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:  
A Model for School Leaders to Build an Effective Instructional Program

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 schoolimprovement@doe.k12.ga.us to recommend additional resources.
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 & Do
- Determine How Students Will Show They Know & Can Do
- Use Planning Tools For Instruction

Provide Quality Instruction
- Explicit Instruction (I Do)
- Guided Practice (We Do)
- Independent Practice and/or Collaborative Learning (You Do)
- Formative Assessment (We Check)

ASSESS
PLAN
MONITOR
IMPLEMENT

Refine for Continuous Instructional Improvement

Ensure Student Success

Prepare for Quality Instruction

Provide Quality Instruction

Adapted from the W. Edwards Deming Institute

Georgia Department of Education
July 30, 2015 ● Page 3 of 63
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 Strategy</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
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</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 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>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>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>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>Establishing Time for Professional Learning</strong> (Learning Forward)</td>
<td><strong>Leadership Standard 5:</strong> Builds leadership capacity through shared decision-making and problem-solving</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td><strong>GaDOE Sample Elementary Collaborative Planning and Professional Learning Plan</strong></td>
<td>Georgia School Performance Standards</td>
</tr>
<tr>
<td>• How often should collaborative teams meet?</td>
<td><strong>GaDOE Sample High School Monthly Planner for Collaborative Planning and Professional Learning</strong></td>
<td>Leadership Guide: <strong>Curriculum Strand</strong></td>
</tr>
<tr>
<td>• Is there a schedule/calendar established for routine CPM meetings? Is the time protected?</td>
<td></td>
<td></td>
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<tr>
<td>• When do colleagues collaborate with each other to reach educational decisions that promote student learning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How often, and for what purposes, will collaborative planning teams meet with administration?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Develop and Implement a Collaborative Planning Process</strong></td>
<td><strong>“Best Practice” The Enemy of Better Teaching (ASCD)</strong></td>
<td><strong>Curriculum Standard 1:</strong> Uses a systematic, collaborative planning process so that teachers</td>
</tr>
</tbody>
</table>
## Planning Strategy

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. 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 is assessment significant in determining the goals of collaborative teaching and student learning?

### Sample Tools

- Creating Norms (Learning Forward)
- GaDOE Collaborative Planning Expectations
- GaDOE Collaborative Planning Meeting Minutes Template
- GaDOE Collaborative Planning Overview – A Rubric for Effective Practice
- 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)
- GaDOE Co-Teaching in the Classroom
- GaDOE Co-Teaching and LRE Resources
- GaDOE Co-Teaching Modules
- Indicators in Action:

### Alignment to School Standards

- 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 various learning needs of the staff

- **Georgia School Performance Standards**

- **Leadership Guide:**
  - Curriculum Strand
<table>
<thead>
<tr>
<th>Planning Strategy</th>
<th>Sample Tools</th>
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<tbody>
<tr>
<td>• What roles do teachers and the principal play in sustaining effective CPMs?</td>
<td>• Team Agenda</td>
<td></td>
</tr>
<tr>
<td>• How often, and for what purposes, will collaborative planning teams meet with</td>
<td>• Team Minutes (Indistar)</td>
<td></td>
</tr>
<tr>
<td>administration?</td>
<td>• Instructional Planning Workbook: Building Strong Teams (Indistar)</td>
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<tr>
<td></td>
<td>• Team Planning and Reporting Resources (New Jersey Department of Education)</td>
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<td></td>
<td>• Team Structure Video Series (Indistar)</td>
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<tr>
<td></td>
<td>• The Quest for Mastery (ASCD)</td>
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<tr>
<td></td>
<td>• What Works Best in Education: The Politics of Collaborative Expertise (Pearson)</td>
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</tr>
<tr>
<td><strong>Related Books:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Getting Started: Reculturing Schools to Become Professional Learning Communities by Robert Eaker, Richard DuFour &amp; Rebecca DuFour</td>
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<tr>
<td>• Professional Learning Communities at Work by Richard DuFour</td>
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</tr>
<tr>
<td><strong>Determine Purpose and Set Goals</strong></td>
<td><strong>Curriculum Standard 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Effective Collaborative Planning Meetings [CPMs] will establish a clear purpose</td>
<td>Uses a systematic, collaborative planning process so that teachers share an</td>
<td></td>
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<tr>
<td>and goal(s) for each meeting. The purpose should include some aspect of</td>
<td>understanding of expectations for standards,</td>
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<tr>
<td>reflecting on teacher practices, examining/refining curriculum documents,</td>
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<tr>
<td></td>
<td>• All Things PLC Tools and Resources</td>
<td></td>
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<tr>
<td></td>
<td>• GaDOE Establishing Collaborative Planning Purpose</td>
<td></td>
</tr>
</tbody>
</table>
**Planning Strategy**

- 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?

**Sample Tools**
- Critical Issues for Team Consideration (All Things PLC)
- Professional Learning Communities (Learning Forward)
- Team SMART Goal-Setting Plan (All Things PLC)

**Alignment to School Standards**
- curriculum, assessment, and instruction

**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 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?

**Sample Tools**
- Critical Friends Protocol (SRI)
- GaDOE Co-Teaching Modules
- NSRF Protocols and Activities
- Peeling the Onion: Defining a Dilemma Protocol (SRI)
- Results Meeting Protocol (EngageNY)
- Protocols (SRI)
- Three Levels of Text Protocol (SRI)

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

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

Effective leaders of learning consistently schedule time to participate in Effective Collaborative

**Sample Tools**
- Instructional Practice Coaching Guide (Achieve the Core)
- All Things PLC Tools and Resources

**Alignment to School Standards**
- Curriculum Standard 1: Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards,
### Planning Strategy

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

- **GaDOE Collaborative Planning Self-Assessment**
- **Critical Issues for Team Consideration Checklist (Learning by Doing)**
- **Feedback Provided During Protocols (SRI)**
- **Giving Teachers the Feedback and Support They Deserve (Education First)**
- **How To Foster Employee Trust And Growth Through Constructive Feedback (Forbes)**
- **GaDOE Questions for Monitoring CPMs**
- **Survey on Team Norms (All Things PLC)**
- **Team Feedback Sheet (All Things PLC)**

### Alignment to School 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.

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

**Georgia School Performance Standards**

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

#### Identify What Students Should Know and Do

**Use Approved Georgia Standards**

Use **GeorgiaStandards.Org**

Use **ELL Standards (WIDA)**

Curriculum Standard 2: Designs curriculum documents and aligns resources with the...
**Planning Strategy**

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 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?

