-evaluative way to assist classroom teachers in reflecting on their instructional practices and build upon their professional improvement plans.</td>
<td>GaDOE Best Practices for Coaching Teachers (video)</td>
<td><strong>Professional Learning Standard 2:</strong> Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td>GaDOE Fostering Continuous Instructional Improvement PPT</td>
<td><strong>Professional Learning Standard 4:</strong> Uses multiple professional learning designs to support the various learning needs of the staff</td>
</tr>
<tr>
<td>- Is feedback provided to teachers in a timely manner?</td>
<td>GaDOE GSE High Impact Practices Rubric for Standards-based Classrooms</td>
<td></td>
</tr>
<tr>
<td>- Does the feedback direct attention to strengths and offer one or two next steps to guide improvement?</td>
<td>GaDOE Evaluate Instructional Delivery Standard Operating Process</td>
<td></td>
</tr>
<tr>
<td>- Do teachers reflect on feedback and make adjustments to their instructional practice?</td>
<td>Instructional Coaching Group Resources</td>
<td></td>
</tr>
<tr>
<td>- How is the feedback communicated?</td>
<td>Instructional Strategies Focus Walk Sample (Albany HS, Dougherty County)</td>
<td></td>
</tr>
<tr>
<td>- Is the feedback aligned to collaborative goals?</td>
<td>Instructional Walkthrough Tools (RTI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Coach Weekly Calendar</td>
<td></td>
</tr>
<tr>
<td>Monitoring Strategies</td>
<td>Sample Tools</td>
<td>Alignment to School Standards</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>(Literacy Coaching Clearinghouse)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Giving Teachers Feedback:</strong> 5 Essential Practices (Education First)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>GaDOE Monitoring for an Effective Three-Part Lesson</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>GaDOE Observation &amp; Feedback</strong> (PPT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>GaDOE Sample Instructional Coaches Schedule</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>GaDOE Standards for Mathematics Practices Look-Fors</strong> Aligned to TKES Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Personalized Professional Development</strong> (Ed Week Spotlight 2017)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Seven Keys to Effective Feedback</strong> (ASCD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Six Steps for Effective Feedback</strong> (video)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Standards for Mathematical Practice Observation Tool</strong> (Institute for Advanced Study/Park City Mathematics Institute)</td>
<td></td>
</tr>
</tbody>
</table>
### System for Effective School Instruction

**MONITOR**

“Ensure Student Success”

<table>
<thead>
<tr>
<th>Monitoring Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Art of Feedback (Learning Forward)</td>
<td><img src="image-url" alt="Image" /></td>
<td><img src="image-url" alt="Image" /></td>
</tr>
<tr>
<td>• The Power of Feedback (American Educational Research Association)</td>
<td><img src="image-url" alt="Image" /></td>
<td><img src="image-url" alt="Image" /></td>
</tr>
<tr>
<td><strong>Related Books:</strong></td>
<td><img src="image-url" alt="Image" /></td>
<td><img src="image-url" alt="Image" /></td>
</tr>
<tr>
<td>• Feedback to Feed Forward; 31 Strategies to Lead Learning by Amy Tepper &amp; Patrick Flynn</td>
<td><img src="image-url" alt="Image" /></td>
<td><img src="image-url" alt="Image" /></td>
</tr>
<tr>
<td>• Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement by Connie Moss &amp; Susan M. Brookhart</td>
<td><img src="image-url" alt="Image" /></td>
<td><img src="image-url" alt="Image" /></td>
</tr>
<tr>
<td>o Study Guide</td>
<td><img src="image-url" alt="Image" /></td>
<td><img src="image-url" alt="Image" /></td>
</tr>
<tr>
<td>• Leverage Leadership [Chapter 2] by Paul Bambrick-Santoyo</td>
<td><img src="image-url" alt="Image" /></td>
<td><img src="image-url" alt="Image" /></td>
</tr>
</tbody>
</table>

---

### Adjust: Intervene & Enrich

**Provide Interventions for Struggling Students**

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.

| • Academic Intervention Planner for Struggling Students (Intervention Central) | ![Image](image-url) | ![Image](image-url) |
| • Assisting Students Struggling with Mathematics: Response to Intervention (Rti) for Elementary and Middle Schools | ![Image](image-url) | ![Image](image-url) |

<table>
<thead>
<tr>
<th>Georgia School Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td><strong>Instruction Standard 5:</strong> Differentiates instruction to meet specific requirements</td>
</tr>
</tbody>
</table>
**Monitoring Strategies**

- note taking skills, planning and executing long term projects, review of specific concepts taught in class, etc.

