



COLLABORATIVE PLANNING OVERVIEW

Richard Woods, Georgia's School Superintendent

"Educating Georgia's Future"

	Exemplary	Operational	Emerging	Not Evident
Team Leadership and Facilitation	<p>A team nominated teacher leader fosters discussions that are analytic, reflective and results-oriented. <i>(GSPS Leadership 1, 4; Curriculum & Planning 1. TKES 1, 9, 10)</i></p> <p>The team establishes collegial norms, and a productive, improvement-oriented culture, including giving and receiving peer feedback. <i>(GSPS Curriculum & Planning 1; Planning & Organization 3; School Culture 2, 4. TKES 1, 9, 10)</i></p>	<p>A designated team leader (coach/teacher) has been established and explicit norms and protocols developed.</p> <p>Teachers understand that working together interdependently towards a common goal will improve teaching practices and student achievement.</p>	<p>Leadership is not clearly established amongst the team.</p> <p>Teachers meet to engage in collaborative planning. However, the process that is used is inconsistent and/or does not follow a specific protocol.</p>	<p>No evidence of leadership, protocols or norms within the group.</p> <p>Most teachers prefer to work in isolation and do not understand how their collaborative efforts will impact teaching and student learning.</p>
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Reflective Teaching Practice	<p>Teachers are reflective within their discussions about teaching practices connected to student learning gaps related to the content standards. <i>(GSPS Curriculum & Planning 1, 2, 3; Professional Learning 4. TKES 1, 2, 3, 9, 10)</i></p> <p>Teachers anticipate student responses to instruction. <i>(GSPS Instruction 2, 3, 4. TKES 1, 2, 3, 4)</i></p> <ul style="list-style-type: none"> • What misconceptions are likely, and what can we do to prevent or minimize these misconceptions? <p>Teachers engage in deep, collective inquiry and shared responsibility for enabling students to master standards. <i>(GSPS Curriculum & Planning 1; Professional Learning 2, 4; School Culture 2. TKES 1, 2, 9, 10)</i></p> <ul style="list-style-type: none"> • What specific objectives must students achieve to master this standard? • How can we present concepts so that students see connections with their background and prior knowledge? • What vocabulary must students know and understand to discuss this concept comfortably? 	<p>Teachers are reflective within their discussions about teaching practices connected to student learning gaps.</p> <p>Reflection Questions (Danielson):</p> <ul style="list-style-type: none"> • What worked in this lesson? How do I know? • What would I do the same or differently if I could reteach this lesson? Why? • What root cause might be prompting or perpetuating this student behavior? • What do I believe about how students learn? How does this belief influence my instruction? • What data do I need to make an informed decision about this problem? • Is this the most efficient way to accomplish this task? <p>Some evidence of anticipation of student responses to instruction.</p>	<p>Teachers participate in limited discussions about teaching practices with partial connection to student learning gaps.</p>	<p>Teachers lack understanding of student learning gaps.</p>



