

Georgia's Systems of Continuous Improvement

The Friday Webinar Series

Conducting a Single Comprehensive Needs Assessment—Coherent Instructional System

Office of School Improvement

February 24, 2017

Office of Curriculum and Instruction

Office of Federal Programs

Presenter

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School and District Effectiveness

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Federal Programs

Agenda

- Georgia's Systems of Continuous Improvement
- Coherent Instructional System (CIS)
- CIS Structures and Processes
- CIS and the CNA Tool
- Resources

Georgia's Systems of Continuous Improvement



CNA Tool



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Georgia Department of Education Comprehensive Needs Assessment

	PAGE	STATUS
1. Planning and Preparation	X	
1.1 Internal Team Members	X	Not complete
1.2 External Team Members	X	Not complete
1.3 Project Plan	X	Not complete
2. Data Collection and Analysis	X	
2.1 Coherent Instructional System	X	Not complete
2.2 Effective Leadership	X	Not complete
2.3 Professional Capacity	X	Not complete
2.4 Family and Community Engagement	X	Not complete
2.5 Supportive Learning Environment	X	Not complete
2.6 Demographic and Financial	X	Not complete
2.7 Student Achievement	X	Not complete
2.8 Program-Specific Data	X	Not complete
3. Identification and Prioritization of Needs	X	
3.1 Trends and Patterns	X	Not complete
3.2 Identification of Needs	X	Not complete
3.3 Prioritization of Needs	X	Not complete

CNA Tool



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Georgia's Systems of Continuous Improvement



Essential Systems for School Improvement

Coherent Instructional System

The major system of the complex district and school organization that articulates and guides the “what” and “how” of instruction

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

Coherent Instructional System Structures



- Planning for quality instruction
- Delivering quality instruction
- Monitoring student progress
- Refining the instructional system

Four Structures of the Coherent Instructional System

- Planning for instruction
- Delivering quality instruction
- Monitoring student progress
- Refining the instructional system

Four Structures of a Coherent Instructional System

#1

Planning for quality instruction—*the structure of the coherent instructional system in which teams 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*

Planning for Quality Instruction

Sample District Processes:

- Designing and revising curriculum (e.g., maps, pacing guides, learning progressions, units) based on student needs
- Creating/determining formative and summative assessments to inform instruction

Four Structures of a Coherent Instructional System

#2

Delivering quality instruction—*the structure of the coherent instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content*

Delivering Quality Instruction

Sample District Processes:

- Providing resources to support instruction
- Providing collaborative planning time
- Designing a personalized learning environment

Four Structures of a Coherent Instructional System

#3

Monitoring student progress—*the structure of the coherent instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it*

Monitoring Student Progress

Sample District Processes:

- Collecting and analyzing student and program data
- Providing feedback to teachers and school leaders related to quality instruction
- School leader and teacher observations

Four Structures of a Coherent Instructional System

#4

Refining the instructional system—*the structure of the coherent instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress*

Refining the Instructional System

Sample District Processes:

- Soliciting input from the teachers and school leaders
- Soliciting input from external stakeholders to ensure coherency (Pre-school through college/career)
- Analyzing student work and program data for systemic review
- Collaborating for identifying resources needed to support instruction

2. DATA COLLECTION and ANALYSIS

2.1 COHERENT INSTRUCTIONAL SYSTEM

Instructions

GDPS

LKES

TKES

2.1.1 COHERENT INSTRUCTIONAL SYSTEM DATA

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards

Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
Emerging	The district processes for engaging and supporting schools in curriculum design is incomplete in some content areas or limited in other ways.	
Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	
Data Sources		
Comments (optional)		

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools

Exemplary	A clear understanding of common expectations fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	
Data Sources		
Comments (optional)		

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments

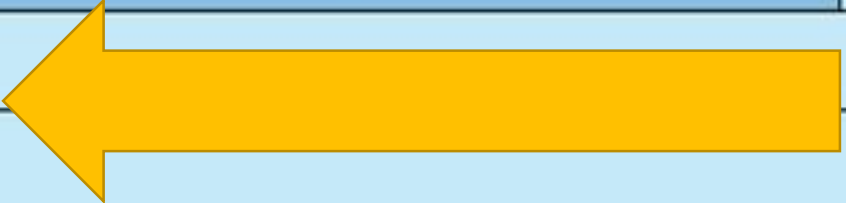
Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	
Data Sources		
Comments (optional)		

