

Collaborative Planning Kickoff

Steve Olive

District Effectiveness Specialist

solive@doe.k12.ga.us

Angela Strozier

School Effectiveness Specialist

astrozier@doe.k12.ga.us

Sharquinta Tuggle

School Effectiveness Specialist

stuggle@doe.k12.ga.us

Georgia's Systems of Continuous Improvement



Systems & Structures Collaborative Planning



Coherent Instructional System

1. Planning for Quality Instruction
2. Delivering Quality Instruction
3. Monitoring Student Progress
4. Refining the Instructional System

Systems & Structures Collaborative Planning



Professional Capacity

2. Developing Staff
4. Ensuring Staff Collaboration

Systems & Structures Collaborative Planning



Effective Leadership

2. Cultivating and Distributing Leadership
3. Ensuring High Quality Instruction in All Classrooms

Essential Question

How do school leaders support systematic collaborative planning processes that include a shared understanding of expectations for standards, curriculum, assessment, and instruction?



Considerations



What is Collaborative Planning?

It is a time for teachers to:

- meet weekly to discuss standards and learning targets
- review student performance data
- discuss previous lessons
- share upcoming lesson plans
- brainstorm evidence-based strategies
- analyze student tasks and activities
- provide model lessons
- examine assessments, and
- discuss students who did and did **not** learn the content

Why is Collaborative Planning Important?

- Provides **job-embedded** professional learning as teachers learn best from other teachers and learn a variety of teaching strategies
- Accomplishes a team approach so that teachers work **together** rather than in isolation
- Promotes a **shared responsibility** for all learners

Why is Collaborative Planning Important?

- **Allows frequent dialogue** about the curriculum, standards, learning targets, teaching strategies, interventions, and enrichment opportunities
- Empowers teachers to be committed with a purpose
- **Shows positive results** which **motivate** teachers and students to do whatever it takes to beat the odds



Collaboration Matters!

Job-embedded, teacher-driven, subject-specific collaborative planning and learning time is the most effective, affordable, and sustainable way to transform instructional practice and increase student performance.

[\(US Department of Education, 2011\)](#)

Collaboration Matters!

- Sustains a clear focus on learning
- Creates collective responsibility
- Focuses on results – evidence of student learning

Process/Framework

Collaborative Planning is a Process – **not an event**. The process can be framed within the context of five questions that include developing a mission and a vision for each team or department.

What is the current situation?

What results do we seek?

What methods will we use?

What actions will be taken?

What progress are we making-adjustments needed?

A Collaborative Planning Process That Answers Five Key Questions

MISSION	NEEDS ASSESSMENT	INSTRUCTIONAL PLANNING	LEADERSHIP & METRICS	ACTION PLANNING	PROGRESS MONITORING
	<ul style="list-style-type: none"> • External factors • Internal factors • Strengths • Weaknesses • Opportunities • Threats 	<ul style="list-style-type: none"> • Four critical questions 	<ul style="list-style-type: none"> • Vision • SMART goals • Structures • Tools 	<ul style="list-style-type: none"> • Action plans • Strategies • Resources • Allocations 	<ul style="list-style-type: none"> • Review • Adjust • Redirect
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Mission Statement

- A mission statement is a statement of the purpose. It should be brief and measurable.
- It answers three key questions: (1) what do we do; (2) for whom do we do it; (3) what is the benefit.



Mission Statement

Grade Level Sample

The mission of the XYZ Elementary School 4th grade level is to ensure proficiency in reading skills, English Language Arts, procedural fluency, and conceptual understanding in a way that students maximize their capabilities and achieve their full potential.

Mission Statement

Department/Team Sample

The mission of the Science Department/Team at the XYZ Middle/High School is to promote hands-on, student-centered, and inquiry-based approaches to develop students' ability to engage in science and engineering practices and to use scientific and technological information correctly.

Mission Statement District Sample

The mission of the Division of Curriculum and Instruction at the XYZ School District is to promote systemic effectiveness through ongoing, systematic planning, and assessment efforts in order to support faculty, staff, and students in continuous improvement.