**Sample Tools**

- [GaDOE AP Information for Schools](#)
- [GaDOE Career Clusters/Pathways](#)
- [GaDOE Curriculum & Instruction](#)
- [GaDOE ESOL](#)
- [GaDOE ESOL Resource Guide](#)
- [Implanting Standards of Mathematical Practice Teacher Planning Rubric](#) (Institute for Advanced Study)
- [Georgia Literacy in History/Social Studies, Science, and Technical Subjects Standards](#)
- [6-8th Grade Literacy in History/Social Studies, Science, and Technical Subjects CCGPS](#)
- [9-10th Grade Literacy in History/Social Studies, Science, and Technical Subjects CCGPS](#)
- [11-12th Grade Literacy in History/Social Studies, Science, and Technical Subjects CCGPS](#)

**Alignment to School Standards**

intended rigor of the required standards

**Curriculum Standard 3:**

Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revise as needed

**Georgia School Performance Standards**

**Leadership Guide:**

*Curriculum Strand*
### Planning Strategy

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
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<tbody>
<tr>
<td><strong>Georgia Common Core Tools Webcasts</strong></td>
<td>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</td>
</tr>
<tr>
<td><strong>Assessment Design Tool Kit</strong> (The Center on Standards &amp; Assessment Implementation)</td>
<td>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</td>
</tr>
<tr>
<td><strong>Unpacked Math Standards K-5</strong> (Biting Into the Core)</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><strong>Resources Toolkit for New Teachers</strong> (Edutopia)</td>
<td>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</td>
</tr>
<tr>
<td><strong>GaDOE GOFAR</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td><strong>Implementation Rubric: Data-Driven Instruction &amp; Assessment</strong> (TNTP)</td>
<td><strong>Leadership Guide:</strong> Assessment Strand</td>
</tr>
<tr>
<td><strong>Instructional Planning Workbook</strong> (Indistar)</td>
<td><strong>Leadership Guide:</strong> Curriculum Strand</td>
</tr>
<tr>
<td><strong>Instruction: Preparation Video Series</strong> (Indistar)</td>
<td><strong>Leadership Guide:</strong> Instruction Strand</td>
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<tr>
<td><strong>Overview of UbD, Grant Wiggins</strong></td>
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<tr>
<td><strong>Personal Competencies: A Framework for Building Students’ Capacity to Learn</strong> (Center on Innovations in Learning)</td>
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<td><strong>Differentiated Instruction and Understanding by Design</strong></td>
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### Plan with the End in Mind

Before creating instructional documents, teachers and leaders should deconstruct the appropriate approved standards to assure all teachers are aware of, and agree upon, the intent and rigor of each standard.

The process for backwards design includes:

- Identify and prioritize the appropriate Georgia School Standards
- Deconstruct the prioritized standards
- Identify and clarify learning targets for teachers and students based on the standard deconstruction
- Use learning targets to guide the creation of assessments and assignments
- Identify appropriate available resources
- Determine acceptable evidence and criteria for mastery

**Guiding Questions:**

- What process is used to deconstruct and prioritize the approved standards?
- How does “beginning with the end in mind” guide collaborative planning?
### System for Effective School Instruction

**PLAN**

**“Prepare for Quality Instruction”**

<table>
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<tbody>
<tr>
<td></td>
<td>(Dare to Differentiate Wiki)</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 in a Nutshell</td>
<td>Georgia School Performance Standards</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?
- Why should syllabi be reviewed and revised prior to the beginning of each course or grade?

### 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

|                    | Common Core Sample Learning Targets for All Grades (Nassau BOCES) | Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards |
|                    | GaDOE Setting Learning Targets | Instruction Standard 4: Uses research-based instructional practices that positively impact student learning |
|                    | Guide for Effective Learning Targets (Fairfield-Suisun Unified School District) | Georgia School Performance Standards |
|                    | Know Your Learning Targets (ASCD) | Leadership Guide: |
### Planning Strategy

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 they be able to do as a result of this new learning?
- 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?

### 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 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

### Sample Tools

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

### Alignment to School Standards

**Instruction Strand**

**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

### Identify Key Vocabulary

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### Sample Tools

- **Choosing Words to Teach** (from Bringing Words to Life)
- **Professional Learning Modules**:
  - **Teaching Technical Vocabulary**
  - **Understanding Vocabulary Instruction**
  - **Academic Language (Comprehensive Reading Solutions)**
  - **Graphic Organizers for Vocabulary** (ESU 4 Wiki)
- **Marzano’s 6 Step Process for Vocabulary Instruction**

### Alignment to School 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

**Georgia School Performance Standards**

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

**Leadership Guide**: **Instruction Strand**
**Planning Strategy**

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**

**Related Books:**
- *Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening* by Heidi Hayes Jacobs
- *Bring Words to Life, Second Edition: Robust Vocabulary Instruction* by Isabel Beck
- *Vocabulary Instruction Resource*

**Alignment to School Standards**

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**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?

**Sample Tools**

- *Assessment Design Tool Kit*
- *Assessment Training Institute*
- *Classroom Assessments Video Series*
- *GaDOE GOFAR*
- *Georgia Milestones Assessment System*
- *GaDOE Understanding and Using Constructed Response Items*
- *Instruction: Preparation Video Series*

**Alignment to School Standards**

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**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
### 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.

**Guiding Questions:**
- How will students demonstrate their understanding?
- Why should there be more than one form of assessment for students?
- In what ways will student learning be monitored during the lesson and how will this guide your instruction?
- How will feedback support students meeting the goals of the lesson?

<table>
<thead>
<tr>
<th>Planning Strategy</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the assessments aligned with approved standards and learning targets?</td>
<td><strong>• 12 Awesome Formative Assessments</strong>&lt;br&gt;<strong>• 25 Quick Formative Assessments</strong>&lt;br&gt;<strong>• 60 Formative Assessments</strong></td>
<td><strong>Georgia School Performance Standards</strong>&lt;br&gt;<strong>Leadership Guide: Assessment Strand</strong>&lt;br&gt;<strong>Leadership Guide: Curriculum Strand</strong></td>
</tr>
</tbody>
</table>

**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

**Georgia School Performance Standards**<br>**Leadership Guide: Assessment Strand**<br>**Leadership Guide: Curriculum Strand**
### Planning Strategy

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<tr>
<th>Planning Strategy</th>
<th>Sample Tools</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Craft Standards-Based Performance Tasks, including a Rubric or Scoring Guide</strong></td>
<td>• <strong>Assessment Rubrics</strong>&lt;br&gt;• <strong>Beyond the Bubble, History Performance Tasks</strong>&lt;br&gt;• <strong>Biting Into the Core – Learning Assessments and Tasks</strong>&lt;br&gt;• <strong>Creating Standards-Based Performance Tasks</strong>&lt;br&gt;• <strong>GaDOE Eliciting Evidence of Student Learning Resources</strong>&lt;br&gt;• <strong>GaDOE Selecting evidence based practices (Video)</strong>&lt;br&gt;• <strong>Inside Mathematics Performance Assessment Tasks</strong>&lt;br&gt;• <strong>Inside Mathematics: Performance Assessment Tasks</strong>&lt;br&gt;• <strong>List of links to sample Performance Tasks</strong>&lt;br&gt;• <strong>NETS-S Performance Tasks</strong>&lt;br&gt;• <strong>PALM: Performance Assessment Links in Math</strong>&lt;br&gt;• <strong>Performance Assessment Links in Science</strong>&lt;br&gt;• <strong>RDA Math Performance Task Bank</strong></td>
<td><strong>Curriculum Standard 2:</strong> Designs curriculum documents and aligns resources with the intended rigor of the required standards&lt;br&gt;<strong>Assessment Standard 1:</strong> Aligns assessments with the required curriculum standards&lt;br&gt;<strong>Assessment Standard 2:</strong> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction&lt;br&gt;<strong>Assessment Standard 5:</strong> Implements grading practices that provide an accurate indication of student progress on the required standards&lt;br&gt;<strong>Instruction Standard 2:</strong> Creates an academically challenging learning environment&lt;br&gt;<strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning&lt;br&gt;<strong>Instruction Standard 8:</strong> Establishes a learning environment that empowers students to actively monitor their own progress</td>
</tr>
</tbody>
</table>