An *academic intervention* 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 & 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.

**Guiding Questions:**
- What data should be used to identify students who require interventions?
- What results or student outcomes are expected as a result of academic or behavioral interventions for identified student?
- What is the process for implementing schoolwide interventions?

<table>
<thead>
<tr>
<th>Monitoring Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>note taking skills, planning and executing long term projects, review of specific concepts taught in class, etc.</td>
<td>(Institute of Education Sciences)</td>
<td>learning needs of students</td>
</tr>
<tr>
<td>Best Practices in Planning Interventions for Students with Reading Problems (Reading Rockets)</td>
<td><strong>Instruction Standard 7:</strong> Provides feedback to students on their performance on the standards or learning targets</td>
<td></td>
</tr>
<tr>
<td>Evidence Based Intervention Network (University of Missouri)</td>
<td><strong>Instruction Standard 9:</strong> Provides timely, systematic, data-driven interventions</td>
<td></td>
</tr>
<tr>
<td>GaDOE Develop Universal Screening and Data Review Process</td>
<td>Leadership Guide: Instruction Strand</td>
<td></td>
</tr>
<tr>
<td>Georgia Virtual Learning</td>
<td><strong>GA FIP Courses:</strong> (Access via SLDS PD Tab)</td>
<td></td>
</tr>
<tr>
<td>GaDOE Early Intervention Program</td>
<td>- FP1082 Reaching Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>GaDOE ESOL</td>
<td>- FP1080 Reaching English Learners</td>
<td></td>
</tr>
<tr>
<td>GaDOE RTI</td>
<td><strong>Georgia’s Systems of Continuous Improvement:</strong> Supportive Learning Environment</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Guide:</strong> Instruction Strand</td>
<td><strong>Intervention Central:</strong> Your Source for RTI Resources</td>
<td></td>
</tr>
</tbody>
</table>
## System for Effective School Instruction

**MONITOR**

“Ensure Student Success”

<table>
<thead>
<tr>
<th>Monitoring Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>National Center on Intensive Intervention - Samples of Tiered Support</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Related Books:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Effective School Interventions: Evidence Based Strategies for Improving Outcomes, 3rd Edition by Natalie Rathvon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• RTI Toolkit: A Practical Guide for Schools by Jim Wright</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Strategies for Struggling Learners in the Era of CCSS &amp; RTI by Jim Wright</td>
<td></td>
</tr>
</tbody>
</table>

### Enrich Students Who Have Met Standards

**Enrichment** 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.

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.

Enrichment experiences should be planned with students’ particular needs and abilities.

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Georgia School Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td></td>
<td><strong>Instruction Standard 5:</strong> Differentiates instruction to meet specific learning needs of students</td>
</tr>
<tr>
<td></td>
<td><strong>Instruction Standard 7:</strong> Provides feedback to students on their performance on the</td>
</tr>
</tbody>
</table>

*Georgia Department of Education*

Rev. May 2018 ● Page 80 of 91
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.

**Guiding Questions:**

- What results or student outcomes are expected as a result of enrichment?
- What data is used to determine which students need enrichment?
- What data is used to determine what content needs enriched?
- 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?

<table>
<thead>
<tr>
<th>Monitoring Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>• <a href="#">Math Enrichment Topics</a> (Mathwire)</td>
<td>standards or learning targets</td>
</tr>
<tr>
<td><strong>Instruction Standard 9:</strong> Provides timely, systematic, data-driven interventions</td>
<td><strong>Leadership Guide:</strong> Instruction Strand</td>
<td></td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>System Assessment Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflect on What Did and Did Not Work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflect on Practitioner Practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting on past practice can help schools gain insights about what was successful and what can be improved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources of reflection data can include, but are not limited to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning Walks/Peer Observations</td>
<td>Classroom Observation Checklist Development Process (Indiana DOE)</td>
<td></td>
</tr>
<tr>
<td>• Focus Walk Data</td>
<td>GaDOE TAPS Performance Standards</td>
<td>Georgia School Performance Standards</td>
</tr>
<tr>
<td>• Collaborative Planning Documentation</td>
<td>GaDOE LAPS Performance Standards</td>
<td></td>
</tr>
<tr>
<td>• TAPS Observation Summary</td>
<td>GaDOE School Organizer Calendar</td>
<td></td>
</tr>
<tr>
<td>• LAPS Summary</td>
<td>The Learning Walk (Teaching Channel Video)</td>
<td></td>
</tr>
<tr>
<td>• G-SAPS Summary Report</td>
<td>Peer Observation Protocols Jigsaw (SRI)</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Walks** 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.