Mission

Mission

Activity:
Complete self-assessment

Mission
Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

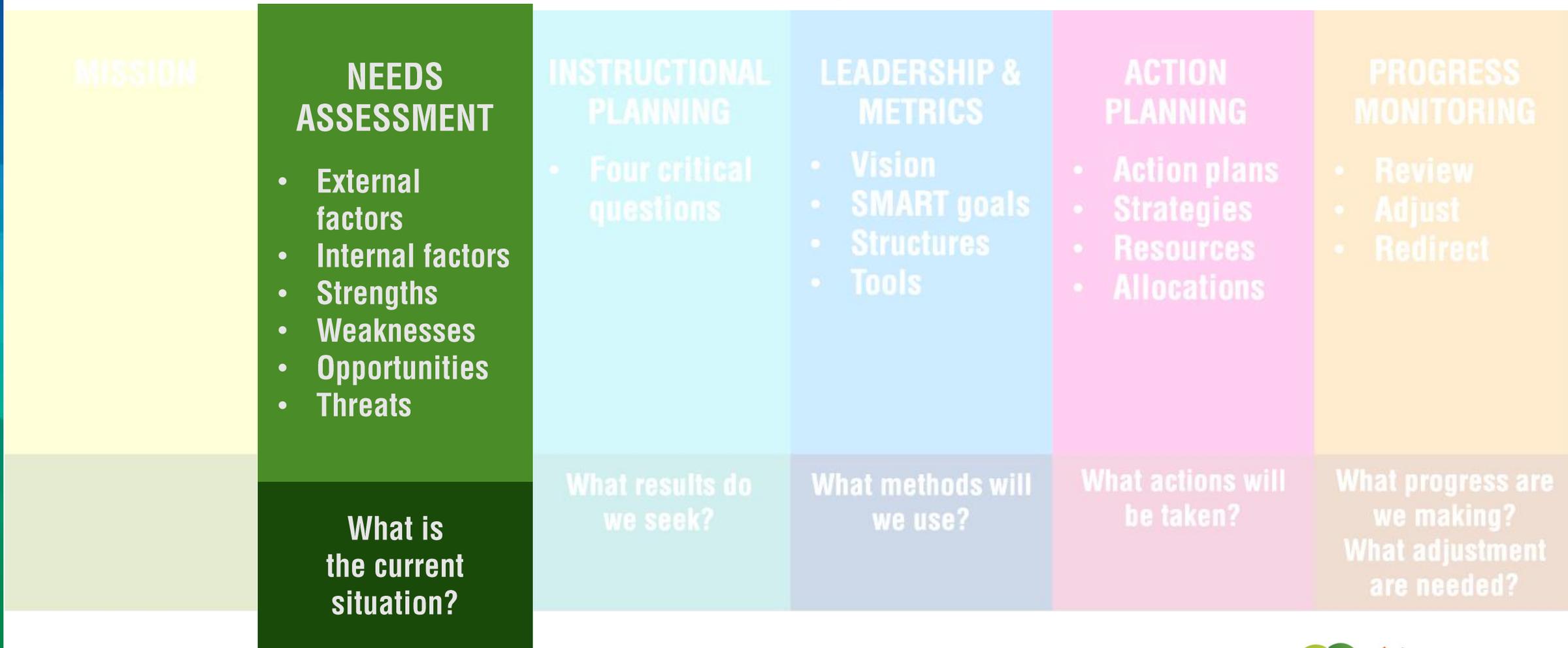
Components	Current Level		Next Steps
	Yes	No	
Each Grade level/course team writes a mission statement			

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SWOT Analysis

Strengths – positive attributes, tangible & intangible, internal to your organization and within your control

Weaknesses – aspects of your organization that detract from your ability to do the work

Opportunities – internal/external factors that allow you to do the work

Threats – internal/external factors that are beyond your control

What results do we seek?

Strengths

Weaknesses

Opportunities

Threats

Activity: Complete SWOT Analysis



What results do we seek?

Strengths

Weaknesses

Opportunities

Threats

Activity:

Complete self-assessment

Needs Assessment

What is the current situation?

Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Leadership team completes analysis of external and internal factors (i.e. SWOT analysis)			

Getting Started

Collaborative Teams use 4 critical questions to drive collective inquiry and decision-making