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:
- Shows levels of quality
- Communicates standards
- Tells students expectations for assessment task
- Includes dimensions (criteria), indicators and a rating scale.
### System for Effective School Instruction

**PLAN**

“Prepare for Quality Instruction”

<table>
<thead>
<tr>
<th>Planning Strategy</th>
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</thead>
<tbody>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td><a href="http://www.rda.aps.edu/mathtaskbank/start.htm">http://www.rda.aps.edu/mathtaskbank/start.htm</a></td>
<td>Georgia School Performance Standards</td>
</tr>
<tr>
<td>• What is the purpose of incorporating a performance task within units?</td>
<td>Reading and Writing Project Performance tasks</td>
<td>Leadership Guide: Assessment Strand</td>
</tr>
<tr>
<td>• Why are rubrics a critical component to include in performance tasks?</td>
<td>Rubistar Rubric Maker</td>
<td>Leadership Guide: Curriculum Strand</td>
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<td></td>
<td>Standards-based Math Rubric</td>
<td>Leadership Guide: Instruction Strand</td>
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<td></td>
<td>Teacher’s Guide to Performance Based Learning and Assessment Ch.1</td>
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<tr>
<td><strong>Related Books:</strong></td>
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<tr>
<td>• The Common Core Writing Book by Gretchen Owocki</td>
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<td>• Writing Pathways by Lucy Calkins</td>
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</table>

### 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 calendar, or road map. It is

**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

**Georgia School Performance Standards**

**Leadership Guide:**

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Georgia Department of Education
July 30, 2015 ● Page 16 of 63
## Planning Strategy

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.

### Sample Tools

- **Ga. ELA 6-8 Curriculum Maps 15-16**
- **Ga. ELA 9-12 Curriculum Maps 15-16**
- **ELA K-5 Georgia Standards of Excellence 2015**
- **ELA 6-8 Georgia Standards of Excellence 2015**
- **ELA 9-12 Georgia Standards of Excellence 2015**
- **ELL WIDA Standards**
- **Ga. Social Studies K-5 Maps 15-16**
- **Ga. Social Studies 6-8 Maps 15-16**
- **Ga. Social Studies 9-12 Maps 15-16**
- **Ga. Science 6-8 Maps 15-16**
- **Ga. Science 9-12 Maps 15-16**
- **CTAE Resource Network**
- **GPB Education: News, Resources and Video Library for Georgia Educators**
- **Literacy Standards for Science, History/SS, and Technical Subjects**
- **Standards for Mathematical Practice**

### Alignment to School Standards

**Curriculum Strand**

<table>
<thead>
<tr>
<th>Planning Strategy</th>
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<td>Determine 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>Ga. ELA 6-8 Curriculum Maps 15-16</td>
<td><strong>Curriculum Strand</strong></td>
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<td>Ga. ELA 9-12 Curriculum Maps 15-16</td>
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<td>ELA K-5 Georgia Standards of Excellence 2015</td>
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<td>ELA 6-8 Georgia Standards of Excellence 2015</td>
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<tr>
<td>Planning Strategy</td>
<td>Sample Tools</td>
<td>Alignment to School Standards</td>
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<tr>
<td>4. Model with mathematics.</td>
<td>• Implementing Standards for Mathematical Practice</td>
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<tr>
<td>5. Use appropriate tools strategically.</td>
<td>• Common Core Literacy Standards Appendix B – Text Exemplars and sample performance tasks for ELA, Sci, SS/History and CTAE</td>
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<tr>
<td>6. Attend to precision.</td>
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<td>7. Look for and make use of structure.</td>
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<td>8. Look for and express regularity in repeated reasoning.</td>
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**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, Mathematics, Science, and Social Studies.

**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:**

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

**Georgia School Performance Standards**

**Leadership Guide:**

**Assessment 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?

### Sample Tools

- **Aligned Instruction Video Series**
- **Common Core Literacy Standards Appendix B** – Text Exemplars and sample performance tasks for ELA, Science, Social Studies and CTAE
- **CTAE Resource Network**
- **Common Core Key Shifts in ELA**
- **Common Core Key Shifts in Mathematics**
- **Designing Effective Unit Plans**
- **Georgia CTAE Unit Plans**
- **GaDOE CTAE Webpage**
- **GaDOE Curriculum and Instruction Webpage**
- **Indicators in Action**:  
  - Unit Plan Examples  
  - Defining Units of Instruction  
  - Aligning Units to Standards
- **Instructional Planning Workbook**
- **Instruction: Preparation Video Series**
- **Literacy Design Collaborative**

### Alignment to School 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

**Georgia School Performance Standards**

**Leadership Guide:**
**Curriculum Strand**
### Planning Strategy

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<td><strong>Math Design Collaborative</strong></td>
<td>• Understanding by Design Framework</td>
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<tr>
<td><strong>Understanding by Design Framework</strong></td>
<td>• Understanding by Design (UbD) Resources from Jay McTighe</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding by Design (UbD) Resources from Jay McTighe</strong></td>
<td>• UbD Websites for content areas</td>
<td></td>
</tr>
<tr>
<td><strong>DeKalb County Instructional Framework Example</strong></td>
<td></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>GaDOE Standards-based Classroom Instructional Frameworks</strong></td>
<td></td>
<td><strong>Instruction Standards 1:</strong> Provides a supportive and well-managed environment conducive to learning</td>
</tr>
<tr>
<td><strong>Sample Schoolwide Instructional Framework</strong></td>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning</td>
<td></td>
</tr>
<tr>
<td><strong>Success at the Core</strong></td>
<td><strong>Leadership Standard 3:</strong> Uses systems to ensure effective implementation of curriculum, assessment, instruction and professional learning practices</td>
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<tr>
<td><strong>Insight Core Framework Rubric</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
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<td><strong>Instructional Framework Resources from the High School of Global Citizenship</strong></td>
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<td><strong>Leadership Guide:</strong> Curriculum Strand</td>
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<td><strong>Jobs for the Future Common Instructional Framework</strong></td>
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<td><strong>Job for the Future: The Common Instructional Framework Rubrics and Support Guides for Teachers</strong></td>
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<td><strong>STEM Frameworks</strong></td>
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**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?
### System for Effective School Instruction

**PLAN**

“Prepare for Quality Instruction”