**Professional Learning Standard 4:** Uses multiple professional learning designs to support the various learning needs of the staff.

**Leadership Standard 7:** Monitors and evaluates the performance of teachers and other staff using multiple data sources.

**Leadership Standard 8:** Provides ongoing support to teachers and other staff.

**School Culture Standard 2:** Establishes a culture of trust and respect that promotes positive interactions and a sense of community.
**System for Effective School Instruction**  
**ASSESS**  
“Refine for Continuous Instructional Improvement”

<table>
<thead>
<tr>
<th>System Assessment Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
</table>
| 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. | • School Reform Initiative (SRI) Protocols  
• Success at the Core (Teaching Channel)  
• Using Teacher Learning Walks to Improve Instruction (Principal Leadership, 2014) |  |
| **Focus Walks** - 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. | **Guiding Question for Reflection:**  
• To what extent did the whole class or group learn what you intended them to learn? Cite specific example and/or evidence.  
• What did you learn about your students as learners?  
• How well did your lesson support the diverse needs of your learners?  
• What changes, if any, might you make in: Planning, Management, Instruction, and/or Assessment?  
• What have you learned about yourself as a teacher/Administrator?  
• What goals do you have for yourself as you plan future lessons/School Improvement initiatives? |  |
| **Analyze Student Assessment Data** | • Assessment Design Toolkit (The Center on Standards & Assessment Implementation)  
• Data Analysis Protocol for Teachers  
• Data Driven Meetings (Adapted from Solution Tree) |  
**Georgia School Performance Standards**  
**Assessment Standard 4:** Implements a process to collaboratively analyze assessment results to adjust instruction  
**Leadership Standard 4:** Uses processes to |
System Assessment Strategies | Sample Tools | Alignment to School Standards
--- | --- | ---
place for regularly reviewing all sources of summative/lagging data. 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.

**Sources of Student Data:**

- CCRPI
- Ga. Milestones EOC/EOG
- Course Grades
- AP
- NAEP
- SAT
- ACT
- PSAT
- GAA
- ACCESS
- GKIDS

**CCRPI:** 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.

**Guiding Question:**

- What is the process for analyzing student assessment data in collaborative planning meetings?
- How are students involved in analyzing their assessment data?
- How can this analysis benefit instruction?

**Sample Tools:**

- Data Protocols (Oakland USD)
- District and School Data Team Toolkit (WSIPC)
- GaDOE Instructional Improvement System (IIS) Data Analysis Tool on SLDS
- Effective Practices for the CCRPI
- GaDOE CCRPI Accountability
- GaDOE PSAT Information
- GaDOE SLDS Training Resources
- GaDOE Information on the National Association for Educational Progress (NAEP)
- Periodic Assessment Video Series (Indistar)
- Principal’s Playbook Data Protocols (Gaston CS)
- Using Student Achievement Data to Support Instructional Planning (NAESP)

Systematically analyze data to improve student achievement

**Leadership Guide:**

**Assessment Strand**
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.

**Guiding Question:**
*Why is it important to implement a process for ongoing review and revision of instructional documents?*
*What is the purpose of collaborative planning documentation?*

<table>
<thead>
<tr>
<th>System Assessment Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review &amp; Adjust Collaborative Planning Documentation &amp; Instructional Documents</strong></td>
<td><strong>GaDOE Collaborative Planning High Impact Practice Rubric</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td>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.</td>
<td><strong>Implementations of the Common Core State Standards: A Transition Guide for School-level Leaders</strong> (<em>The Aspen Institute and Partners</em>)</td>
<td><strong>Leadership Standard 2:</strong> Initiates and manages change to improve staff performance and student learning</td>
</tr>
<tr>
<td><strong>Guiding Question:</strong></td>
<td><strong>Indicators in Action Templates</strong> (<em>Indistar</em>)</td>
<td><strong>Curriculum Standard 3:</strong> Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</td>
</tr>
<tr>
<td>- Why is it important to implement a process for ongoing review and revision of instructional documents?</td>
<td><strong>Instructional Planning Workbook</strong> (<em>Indistar</em>)</td>
<td><strong>Assessment Standard 1:</strong> Aligns assessments with the required curriculum standards</td>
</tr>
<tr>
<td>- What is the purpose of collaborative planning documentation?</td>
<td><strong>High Impact Teaching Strategies: Excellence in Teaching and Learning</strong> (<em>Victoria State Government</em>)</td>
<td><strong>Leadership Guide:</strong> Assessment Strand</td>
</tr>
<tr>
<td></td>
<td><strong>Principles of Instruction: Researched-based Strategies that All Teachers Should Know</strong> (<em>American Educator</em>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Team Planning and Reporting</strong> (<em>New Jersey Department of Education</em>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What Works Best in Education: The Politics of Collaborative</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

Georgia Department of Education  
Rev. May 2018  ●  Page 85 of 91
### System Assessment Strategies

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expertise (Pearson)</td>
<td></td>
</tr>
<tr>
<td><strong>Tools &amp; Resources</strong> (All Things PLC)</td>
<td></td>
</tr>
</tbody>
</table>

#### Related Books:
- Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning by Pam Robbins

---

### Review & Adjust Schoolwide Instructional Framework

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.