**ESSENTIAL
STANDARDS**

1

**What do we
want our
students to
learn?**

**COMMON
ASSESSMENTS**

2

**How will we
know if our
students have
learned it?**

**SYSTEMATIC
INTERVENTIONS**

3

**What will we
do if our
students do
not learn it?**

**EXTENDED
LEARNING**

4

**How will we
respond if
our students
demonstrate
proficiency?**

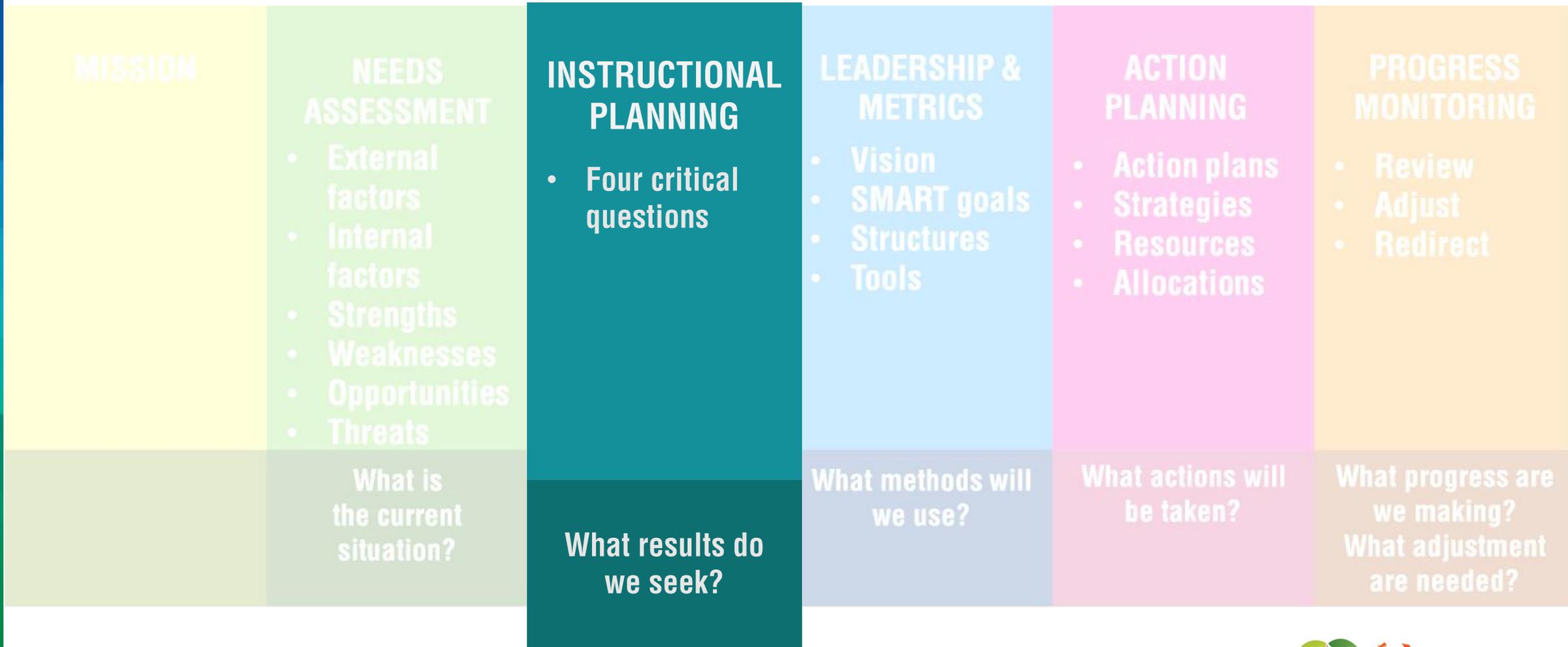
DuFour, R. (2016). *Learning by Doing*.

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Essential Standards

ESSENTIAL STANDARDS

1

What do we
want our
students to
learn?

Collaborative Team Strategies

- Cluster GSE standards
- Determine timeline for proficiency
- Develop or revise scope and sequence
- Deconstruct standards
- Identify student practices and processes

Common Assessments

COMMON
ASSESSMENTS

2

How will we
know if our
students have
learned it?

Collaborative Team Strategies

- Create and use assessments
- Use success criteria Calibrate scoring
- Analyze data
- Identify trends

Systematic Interventions

SYSTEMATIC
INTERVENTIONS

3

What will we
do if our
students do
not learn it?

Collaborative Team Strategies

- Look at trends
- Re-engage all learners
- Accelerate learning
- Base decisions on data
- Create systematic interventions

Extended Learning

**EXTENDED
LEARNING**

4

**How will we
respond if
our students
demonstrate
proficiency?**

Collaborative Team Strategies

- Look at trends
- Re-engage learners
- Raise text complexity
- Base decisions on data
- Advance student learning

What results do we seek?

Four critical questions

Activity:
Complete self-assessment

Instructional Planning

What results do we seek?

Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Grade level/course teams group GSE standards into clusters or units ...			