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<tr>
<td><strong>Compile Learner Profiles/Class Profiles</strong></td>
<td>• SLDS through Student Information System</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>
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<td></td>
<td>• 21st Century Icebreakers: 10 Ways to Get to Know Your Students with Technology</td>
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<td>• Developing Learner Profiles</td>
<td><strong>Assessment Standard 4:</strong> Implements a process to collaboratively analyze assessment results to adjust instruction</td>
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<td>• Differentiating by Learner Profile Wiki</td>
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<td></td>
<td>• Edutopia: How Learning Profiles Can Strengthen Your Teaching</td>
<td><strong>Georgia School Performance Standards</strong></td>
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<td>• GaDOE Disability Specific Webinars</td>
<td><strong>Leadership Guide:</strong> <em>Assessment Strand</em></td>
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<td>• GaDOE Lexile Framework for Reading</td>
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<td>• <a href="http://www.gadoe.org/lexile.aspx">http://www.gadoe.org/lexile.aspx</a></td>
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<td>• Indicators in Action:</td>
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<td></td>
<td>- Class Progress Chart</td>
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<td>- Student Learning Plan</td>
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<td>- Student Learning Report</td>
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<td>- Student Profile</td>
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<td></td>
<td>• Instructional Planning Workbook</td>
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<td></td>
<td>• Know Your Students As Learners</td>
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<td></td>
<td>• The “How To’s” of Planning Lessons Differentiated by Learning Profile</td>
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</tbody>
</table>

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?
### Planning Strategy

**Create Lesson Plans Following the School’s Instructional Framework**

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?

<table>
<thead>
<tr>
<th>Sample Tools</th>
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<tbody>
<tr>
<td><strong>Lesson Planning Digital Guide</strong></td>
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<tr>
<td><strong>Biting into the Core - Math</strong></td>
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<td><strong>Creating Lesson Plans</strong></td>
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<td><strong>Engage New York</strong></td>
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<td><strong>Ga. Virtual Learning Resources</strong></td>
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<td><strong>Increasing Rigor Throughout the Lesson</strong></td>
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</tbody>
</table>
| **Indicators in Action:**  
  - Learning Plan Grid  
  - Whole Class Instruction Weekly Outline |
| **Literacy Design Collaborative** |
| **Mathshell.org** |
| **Readworks.org** – Reading comprehension lesson plans for all content |
| **Teaching History.org** |
| **The “B.E.S.T” Assignment Analysis protocol** |
| **Top 8 Components of a Well-written Lesson Plan** |
| **Tuning Protocol; Tuning a Plan** |
| **UbD Performance Task Development Websites** |

**Alignment to School 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

**Georgia School Performance Standards**

**Leadership Guide:**
- **Assessment Strand**
- **Curriculum Strand**
- **Instruction Strand**

**Related Books:**
- **Driven By Data: A Practical Guide to Improve**
**System for Effective School Instruction**

**PLAN**

“Prepare for Quality Instruction”

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<tr>
<td>Include Tools for Learner Differences</td>
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<tr>
<td>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.</td>
<td>4 Ways to Differentiate Instruction</td>
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<td>Comprehensive Reading Solutions PL Modules:</td>
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<td>1. Introduction to Differentiation</td>
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<td>2. Effective Language and Literacy Instruction for English Language Learners</td>
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<td>Dare To Differentiate and UbD</td>
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<td>Differentiation by Learning Styles</td>
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<td>Edutopia – Differentiated Instruction: Resource Roundup</td>
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<td></td>
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<td>Flexible Grouping: Dare to Differentiate Wiki</td>
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<td>GaDOE DI in the Co-Taught Classroom Manual</td>
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<td>Ga DOE Special Education Resources</td>
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<td>GaDOE 2012 IDEA Resources</td>
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<td>GaDOE Gifted Education</td>
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<td>GaDOE Special Education Services and Support Webpage</td>
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<td>Georgia Learning Resource System</td>
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<td>Specially Designed Instruction (SDI) means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to:</td>
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<td>Address the unique needs of the child that result from the child’s disability;</td>
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<td>Ensure access of the child to the general curriculum, so that the child can meet the</td>
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<td>Curriculum Standard 2:</td>
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<td>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</td>
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<td>Instruction Standard 6: Uses appropriate, current technology to enhance learning</td>
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<td>Georgia School Performance Standards</td>
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<td>Leadership Guide: Assessment Strand</td>
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<td>Leadership Guide: Curriculum Strand</td>
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<td></td>
<td>Leadership Guide: Instruction Strand</td>
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</tbody>
</table>
### Planning Strategy

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?

### Sample Tools

<table>
<thead>
<tr>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBP: Universal Design for Learning Video Series</td>
</tr>
<tr>
<td>Indicators in Action:</td>
</tr>
<tr>
<td>- Student Learning Plan</td>
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<tr>
<td>- Student Learning Report</td>
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<tr>
<td>- Student Profile</td>
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<tr>
<td>National Center for UDL</td>
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<tr>
<td>Social Studies Differentiated Instruction</td>
</tr>
<tr>
<td>Teacher Tools for Integrating Technology</td>
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<tr>
<td>Top 10 UDL Tips for Developing Learning Goals</td>
</tr>
<tr>
<td>The Universal Design for Learning Implementation and Research Network</td>
</tr>
<tr>
<td>UDL at a Glance Video</td>
</tr>
<tr>
<td>UDL Instructional Planning Process</td>
</tr>
<tr>
<td>Understanding Differentiated Instruction: Building a Foundation for Leadership</td>
</tr>
<tr>
<td>What Works Clearinghouse</td>
</tr>
<tr>
<td><a href="http://www.Cast.org">www.Cast.org</a> - UDL resources</td>
</tr>
<tr>
<td>Find a Book Georgia generates a personalized reading list tailored to a student’s interests and reading level</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.

Teacher-centered presentations, combined with excessive audiovisuals, 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?

### Sample Tools

- [4 Teachers.org](#)
- [Achieve the Core: Literacy Across the Content, ELA and Math resources.](#)
  - Includes Leadership and Instructional Coaching tools.
- [Brain Pop: Standards aligned video lessons across the content](#)
- [Find a Book Georgia](#)
  - generates a personalized reading list tailored to a student’s interests and reading level
- [GaDOE Digital textbooks](#)
- [GaDOE Educational Resources](#)
- [GaDOE Instructional Videos](#)
- [GaDOE Learning Resources](#)
- [GaDOE Teacher Resource Link (TRL)](#)
- [Graphic Organizers for Vocabulary](#)
- [Interactive Sites for K-5 Education](#)
- [LearnZillion.org](#)
- [Literacy Design Collaborative](#)
- [Marzano Research.com Resources](#)

### Alignment to School Standards

- **Assessment Standard 2:** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.
- **Instruction Standard 2:** Creates an academically challenging learning environment.
- **Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning.
- **Instruction Standard 6:** Uses appropriate, current technology to enhance learning.