**Guiding Question:**
- Why is it important to implement a process for ongoing review and revision of the schoolwide instructional framework?
- What is the purpose of a schoolwide instructional framework?

#### Georgia School Performance Standards

**Leadership Standard 2:**
- Initiates and manages change to improve staff performance and student learning

**Curriculum Standard 3:**
- Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed

**Leadership Guide:**
- **Curriculum Strand**

- **Align the Design** (ASCD)
- **GaDOE Standards-based Classroom Instructional Frameworks:**
  - **ELA**
  - Pervasive Lesson Practices in ELA
  - **Mathematics**
  - **Social Studies**
  - **Science**
  - **Electives**

- **Insight Core Framework Rubric** (Insight Education Group)

- **Common Instructional Framework** (Jobs for the Future)

- **GaDOE Sample Schoolwide Instructional Framework**
## System Assessment Strategies

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• STEM GaDOE Frameworks of Instruction</td>
<td>Georgia School Performance Standards</td>
</tr>
<tr>
<td>• Instructional Practice Coaching Guide (Achieve the Core)</td>
<td></td>
</tr>
<tr>
<td>• Tools and Resources (All things PLC)</td>
<td>Leadership Standard 2: Initiates and manages change to improve staff performance and student learning</td>
</tr>
<tr>
<td>• GaDOE Collaborative Planning High Impact Practice Rubric</td>
<td>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</td>
</tr>
<tr>
<td>• Giving Teachers the Feedback and Support They Deserve (Education First)</td>
<td></td>
</tr>
<tr>
<td>• GaDOE Monitoring for Feedback PPT</td>
<td></td>
</tr>
<tr>
<td>• GaDOE Monitoring for an Effective Three-Part Lesson</td>
<td></td>
</tr>
<tr>
<td>• GaDOE Questions for Monitoring CPMs</td>
<td></td>
</tr>
</tbody>
</table>

## Review & Adjust the Process for Monitoring Collaborative Planning Teams

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:

- Determine what IS working within each collaborative planning team?
- Determine what is NOT working within each collaborative planning team?
- Determine what adjustments are needed to improve the practices of each collaborative planning team?

### Guiding Questions:

- Are Administrators or Instructional Coaches participating in CPMs?
- Are Administrators or Instructional Coaches providing effective feedback to collaborative planning teams?
- What are the sources of evidence that collaborative planning is monitored?
- What evidence can be provided to show the impact of feedback?

## Celebrate & Share Successes

### Celebrate Student Achievements

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

- Celebrating Student Achievement – Your Shining Moment Video (Teaching Channel)
- Celebrating Students: Schools Recognize

---

Georgia Department of Education
Rev. May 2018 ● Page 87 of 91
### System Assessment Strategies

<table>
<thead>
<tr>
<th>Whole, confidence increases and the classroom becomes a place where behavior problems are diminished and learning accelerated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>One of the most powerful aspects of recognizing and celebrating knowledge gain is that virtually every student will have something to celebrate. 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.</td>
</tr>
</tbody>
</table>

### Guiding Questions:
- What impact does celebrating student success have on student engagement and learning?
- What impact does celebrating student success have on teaching practices?
- How can successful staff practices be acknowledged and celebrated outside the school community?
- How can student successes be acknowledged and celebrated outside the school community?