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Vision Statement

- A vision statement visualizes the future. It should be brief and functional.
- A vision statement indicates what the collaborative planning team is striving to achieve.
 - a) Short
 - b) Specific
 - c) Ambitious



Vision Statement

Grade Level Sample

The XYZ Elementary School 4th Grade Level along with the parents and community will maintain high academic standards and equip all students with the necessary tools to be actively engaged in the learning process, become life-long learners, and productive community members.



Vision Statement

Department/Team Sample

The XYZ Middle/High School Science Department/Team will help students use critical thinking skills to make sense of the natural world in which they live.

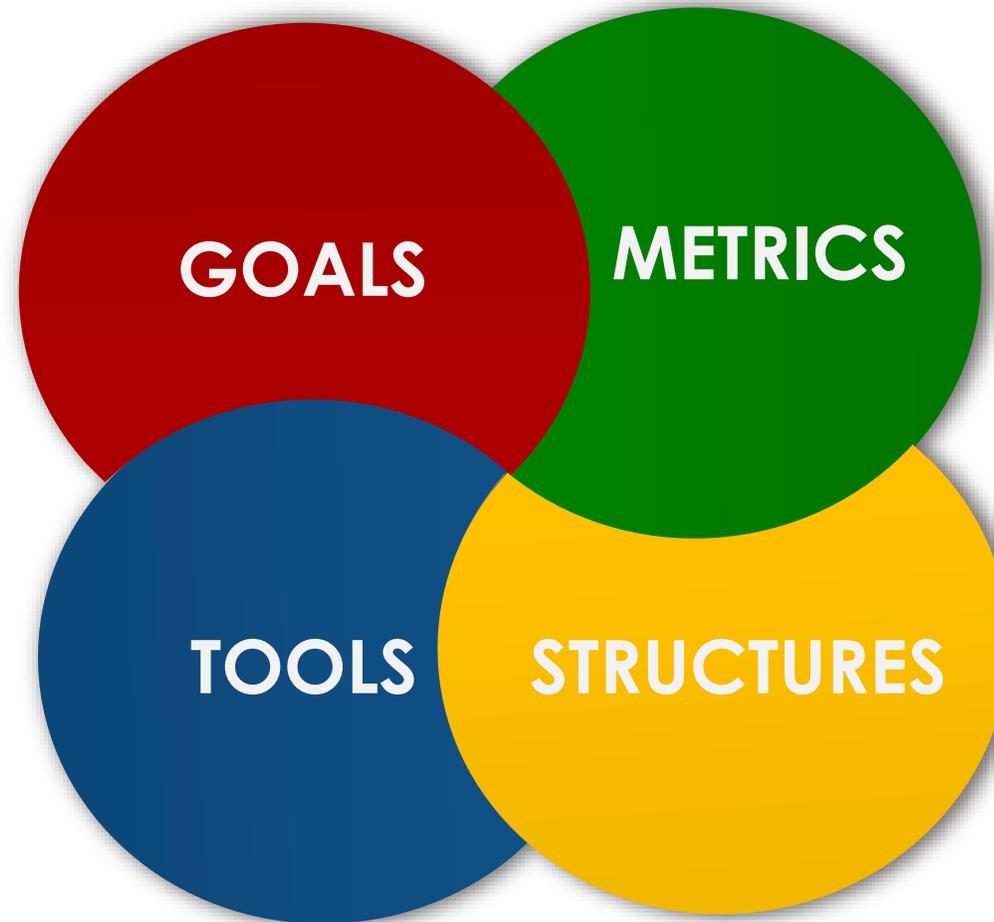


Vision Statement District Sample

The vision of the Division of Curriculum and Instruction at the XYZ School District is to provide access to a rigorous curriculum and support exemplary instructional practices that meet the needs of all students.



What methods will we use?



Methods of Collaborative Planning



GOALS

SMART Goals

- Georgia Milestones
- End-of-Pathway Assessments
- Advanced Placement Exams
- STAR
- Grading
- Teacher Practices