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## Planning Strategy

<table>
<thead>
<tr>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
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<tbody>
<tr>
<td>• Mathemetic Assessment Project</td>
<td></td>
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<tr>
<td>• National Center on Accessible Educational Materials</td>
<td></td>
</tr>
<tr>
<td>• Newsela.com: Lexile leveled current events and articles.</td>
<td></td>
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<tr>
<td>• NW Ga. RESA Common Core Resources</td>
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<tr>
<td>• Readworks.org – K-12 Paired Texts &amp; Question Sets</td>
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<td>• ReadWriteThink.org</td>
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<tr>
<td>• Scholastic.com</td>
<td></td>
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<tr>
<td>• Teaching History.org</td>
<td></td>
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<tr>
<td>• Ten Websites for Science Teachers</td>
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<tr>
<td>• The Teaching Channel</td>
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<td>• US DOE Office of Educational Technology</td>
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<tr>
<td>• Web English Teachers</td>
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<td>• Wolfram MathWorld</td>
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</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, 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>Implement Literacy Across the Content</strong></td>
<td>• A Close Look at Close Reading</td>
<td>Instruction Standard 2: Creates an academically challenging learning environment</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 Content Area Reading: Literacy and Learning Across the Curriculum</td>
<td>• Achieve the Core – Close Reading Resources</td>
<td>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td></td>
<td>• Books that Grow – Complex text for all disciplines with adjustable Lexile levels</td>
<td>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</td>
</tr>
<tr>
<td></td>
<td>• Building a Culture of Engaged Academic Literacy in Schools</td>
<td>Georgia School Performance Standards</td>
</tr>
<tr>
<td></td>
<td>• Common Core Literacy Standards Appendix B – Text Exemplars and sample performance tasks for ELA, Science, Social Studies/ History and Technical Subjects</td>
<td>Leadership Guide: Instruction Strand</td>
</tr>
<tr>
<td></td>
<td>• Developing Core Proficiencies Curriculum - The Developing Core Proficiencies Curriculum is an integrated set of English Language</td>
<td></td>
</tr>
</tbody>
</table>
**Instructional Strategies**

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Content literacy</em> 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)</td>
</tr>
<tr>
<td><em>Close reading</em> 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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><em>Scaffolding</em> the reading by using effective strategies for pre-, during, and after reading, such as: previewing text, reading 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.</td>
</tr>
</tbody>
</table>

**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?

**Sample Tools**

<table>
<thead>
<tr>
<th>Arts/Literacy units spanning grades 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Engage NY – Close Reading Resources</em></td>
</tr>
<tr>
<td><em>Georgia Public Library Service</em> 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><em>Kelly Gallagher</em>: Articles of the week and other resources and videos.</td>
</tr>
<tr>
<td><em>Literacy Standards for Science, History/SS, and Technical Subjects</em></td>
</tr>
<tr>
<td><em>Find A Book</em> – Find books at student’s Lexile level.</td>
</tr>
<tr>
<td><em>Lexile Analyzer</em> – Find the Lexile level of passages.</td>
</tr>
<tr>
<td><em>The Lexile® Map</em> books and texts matched to the Lexile® scale</td>
</tr>
<tr>
<td><em>Literacy Instruction in the Content Areas</em></td>
</tr>
<tr>
<td><em>Newsela.com</em> – high-interest articles with adjustable Lexile levels</td>
</tr>
<tr>
<td><em>Newspaper Map</em>: front-page newspaper articles from around the globe.</td>
</tr>
<tr>
<td><em>PPT: Planning Needs-Based Instruction</em></td>
</tr>
</tbody>
</table>
### Instructional Strategies

- 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

- **Reading for Learning:** Using Discipline-Based Texts to Build Content Knowledge
- **Readworks.org** – K-12 paired texts with questions
- **Read Write Think** – Close Reading Resources
- **Shanahan On Literacy:** Information on teaching and assessing reading, writing, and literacy

### Alignment to School Standards

- **Related Books:**
  - **A Close Look At Close Reading: Teaching Students To Analyze Complex Texts, Grades 6-12** by Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson
    - Study Guide
  - **A Close Look At Close Reading: Teaching Students To Analyze Complex Texts, Grades K–5** by Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson
    - Study Guide
  - **Cracking the Common Core: Choosing and Using Texts in Grades 6-12** by Lewis, Walpole, and McKenna
  - **Notice & Note** by Kylene Beers
## Instructional Strategies

### Write Across the Content

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

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.

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.

Writing to learn is a strategy through which students can develop their ideas, their critical thinking ability and their writing skills across the content.

Writing to learn enables students to experiment every day with written language and increase their fluency and mastery of written conventions.

Writing to learn can also be used as formative assessment and as a way to scaffold mid- and high-stakes writing assignments and tests.

### 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?

### Sample Tools

- **Argument Writing: Four Reasons Why It’s Writing Priority Number One** (Teaching Channel Blog)
- **Comprehensive Reading Solutions PL Modules:**
  - K-5 Writing PL Modules
  - 6-12 Introduction to Argument
- **LiveBinders: Writing to Learn Example Activities**
- **Learning Progressions for Opinion Writing PK-6**
- **Learning Progressions for Informational Writing PK-6**
- **Learning Progressions for Narrative Writing PK-6**
- **Opinion Writing Checklist and Writing Samples K-6**
- **Opinion, Narrative and Information Writing Checklist Grades 3-5**
- **Teacher’s College: Reading & Writing Project**
- **The Teaching Channel: Writing to Learn**
- **Writing Across the Curriculum:**
  - ELA
  - Social Studies
  - Science
  - Mathematics

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

**Georgia School Performance Standards**

**Leadership Guide:** Instruction Strand
## Implement “Provide Quality Instruction”

<table>
<thead>
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<td>• Writing Fluency: A Key to Success on Next Generation Assessments</td>
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<td></td>
<td>• Writing to Learn: How to use writing in every classroom to improve content area learning.</td>
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<td>• 6+1 Traits and CCSS K-12 Writing Standards Crosswalk</td>
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<td></td>
<td>• 6+1 Writing Traits Rubrics K-12</td>
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<tr>
<td><strong>Related Books:</strong></td>
<td>• Writing Pathways: Performance Assessment and Learning Progressions, Grades K-8 by Lucy Calkins</td>
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<td></td>
<td>• Comprehensive Reading Solutions – Understanding Vocabulary Instruction</td>
<td>Instruction Standard 2: Creates an academically challenging learning environment</td>
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<tr>
<td></td>
<td>• Introducing Tier 1 and Tier 2 Words</td>
<td>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</td>
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<td></td>
<td>• Learning in the Fast Lane</td>
<td>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</td>
</tr>
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<td>• Marzano’s Six steps to Vocabulary Instruction</td>
<td>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</td>
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<td></td>
<td>• Remove Limits to Learning with Systematic Vocabulary Instruction</td>
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<tr>
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<td>• Six Steps to Better Vocabulary Instruction</td>
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<td></td>
<td>• Comprehensive Reading Solutions PL Modules: Teaching Technical Vocabulary</td>
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</table>

### 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 students are to comprehend and master grade or course standards.