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Standards-Based Instructional Planning	<p>Teachers deeply discuss Georgia Standards of Excellence, resulting in prioritized content standards, in order to create pacing guides and curriculum documents. <i>(GSPS Curriculum & Planning 1, 2. TKES 1, 2, 5, 9, 10)</i></p> <p>Analysis of standards lead to the identification of teacher misconceptions, resulting in research and content knowledge development, and clarification of what students are expected to know, understand, and do. <i>(GSPS Curriculum & Planning 1; Professional Learning 1. TKES 1, 9, 10)</i></p> <p>Teachers identify end of unit and quarterly student learning targets, create standards-based common assessments, utilizing unpacked Georgia Standards of Excellence, and ensure student learning targets clearly align to prioritized standards. <i>(GSPS Instruction 2; Assessment 3, 5. TKES 1, 2, 5, 9, 10)</i></p> <p>Action plans are proactively developed to support at-risk students and students in need of enrichment. <i>(GSPS Instruction 9; Assessment 4. TKES 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</i></p>	<p>Teachers analyze the Georgia Standards of Excellence to determine the intent of the standards and clarify what students are expected to know, understand, and do.</p> <p>Teachers embed the Georgia Standards of Excellence in the creation of pacing guides and curriculum documents.</p> <p>Teachers analyze and agree upon student learning targets and assessments for unit and quarterly standards prior to instruction.</p>	<p>Teachers embed the Georgia Standards of Excellence in the creation of curriculum documents and performance tasks.</p> <p>Teachers discuss student learning targets for unit or quarterly standards prior to instruction.</p>	<p>Teachers depend solely on textbooks or performance tasks that may or may not be aligned to the Georgia Standards of Excellence.</p> <p>Teachers may discuss student learning targets for unit or quarterly standards.</p>
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Lesson Plans	<p>Lesson Plans are aligned to the Georgia Standards of Excellence, developed collaboratively based on common student assessment data, and includes clear learning targets involving a high level of rigor as aligned to the standards. <i>(GSPS Curriculum & Planning 1, 2; Assessment 1, 3. TKES 1, 2, 3, 4, 5, 6, 8, 9, 10)</i></p> <p>Real-world connections, vocabulary development, differentiated instructional strategies, teacher and student technology integration, opportunities for guided and independent practice (<i>I do, we do, you do</i>), the use of multiple resources, and higher level questioning are imbedded throughout the lesson. <i>(GSPS Curriculum & Planning 1, 2; Instruction 2, 3, 4, 7. TKES 1, 2, 3, 4, 8)</i></p>	<p>Lesson Plans are aligned to the Georgia Standards of Excellence, developed collaboratively, and includes clear learning targets within an instructional framework. Assessments align to the learning targets.</p> <p>Vocabulary development, differentiated instructional strategies, technology integration, and opportunities for guided and independent practice (<i>I do, we do, you do</i>) are imbedded into the lesson plans.</p>	<p>Teachers create lesson plans that may be aligned to the Georgia Standards of Excellence, incorporating the instructional framework. A common lesson plan protocol is evident.</p> <p>Although the components of a good lesson plan may be present, there is little evidence of collaboration in the development of the lesson plans (<i>i.e. teacher's jigsaw lesson components or contents</i>).</p>	<p>Teachers talk about ideas for lesson plans that are not clearly aligned to the Georgia Standards of Excellence.</p> <p>A common lesson plan format has not been established or implemented.</p>



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Assessment and Evidence of Student Learning	<p>Teachers use a balanced system of common diagnostic, formative, and summative assessments aligned with the rigor of the Georgia Standards of Excellence. (GSPS Assessment 1, 3. TKES 1, 2, 5, 6, 8)</p> <p>Teachers focus on analyzing what is and is not working based on disaggregated assessment data and student work, and develop remediation/enrichment action plans to meet student needs. (GSPS Assessment 4; Instruction 9. TKES 1, 2, 4, 6, 8)</p> <p>Teachers analyze diagnostic assessments at the item level to assess students' background knowledge and skills, determine learning targets, anticipate student progress and adjust instruction. (GSPS Assessment 3. TKES 1, 2, 6)</p> <p>Teachers analyze formative assessments at the item level to monitor student progress, inform instruction, and improve teacher practices. (GSPS Assessment 3. TKES 1, 2, 6)</p> <p>Teachers analyze summative assessments at the item level to determine mastery of standards, implement remediation, and improve teacher practices. (GSPS Assessment 3, Instruction 9. TKES 1, 2, 4, 6)</p> <p>Teachers provide standards-based feedback to students with regard to progression of achievement towards learning targets. (GSPS Assessment 4, Instruction 8. TKES 1, 2, 6, 10)</p>	<p>Teachers use common formative and summative assessments, aligned with the Georgia Standards of Excellence, to determine student learning targets, monitor student progress, inform instruction, and improve teacher practices.</p> <p>Teachers focus on analyzing what is and is not working based on aggregated assessment data and student work, and develop remediation/enrichment action plans to meet student needs.</p> <p>Teachers provide standards-based feedback to students with regard to progression of achievement towards learning targets.</p>	<p>Teachers use formative and/or summative assessments to monitor student progress.</p> <p>Teachers share assessment data results. Assessment data may or may not be utilized to guide instructional plans.</p> <p>Teachers may provide feedback to students regarding their work.</p>	<p>Teachers use assessments. However, neither assessment data nor student work are utilized to guide instructional planning.</p>

SYSTEM FOR EFFECTIVE SCHOOL INSTRUCTION