SMART Goal Example

S	Specific	<ul style="list-style-type: none"> What result are you expecting to accomplish? <u>Be specific.</u> Why is this goal important? 	Increase the percentage of Biology EOC students: Developing, Proficient, & Distinguished Learners
M	Measurable	<ul style="list-style-type: none"> How many or how much? <u>Be specific.</u> How will we know when the goal is accomplished? How will we determine progress and document the effectiveness? 	As measured by the Ga Milestones Developing Learners - <u>30</u> percent to at least <u>34</u> percent Proficient Learners - <u>24</u> percent to at least <u>28</u> percent Distinguished Learners - <u>1</u> percent to at least <u>2</u> percent
A	Attainable	<ul style="list-style-type: none"> Is the goal realistic based on school/district data? Is the goal a stretch, but possible? 	The expected 4% increase for each level is highly probable for the identified timeline
R	Results-based/ Relevant	<ul style="list-style-type: none"> Does the goal align to the outcomes expected in the school improvement plan and the Consolidated LEA Improvement Plan, , and the school/district's Comprehensive Needs Assessment? Does the goal relate to the work being done or will be done during the school year? 	Yes, this goal is aligned to the School Improvement Goal of increasing Ga. Milestones by 5%
T	Time-bound	<ul style="list-style-type: none"> What is the timeframe for reaching the goal? <u>List the time frame or beginning and ending dates.</u> 	By the end of the <u>2018-2019</u> school year

SMART Goal

SMART Goal
(Specific and Strategic, Measurable, Attainable, Results-oriented, and Time-bound)

By the end of the 2018-2019 school year, as measured by the Georgia Milestones Biology EOC the percentage of students classified as a Developing Learner on the GA Milestones Biology EOC will increase from 30 percent to at least 34 percent, the percentage of students classified as a Proficient Learner will increase from 24 percent to at least 28 percent, the percentage of students classified as a Distinguished Learner will increase from 1 percent to at least 2 percent.

Methods of Collaborative Planning



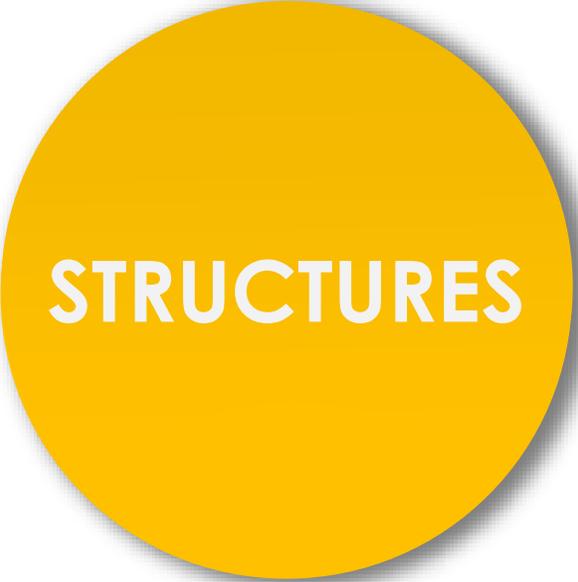
METRICS

- Clearly articulated process for measuring progress toward goal(s)

“What gets measured gets done, what gets measured and fed back gets done well, what gets rewarded gets repeated.”

John E. Jones III

Methods of Collaborative Planning



STRUCTURES

- Collaborative planning schedules
- Expectations
- Norms
- Responsibilities for facilitators

Administrator's Schedule

September	October	November	December	January	February	March	April
Math Principal	Math AP	Math Principal	Math AP	Math Principal	Math AP	Math Principal	Math AP
Science AP	Science Principal	Science AP	Science Principal	Science AP	Science Principal	Science AP	Science Principal
ELA Principal	ELA AP	ELA Principal	ELA AP	ELA Principal	ELA AP	ELA Principal	ELA AP
Soc. St. AP	Soc. St. Principal						
CTAE Principal	CTAE AP	CTAE Principal	CTAE AP	CTAE Principal	CTAE AP	CTAE Principal	CTAE AP

Elementary School-Sample Schedule

Elementary School Sample Schedule

Grade	Days	Time	Total Minutes
K	Tuesday and Thursday	8:10 a.m. – 8:55 a.m.	90 minutes weekly
1	Tuesday and Thursday	9:05 a.m. – 9:50 a.m.	90 minutes weekly
2	Tuesday and Thursday	10:00 a.m. – 10:45 a.m.	90 minutes weekly
3	Tuesday and Thursday	11:35 a.m. – 12:20 p.m.	90 minutes weekly
4	Tuesday and Thursday	12:50 p.m. – 1:35 p.m.	90 minutes weekly
5	Tuesday and Thursday	2:15 p.m. – 3:00 p.m.	90 minutes weekly