Building academic vocabulary is an on-going 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
**System for Effective School Instruction**

**IMPLEMENT**

“Provide Quality Instruction”

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| 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) | ● Understanding Vocabulary Instruction  
● Academic Language  
● Vocabulary Strategies Toolbox | Georgia School Performance Standards  
Leadership Guide: **Instruction Strand** |

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

**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 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.

- **40 Ways to Leave a Lesson**  
- **Formative Coaching**  
- **Kahoot!** – A game-based, blended-learning tool  
- **Planning: Formative Assessments Guide**  
- **Poll Everywhere** - Design and customize student polls.  
- **Problem-Attic** – access to over 100,000 questions for all content areas  
- **Reading & Writing Project Assessment Resources**  

**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, and improve teacher practices

**Instruction Standard 3:**

Establishes and communicates clear learning targets and
### Instructional Strategies

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

- **Socrative** - Assess students with educational activities on tablets, laptops and smartphones.
- **Standards for Mathematical Practice Observation Tool**
- **Wallwisher** - Allows students to post their thoughts on electronic sticky notes.
- **West Virginia Department of Education: Examples of Formative Assessment**

### Alignment to School Standards

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

- **Georgia School Performance Standards**
- **Leadership Guide:**
  - Assessment Strand
  - Instruction Strand

### Opening (I Do)

**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.

- **Georgia DOE FIP: Keys to Student Success** - Schools can access through SLDS
- **Implementing an Effective Three-Part Lesson**
- **Indicators in Action:**
  - Standards Based Objectives
  - Class Progress Chart

- **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
### Instructional Strategies

#### Guiding Questions:
- How are the standard(s) and learning target(s) 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?

#### Sample Tools
- **Leveraging Clear Learning Targets** (video – FIP/Ohio)
- **Power of Clear Learning Targets** (video – FIP/Ohio)
- **Teacher-Directed Instruction: Introduction Video Series**
- **Teacher-Directed Instruction: Presentation Video Series**
- **Top 10 UDL Tips for Developing Learning Goals**

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

#### 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

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### 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
- **Design Lesson for Active Engagement**
- **Douglas Reeves’ Five Top Tips to Improve Student Engagement**
- **How Do We Know When Students Are Engaged?**
- **Socratic Seminars**
- **Student Engagement Resource Round Up**

#### Related Books:
- “Making Thinking Visible”- Strategies to promote Engagement, Understanding and Independence for ALL

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

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*Georgia School Performance Standards*

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

**IMPLEMENT**

“Provide Quality Instruction”

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<td><strong>Access Prior Knowledge and Make Connections</strong></td>
<td>Learners by Ron Ritchhart, et al</td>
<td><strong>Instruction Standard 2:</strong> Creates an academically challenging learning environment</td>
</tr>
<tr>
<td></td>
<td><strong>Building Background Knowledge</strong></td>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning</td>
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<td></td>
<td><strong>“Making Thinking Visible” - Strategies for Critical Thinking</strong></td>
<td><strong>Instruction Standard 8:</strong> Establishes a learning environment that empowers students to actively monitor their own progress</td>
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<td><strong>“The Precious First Few Minutes of Class”</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
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<td><strong>Visible Thinking – Understanding Routines:</strong> Provides protocols for activating prior knowledge.</td>
<td><strong>Leadership Guide:</strong> Instruction Strand</td>
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<td><strong>12 Interesting Ways to Start Class</strong></td>
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<td><strong>6 Scaffolding Strategies</strong></td>
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<td><strong>Scaffolding Instructional Strategies</strong></td>
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<tr>
<td><strong>Guiding Questions:</strong></td>
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<tr>
<td>• What strategies can be used to connect students’ experiences to the learning targets and standards?</td>
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<tr>
<td>• How can collaborative planning increase the opportunities for the learner’s connection to real-world experiences?</td>
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<tr>
<td><strong>Provide Explicit Instruction</strong></td>
<td><strong>National Institute for Direct Instruction</strong></td>
<td><strong>Instruction Standard 2:</strong> Creates an academically challenging learning environment</td>
</tr>
<tr>
<td></td>
<td><strong>KU Article – Direct Instruction</strong></td>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning</td>
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<td><strong>Introducing Academic Strategies to Students: A Direct-Instruction Approach</strong></td>
<td><strong>Instruction Standard 5:</strong> Differentiates instruction to meet specific learning needs of students</td>
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<tr>
<td></td>
<td><strong>EngageNY.org Common Core Mathematics and Math Talks Videos</strong></td>
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</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td></td>
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</tr>
<tr>
<td>• How is the skill, strategy, or concept explicitly taught, modeled, or demonstrated?</td>
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<tr>
<td>• What questions should be asked to focus on the learning targets for the lesson?</td>
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</table>
## System for Effective School Instruction
**IMPLEMENT**

*“Provide Quality Instruction”*

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<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
</table>
| • How can the learning be differentiated for students who do not have the pre-requisite skills?  
• How can the learning be differentiated for students who already know the content? | • **Think Alouds** – Improving Reading Comprehension  
• **Marzano’s Nine Effective Instructional Strategies**  
**Student Note-Taking Strategies:**  
• **Cornell Note Taking for Lectures or Reading**  
• **Cornell Note Taking Video**  
• **Cornell Note-taking System**  
• **Flocabulary Note Taking Methods (Video)**  
• **Note Taking Systems**  
• **Planning: Learning Maps**  
**Related Books:**  
• **Notice & Note** by Kylene Beers  
• **Classroom Instruction That Works** by Robert Marzano | **Georgia School Performance Standards**  
**Leadership Guide:**  
**Instruction Strand** |

### 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.

• **Biting into the Core - Questioning**  
• **Doing Math vs. Thinking Mathematically**  
• **Doug Fisher & Nancy Frey TBQ Text Dependent Questions**  
• **Increasing Rigor Throughout the Lesson**  
• **Open-Ended Questions: Stretching Children’s**

**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
### Instructional Strategies

<table>
<thead>
<tr>
<th>Guiding Question:</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does questioning increase student engagement?</td>
<td><strong>Academic and Social Learning</strong></td>
<td>actively monitor their own progress</td>
</tr>
<tr>
<td>• Why is it necessary for questioning to be strategic?</td>
<td><strong>Planning: Guiding Questions</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
</tr>
<tr>
<td>• What does the strategic planning of effective questions look like in collaborative planning?</td>
<td><strong>“Making Thinking Visible”</strong></td>
<td><strong>Leadership Guide: Instruction Strand</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Standards for Mathematical Practices: Questions to Develop Mathematical Thinking</strong></td>
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</tbody>
</table>

### Transition from Opening to Work Period (We Do)

**Guide Student Practice**

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?

**Engage in Classroom Talk**

**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

**Georgia School Performance Standards**

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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Teachers introduce and reinforce the use of academic language and encourage students to use that language in their classrooms.</td>
</tr>
<tr>
<td>Classroom talk opens the space for questioning, effective scaffolding and successful collaborative group work.</td>
</tr>
</tbody>
</table>

#### 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

| Number Talks: Building Numerical Reasoning |
| Procedures for Classroom Talk |
| Talk Moves in Academic Discussion |
| Talk Moves Checklist |
| The Tools of Classroom Talk |
| Talking to learn: Dialogue in the classroom |
| Why Talk Is Important In Classrooms |

### Alignment to School Standards
- 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 8: Establishes a learning environment that empowers students to actively monitor their own progress |

### Related Books:
- Number Talks by Shelly Parrish

### 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 curriculum to enhance learning and understanding of subject matter content.