### Sample Tools

<table>
<thead>
<tr>
<th>Achievement in Many Ways (Education World)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marzano’s Celebrating Success Rubric</strong></td>
</tr>
</tbody>
</table>

**Suggestions for celebrating student success:**
- High Five: The high five has always symbolized agreement or acceptance.
- Thumbs Up: Give students a thumbs up to indicate agreement or acknowledgment of a job well done.
- Handshake: Shake the hand of a student when that student shows growth.
- Pat on the Back
- Round of Applause
- Silent Cheer

### Alignment to School Standards

<table>
<thead>
<tr>
<th>Achievements and accomplishments of students and staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family and Community Engagement Standard 2: Establishes structures that promote clear and open communication between the school and stakeholders</td>
</tr>
<tr>
<td>Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families</td>
</tr>
</tbody>
</table>

### Celebrate Staff Achievements

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

<table>
<thead>
<tr>
<th>Celebrating School Success (Indistar)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Giving Teachers the Feedback and Support They Deserve</strong></td>
</tr>
</tbody>
</table>

### Related Books:
- **Becoming a Great High School** by Tim Westerberg
  - Study Guide

### School Culture Standard 5:
Recognizes and celebrates achievements and accomplishments of students and staff
System Assessment Strategies | Sample Tools | Alignment to School Standards
--- | --- | ---
and publicized within the school and to the community. | • Inspirational or Funny Videos (Troup Co. Schools) | achievements and accomplishments of students and staff
Rituals, ceremonies, and programs exist within the positive learning community to acknowledge individual, small group, and organizational achievements and accomplishments. | • Recognizing Success as a Catalyst for Continuous Improvement |  
Guiding Questions:  
- How are faculty who have achieved and/or made gains on their professional learning goals acknowledged and celebrated?  
- How is the progress of the entire staff toward increases in student achievement acknowledged and celebrated?  
- How can successful staff practices be acknowledged and celebrated outside the school community? |  
Identify Next Steps
Conduct Standards-Based Needs Assessment(s)  
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.  
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. | • A Data Picture of Our School (All Things PLC) | Georgia School Performance Standards  
Leadership Standard 2: Initiates and manages change to improve staff performance and student learning  
Professional Learning Standard 2: Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance
Sources of Schoolwide Data:  
- CCRPI Data Analysis Report  
- GSAPS Targets | • Fishbone Root Cause Analysis |  
• GaDOE Comprehensive Needs Assessment 3-Yr. Academic Profile Excel |  
• GaDOE Comprehensive Needs Assessment Data Guide |  
• GaDOE Conducting a Comprehensive
## System for Effective School Instruction

### ASSESS

“Refine for Continuous Instructional Improvement”

<table>
<thead>
<tr>
<th>System Assessment Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TKES Summative Report</td>
<td>Needs Assessment PowerPoint</td>
<td>Planning and Organization Standard 2: Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance</td>
</tr>
<tr>
<td>• LKES Summative Report</td>
<td>• GaDOE K-12 Literacy Needs Assessment</td>
<td></td>
</tr>
<tr>
<td>Guiding Questions:</td>
<td>• GaDOE School &amp; District Strategic Planning Tools</td>
<td></td>
</tr>
<tr>
<td>• Through data analysis, have learning needs been identified?</td>
<td>• GaDOE System for Effective School Instruction Self-Assessment Checklist</td>
<td></td>
</tr>
<tr>
<td>• Why is it important to include all stakeholders in the needs assessment process?</td>
<td>• GLISI Leading a Team To Analyze Root Causes Using Quality Tools</td>
<td></td>
</tr>
<tr>
<td>• What process will be used to include all stakeholders in the needs assessment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How will all stakeholders be informed of the outcomes of needs assessments?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Review & Revise the Instruction Component of the School Improvement Plan (SIP) for Continuous Improvement

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.

**Guiding Questions:**
- Has the CPM or LT set learning goals and developed a monitoring process?

### Georgia School Performance Standards

- **Leadership Standard 2:** Initiates and manages change to improve staff performance and student learning
- **Professional Learning Standard 1:** Aligns professional learning with needs identified through analysis of a variety of data
- **Professional Learning Standard 2:** Establishes a culture of collaboration among administrators and staff to enhance individual
### System Assessment Strategies

- Have clear expectations been established?
- How will SIP be monitored and progress communicated to stakeholders?
- Do all stakeholders understand the SI cycle?

### Sample Tools

- **effective professional development**
  - Toolkit article
- **PD In Focus**
  - (ASCD)
- **Professional Development Video Series**
  - (Indistar)
- **School Based PL Unit 3: Learning Designs**
  - (Learning Forward)
- **GaDOE Communicating Expectations So We Are All on the Same Page Template**
- **GaDOE Implementing the School Improvement Process with Embedded PL (PPT)**

### Alignment to School Standards

and collective performance

**Planning and Organization Standard 3:** Monitors implementation of the school improvement plan and makes adjustments as needed

**Leadership Guide:**

**Instruction Strand**

**Related Books:**

- **Leverage Leadership [Chapter 4] by Paul Bambrick-Santoyo**

---

**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** to recommend additional resources.

http://tinyURL.com/GaDOESESI