Middle School-Sample Schedule

Middle School Sample Schedule

Team	Day	Time	Location
Connections: <ul style="list-style-type: none"> • Fine Arts • CTAE • HPE 	Monday and Wednesday	8:50 a.m. – 9:25 a.m.	Data Room
8 th Science 8 th Social Studies 8 th ELA 8 th Math	Monday and Wednesday	9:45 a.m. – 10:55 a.m.	Team Leader's Classroom
Reading	Monday and Wednesday	12:00 p.m. – 1:15 p.m.	Room 125
7 th Science 7 th Social Studies 7 th ELA 7 th Math	Monday and Wednesday	1:45 a.m. – 2:55 p.m.	Team Leader's Classroom
6 th Science 6 th Social Studies 6 th ELA 6 th Math	Monday and Wednesday	3:15 p.m. – 4:25 p.m.	Team Leader's Classroom

High School-Sample Schedule

High School Sample Schedule (4X4)

Team	Day	Time	Location
ELA Social Studies	Monday and Wednesday	1 st Block	Data Room
Mathematics Science	Monday and Wednesday	2 nd Block	Team Leader's Classroom
World Language	Monday and Wednesday	3 rd Block	Team Leader's Classroom
Fine Arts CTAE PE & Health	Tuesday	4 th Block	Team Leader's Classroom

High School-Sample Schedule

High School Sample Schedule No. 2

Team	Day (<i>No meetings on Fridays</i>)	Location
United States History	2A	Data Room
World History	2A	Team Leader's Classroom
Economics	2A	Team Leader's Classroom
9th Grade Literature & Composition	1A	Team Leader's Classroom
World Literature & Composition	1A	Team Leader's Classroom
American Literature & Composition	1A	Team Leader's Classroom
British Literature & Composition	1A	Team Leader's Classroom
Algebra I/Coordinate Algebra	1A	Team Leader's Classroom
Geometry/Analytic Geometry	1A	Team Leader's Classroom
Algebra II/Advanced Algebra	1A	Team Leader's Classroom
Biology	2B	Team Leader's Classroom
Physical Science	2B	Team Leader's Classroom
Chemistry	2B	Team Leader's Classroom
CTAE	Mondays	Engineering lab
Fine Arts	Tuesdays	Chorus Room
PE/Health	4A	Media Center Conference Room

Collaborative Planning Meeting Expectations

- Review course standards by unit and essential skills students need to learn the standards
- Discuss or practicing instructional strategies using the particular resources to use with the lesson
- Discuss the tasks and learning experiences given to students to meet the learning target
- Discuss the results of common assessments to improve teacher practice and to provide supports for student learning
- Discuss how you are addressing students who are not learning the content and students that already know the content

Sample Norms

- Arrive to meetings on time and stay fully engaged throughout the meeting.
- Stay focused on teaching and learning.
- Be solution oriented.
- Ask for help when I need it.
- Monitor each student's learning through the use of formative assessments and team-developed formative and summative assessments for every unit.

Methods of Collaborative Planning



TOOLS

Tools

- Agenda/minute templates
- Curriculum documents
- Data platform
- Technology resources

Expectations for Agendas & Minutes

The expectations for agendas and minutes should include:

- Goals or expected outcomes
- Specific topics for discussion
- Meeting norms agreed upon by team
- Attendees' names
- Next steps

Recommendations:

- Email or post agendas at least one day in advance
- Email or post minutes within two days after meeting

Sample Agenda

Coretta Scott King YWLA Social Studies PLC

November 14, 2016
12:45-2:00

AGENDA

Agenda:

- I. Focus: American Government
- II. Unit Standards Rapid Fire
 - a. What are the competencies of your Unit Standards
 - b. What do you want students to Know, Understand & Do (Enduring Understandings)
 - c. How will you address these competencies
- III. Instructional Practice #5
- IV. Data
 - a. Deep dive into school data
 - b. Data Analysis Protocol
 - c. Triangulation of Data

Attendance

C. Bell Page 1 / 1



Questions to Guide our Work.

1. What do we want our students to learn?
2. How will we know they have learned it?
3. How will we respond when a student experiences difficulty?
4. How will we respond when a student already knows it?

Norms

1. We will start on time and end on time.
2. We will engage fully in the work and push the

Sample Timeline

- All collaborative planning **team schedules** will be due prior to preplanning
- The Principal communicates the **expectations for collaborative planning** for the school year
- All **mission and vision statements** for each department or grade level will be due by the end of the first week of school
- All **norms and templates** for each collaborative planning team will be due by the end of the first week of school
- All **SMART goals** for each collaborative planning team will be due by the end of the second week of school
- All **assessment calendars** for each collaborative team will be submitted by the end of the third week of school

What methods will we use?