### Organizing Tools:

| Concept Mapping in the Classroom |
| Reading Rocket Concept Maps |
| Creately Graphic Organizer Templates |
| Education Place Graphic Organizers |

### Instructional 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
**Instructional Strategies**

| 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**

- **Ed Helper Graphic Organizers**
- **Education Oasis GO**
- **Enchanted Learning GO**

**Alignment to School Standards**

- Actively monitor their own progress
- **Georgia School Performance Standards**
- **Leadership Guide: Instruction Strand**

**Work Session**

(You Do)

**Practice Independently**

Independent practice is the opportunity that students have to apply skills and demonstrate mastery of the standards independently or in small groups.

Distributed Practice is a scaffolding learning strategy, where practice is broken up into a number of short sessions of direct teaching interment with student practice.

Guiding Questions:

- What kind of opportunities will be provided for students to apply new learning and demonstrate mastery?  
- Based on observations during Guided Practice, what activities will students be able to complete on their own?

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

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

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

Collaborative practice brings students together for the common purpose of making meaning of their learning and problem solving. Effective collaborative practice 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 rich, engaging, and have multiple entry points for all students.

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

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<tr>
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<tbody>
<tr>
<td>How can Independent Practice be distributed so that learning is retained?</td>
<td><strong>Student-Directed Instruction:</strong> Group or Individual Video Series</td>
<td><strong>Instruction Standard 5:</strong> Differentiates instruction to meet specific learning needs of students</td>
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<td><strong>10 Team-Building Games that Promote Critical Thinking</strong></td>
<td><strong>Georgia School Performance Standards</strong></td>
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<td><strong>Cooperative Learning Mini-Manual</strong></td>
<td><strong>Leadership Guide:</strong> Instruction Strand</td>
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<td><strong>Cooperative Learning Overview</strong></td>
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<td><strong>Collaborative Learning</strong></td>
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<td><strong>Collaborative Group Work Protocols</strong></td>
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<td><strong>Critical Thinking: A Path to College and Career</strong></td>
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<td></td>
<td><strong>Literature Circles Resource Center</strong></td>
<td><strong>Instruction Standard 1:</strong> Provides a supportive and well-managed environment conducive to learning</td>
</tr>
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<td></td>
<td><strong>Performance Task Development Websites List</strong></td>
<td><strong>Instruction Standard 2:</strong> Creates an academically challenging learning environment</td>
</tr>
<tr>
<td></td>
<td><strong>ReadWriteThink.org – Literature Circles: Getting Started</strong></td>
<td><strong>Instruction Standard 4:</strong> Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td></td>
<td><strong>Standards for Mathematical Practices Observation Tool</strong></td>
<td><strong>Instruction Standard 8:</strong> Establishes a learning environment that empowers students to actively monitor their own progress</td>
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</table>

**Georgia School Performance Standards**

**Leadership Guide:** Instruction Strand
System for Effective School Instruction
IMPLEMENT
“Provide Quality Instruction”

<table>
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<tr>
<td></td>
<td>● Student-Directed Instruction: Group or Individual Video Series</td>
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<td></td>
<td>● The Teaching Channel: Collaborative Group Work</td>
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</table>

**Closing (We Check)**

**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).

Students should conduct lesson summarizations by demonstrating the knowledge gained during the lesson and relating that knowledge to the learning target(s) and content standard(s). Summarizations should 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?
- How can students summarize the lesson as a source of formative assessment?

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

**Georgia School Performance Standards**

**Leadership Guide:**

**Assessment Strand**

**Related Books:**

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

### Sample Tools

- **ASCD: Learning Through Reflection**
- **Assessment For Learning: Reflection Activities**
- **Instruction: Interaction Video Series**
- **Reflection For Learning**
- **Reflective Thinking: RT**
- **The Importance of Student Reflection on their Own Learning**
- **The role of reflection in student learning: a study of its effectiveness in complementing problem-based learning environments**
- **What Meaningful Reflection On Student Work Can Do For Learning**
- **10 Ways to Encourage Student Reflection**

### Alignment to School Standards

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

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**Georgia School Performance Standards**

**Leadership Guide: Instruction Strand**
<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Sample Tools</th>
<th>Alignment to School Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What really surprised me about this (experiment, math problem, text) was…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• When I look at my other projects in (art, writer workshop, math, social studies) this project is different because …</td>
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<tr>
<td>• What makes this piece of writing strong is my use of …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What I want to really work on to make my writing better for a reader is …</td>
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</tbody>
</table>

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>
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<tr>
<th>Instructional Strategies</th>
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</tr>
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<tbody>
<tr>
<td><strong>Check for Understanding</strong></td>
<td>• 53 ways to Check for Understanding</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><strong>Progress Monitor</strong></td>
<td>• Check for Understanding Strategies</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></td>
<td>• Formative Assessment Examples</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></td>
<td>• Formative Assessment Tools</td>
<td><strong>Georgia School Performance Standards</strong></td>
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<td></td>
<td>• Georgia FIP: Keys to Student Success</td>
<td><strong>Leadership Guide:</strong> Assessment Strand</td>
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<tr>
<td></td>
<td>• Check for Understanding EngageNY.org</td>
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<td></td>
<td>• 27 Simple Ways to Check for Understanding</td>
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<td></td>
<td>• 10 Assessment in 90 Seconds</td>
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<tr>
<td><strong>Guiding Questions:</strong></td>
<td><strong>Related Books:</strong></td>
<td></td>
</tr>
<tr>
<td>• What are effective strategies for progress monitoring?</td>
<td>• Formative Assessment and Standards-Based Grading by Robert Marzano</td>
<td></td>
</tr>
<tr>
<td>• How does progress monitoring increase student learning?</td>
<td>• Seven Strategies of Assessment For Learning by Jan Chappuis</td>
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<tr>
<td>• Why are lesson adjustments made based on progress monitoring results?</td>
<td>○ Study Guide</td>
<td></td>
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</tbody>
</table>
### Instructional Strategies

**Student Self-Assessment**

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. 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. Students who self-monitor 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. 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, some students have had significant learning gains (Chappuis, 2009).

**Guiding Questions:**
- What tools can be provided to students to self-assess their progress?
- 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?