GDPS - Learning and Teaching (Standards 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning

Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	
Data Sources		
Comments (optional)		

Data Sources

2.1.1 COHERENT INSTRUCTIONAL SYSTEM DATA

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
<i>Exemplary</i>	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
<i>Operational</i>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
<i>Emerging</i>	The district processes for engaging and supporting schools in curriculum design is incomplete in some content areas or limited in other ways.	
<i>Not Evident</i>	District schools are left to work in isolation on curriculum design without district processes or support.	
<i>Data Sources</i>		
<i>Comments (optional)</i>		

Leader Keys Effectiveness System				
Standard	Level IV (%)	Level III (%)	Level II (%)	Level I (%)
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.				
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.				
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.				
Source: Source				

Teacher Keys Effectiveness System				
Standard	Level IV (%)	Level III (%)	Level II (%)	Level I (%)
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.				
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.				
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.				
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.				
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.				
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.				
Source: Source				

What additional facts did the team identify that relate to a coherent instructional system? (May be informed by quantitative or qualitative sources.)	
What data sources were utilized to make the above determinations?	

2.1.2 COHERENT INSTRUCTIONAL SYSTEM GUIDING QUESTIONS

What structure is in place to plan for quality instruction? This structure should include processes to define both what students should "know" and "do", as well as determine how their students will demonstrate they "know" the content and can "do" a skill or perform a task.	
What data sources were utilized to make the above determinations?	
What structure and processes are in place to provide guidance to teachers in the delivery of quality instruction?	
What data sources were utilized to make the above determinations?	

Data Review

TAPS - Instructional Strategies (Standard 3): The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.		%
Level IV	The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.	99.9
Level III	The teacher consistently promotes student learning by using research based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	99.9
Level II	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	99.9
Level I	The teacher does not use research based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.	99.9

Guiding Questions

2.1.2 COHERENT INSTRUCTIONAL SYSTEM GUIDING QUESTIONS

What structure are in place to plan for quality instruction? These structure should include processes to define both what students should "know" and "do", as well as determine how students will demonstrate they "know" the content and can "do" a skill or perform a task. Describe the effectiveness of existing structure.	
What data sources were utilized to make the above determinations?	
What structure and processes are in place to provide guidance to teachers in the delivery of quality instruction? Describe the effectiveness of existing structure and processes.	
What data sources were utilized to make the above determinations?	

Guiding Questions, cont.

<p>What structure and processes are in place to monitor student progress? Describe the effectiveness of existing structure and processes.</p>	
<p>What data sources were utilized to make the above determinations?</p>	
<p>What structure and processes are in place to monitor and improve the planning for and delivery of quality instruction and the monitoring of student progress? Describe the effectiveness of existing structure and processes.</p>	
<p>What data sources were utilized to make the above determinations?</p>	

Trends and Patterns

2.1.3 COHERENT INSTRUCTIONAL SYSTEM TRENDS AND PATTERNS

Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

Resources

- [Division of School & District Effectiveness](#)
- [System for Effective School Instruction \(SESI\)](#)
- [Division of Teacher & Leader Effectiveness](#)
- [Division of Curriculum & Instruction](#)
- [GeorgiaStandards.Org](#)
- [Division of Assessment](#)
- [Georgia Department of Education](#)

Georgia's Systems of Continuous Improvement



Professional Development: Georgia's Systems of Continuous Improvement

Friday Webinar Series	Date
Georgia's Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool Overview	February 10
Planning and Preparation	February 17
Coherent Instructional System	February 24
Effective Leadership	March 3
Professional Capacity	March 10
Family & Community Engagement	March 17
Supportive Learning Environment	March 24
Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing	March 31
Problem Solving Process; Selecting Interventions	April 7
Improvement Planning – Systems and Processes	April 21
Planning – Budgeting	April 28
Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5

Questions?

- Patty Rooks (prooks@doe.k12.ga.us)
- Pam Smith (pamsmith@doe.k12.ga.us)
- John Wight (jwight@doe.k12.ga.us)
- General Questions:
federalprograms@doe.k12.ga.us