Vision

SMART Goals

Metrics

Structures

Tools

Activity:

Complete self-assessment

Leadership & Metrics

What methods will we use?

Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Each grade level/course team writes a mission statement			

Actions for Collaborative Planning

- Clearly articulated actions to guide the right work
- Clearly articulated monitoring protocols to measure the effectiveness of instructional and assessment practices on student achievement

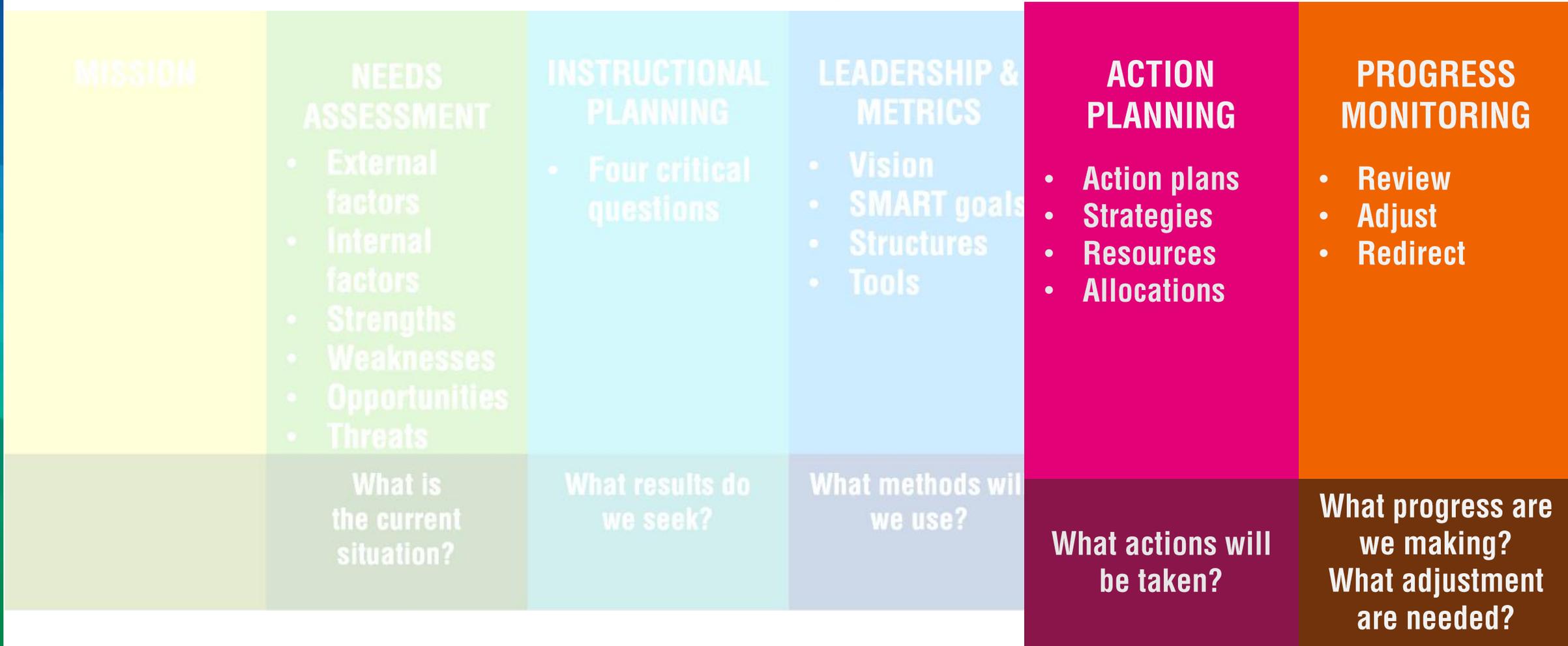


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Sample Action Plan

GSCI	Action Steps	Resources	Timeline	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning		Next Steps
					Data for Monitoring	Status	
CIS-4 EL-2 EL-3 PC-2	Administration will provide professional learning to collaborative planning facilitators. Topics will include the following: <ul style="list-style-type: none"> • Self-assessment of collaborative planning processes • Expectations • Structures 	<ul style="list-style-type: none"> • Application software • Web-based forms (optional) • Chart paper and markers • Current documents (expectations, schedules, agenda & minute template) 	May to August	Principal	<ul style="list-style-type: none"> • PL presentation • Sign-in sheets • Self-assessment report • Final expectations • Schedules (teams and administrators) • Templates • Observation reports 		

Takeaways

- What are three key takeaways from today's session?
- What are your short-term and long-term needs for collaborative planning?
- How will you support teachers and leaders?



Leaders: The Work

“Just being on a team is not enough. Collaborative teams must engage in the right work. The principal and leadership team must define, clarify, and communicate what that work looks like.”

Sharon V. Kramer and Sarah Schuhl



“Well, everything seems to be under control.”

Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Direct Link:

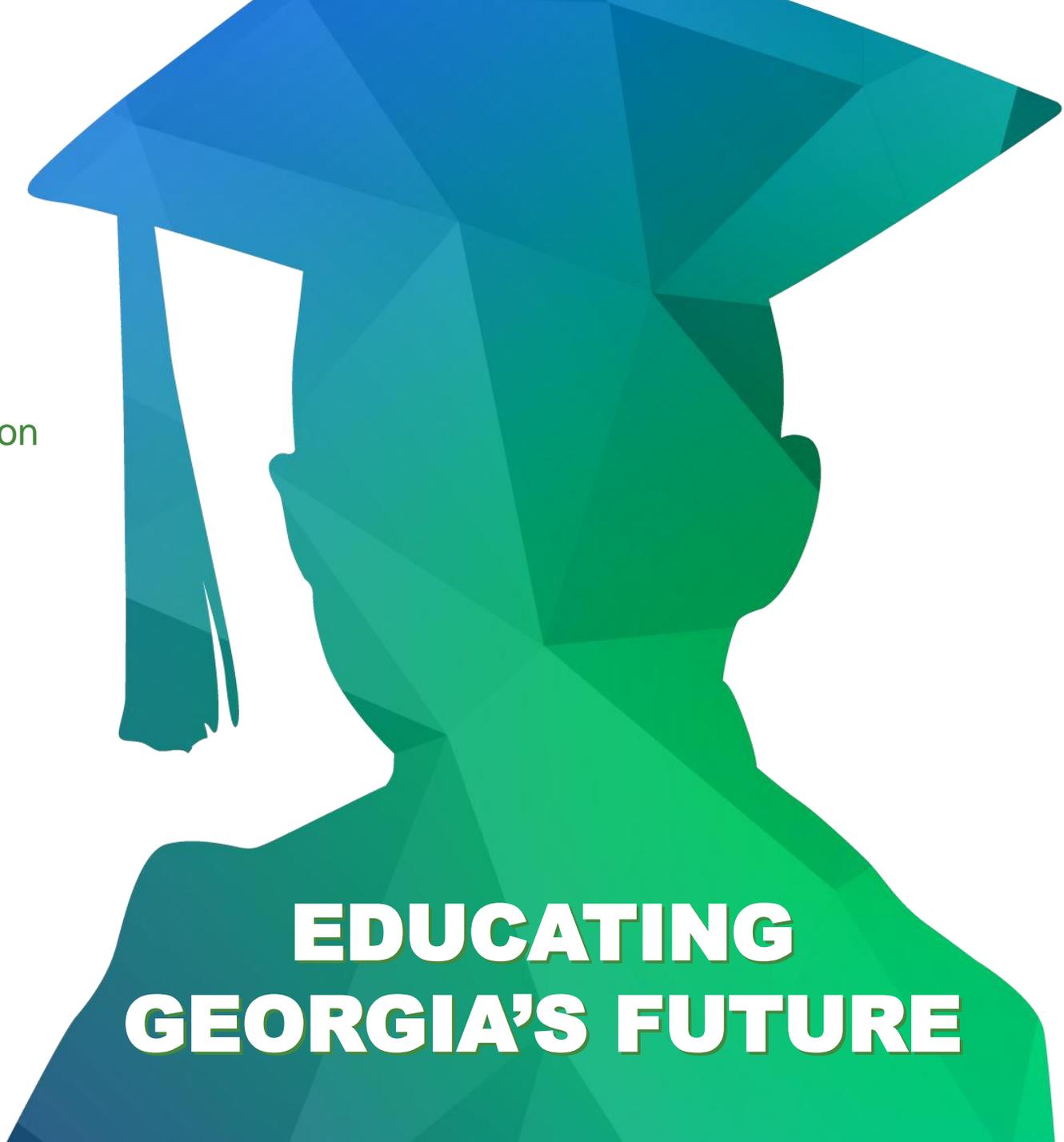
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**EDUCATING
GEORGIA'S FUTURE**