### 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. Summative assessment may be, among other things, a unit or benchmark assessment, a performance task, 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 and the student with information that will guide future learning, as well providing feedback on the

### Sample Tools

- Resources for Grade 1-2
- Strategies to Enhance Student Self-Assessment
- Structures for Student Self-Assessment
- Student Profile: A Self-Directed Learner
- Student Self-Assessment
- Success at the Core: Checking for Understanding Modules
- Seven Strategies of Assessment for Learning by Jan Chappuis
- Student-Centered Classroom Assessment, by Richard J. Stiggins

### Alignment to School Standards

**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

**Georgia School Performance Standards**

**Leadership Guide:** Instruction Strand

**Assessment Standard 2:**

- Every Teacher's Guide to Assessment
- From Formative Assessment to Assessment FOR Learning
- GOFAR Foundations of Algebra Quick Start Guide
- NAEP Questions Tool

**Georgia School Performance Standards**

**Leadership Guide:** Assessment Strand
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</table>
| assessment itself and changes that may possibly need to be made. | • Performance Task Development Websites List  
• Summative Assessment |  |
| **Guiding Questions** |  |  |
| ● How is summative achievement data used to inform instruction?  
● Why should collaborative planning teams develop common summative assessments aligned to the standards? |  |  |
|  |  |  |
| **Performance Task Development Websites List** |  |  |
| **Summative Assessment** |  |  |
| **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 |  |  |
|  |  |  |
| **Analyze: Identify Strengths and Gaps** |  |  |
| **Analyze Student Work** |  |  |
| 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. |  |  |
| A protocol consists of agreed upon “guidelines for a conversation”, and it is the existence of this structure -- which everyone understands and has agreed to -- that permits a certain kind of conversation to occur -- often a kind of conversation which people are not in the habit of having. |  |  |
| **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? |  |  |
<p>| <strong>Related Books:</strong> |  |  |
| ● Assignments Matter: Making the Connections That Help Students Meet Standards by Eleanor Dougherty |  |  |
|  |  |  |
| <strong>Assessment Standard 2:</strong> |  |  |
| Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction |  |  |
| <strong>Assessment Standard 3:</strong> |  |  |
| Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices |  |  |
| <strong>Assessment Standard 4:</strong> |  |  |
| Implements a process to collaboratively analyze assessment results to adjust instruction |  |  |
| <strong>Instruction Standard 4:</strong> |  |  |
| Uses research-based instructional practices that |  |  |</p>
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<td><strong>Rethinking Grading: Meaningful Assessment for Standards-Based Learning by Cathy Vatterott</strong></td>
<td>positively impact student learning</td>
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<td><strong>Professional Learning Standard 4:</strong> Uses multiple professional learning designs to support the various learning needs of the staff</td>
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<td></td>
<td><strong>Leadership Standard 4:</strong> Uses processes to systematically analyze data to improve student achievement</td>
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<td></td>
<td><strong>Georgia School Performance Standards</strong></td>
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<td><strong>Leadership Guide: Assessment Strand</strong></td>
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<td><strong>Examine Learning Progressions</strong></td>
<td><strong>Biting Into the Core – Learning Progressions for Mathematics</strong></td>
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<td><strong>Learning Progressions for Opinion Writing PK-6</strong></td>
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<td><strong>Learning Progression for Informational Writing PK-6</strong></td>
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<td><strong>Learning Progressions for Narrative Writing PK-6</strong></td>
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<td></td>
<td><strong>Northwest Ga. RESA: K-8 Writing Unit of Study Resources</strong></td>
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<td><strong>Related Books:</strong></td>
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<td></td>
<td><strong>Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8 by Lucy Calkins</strong></td>
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<tr>
<td><strong>Guiding Questions:</strong></td>
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<tr>
<td>• How do learning progressions assist in establishing individual student learning goals?</td>
<td></td>
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<tr>
<td>• How can students use learning progressions to self-assess?</td>
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**Examine Learning Progressions**

A learning progression is a pathway that students travel as they progress toward 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?
## Instructional Strategies

### 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 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

- Data Mining Protocol
- Instructional Improvement Cycle: A teacher’s toolkit for collecting and analyzing data on instructional strategies
- Periodic Assessment Video Series
- Practitioner Data Use in Schools: Workshop Toolkit

**Related Books:**

### 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:**

- Developing a Comprehensive Homework Policy
- Find a Book Georgia generates a personalized reading list

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<tr>
<td><strong>Assessment Standard 2:</strong> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</td>
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<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>
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<td><strong>Assessment Standard 4:</strong> Implements a process to collaboratively analyze assessment results to adjust instruction</td>
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<td><strong>Assessment Standard 5:</strong> Implements grading practices that provide an accurate indication of student progress on the required standards</td>
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<tr>
<td><strong>Leadership Standard 4:</strong> Uses processes to systematically analyze data to improve student achievement</td>
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</table>

**Georgia School Performance Standards**

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

- 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 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?

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<tr>
<th>Instructional Strategies</th>
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<th>Alignment to School Standards</th>
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<tbody>
<tr>
<td>tailored to a student’s interests and reading level.</td>
<td>Homework Guidance Sample Document</td>
<td>Assessment Standard 5: Implements grading practices that provide an accurate indication of student progress on the required standards</td>
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<td></td>
<td>Instruction: Parent Communication &amp; Homework Video Series</td>
<td>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</td>
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<td></td>
<td>GaDOE Parent Engagement Program Webinars:</td>
<td>Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families</td>
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<td>• Homework: Including Parents in the Process: Module 4</td>
<td>Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement</td>
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<td></td>
<td>• Homework and Study Habits</td>
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<td></td>
<td>Good Homework Policy</td>
<td>Leadership Guide: Assessment Strand</td>
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<td>Lexile Summer Reading Program</td>
<td>Leadership Guide: Instruction Strand</td>
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<td>NEA Research Spotlight on Homework</td>
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<td>Open Ed.com – Assessments, videos and homework for each common core standard.</td>
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<td>Success at the Core: Reviewing Homework</td>
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<td>The Case For and Against Homework</td>
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### 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?
- Seven Keys to Effective Feedback
- Effective Feedback - Visible Learning
- PPT: Feedback from Teachers to Students
- Feedback in Schools
- FIP Module 4: Analyzing Evidence and Providing Effective Feedback
- The Power of Feedback
- Pupils Learning from Teachers’ Response
- PPT: Standards-Based Student Feedback
- PPT: What is Effective Student Feedback

**Alignment to School 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

**Georgia School Performance Standards**

**Leadership Guide:**
- Instruction Strand

**Related Books:**
- Seven Strategies of Assessment for Learning by Jan Chappuis
- Ch. 3: Where am I now? Effective Feedback
  - Study Guide
- How To Give Effective Feedback To Your Students by Susan M Brookhart
  - Study Guide
### Instructional Strategies

**Monitor and Provide Instructional Feedback to Teachers**

Instructional Feedback provides specific information regarding particular aspects of a teacher’s classroom performance and about how to proceed.

Effective instructional feedback can come from administrative observations, instructional coach observations or peer focus walks.

Instructional feedback is a non-evaluative way to assist classroom teachers in reflecting on their instructional practices and build upon their professional improvement plans.

**Guiding Questions:**
- Is feedback provided to teachers in a timely manner?
- Does the feedback direct attention to strengths and offer one or two next steps to guide improvement?
- Do teachers reflect on feedback and make adjustments to their instructional practice?
- How is the feedback communicated?
- Is the feedback aligned to collaborative goals?

### Sample Tools

- **Bill Gates Ted Talk:** Teachers Need Real Feedback
- **PPT:** Fostering Continuous Instructional Improvement
- **How To Foster Employee Trust And Growth Through Constructive Feedback**
- **Giving Teachers Feedback: 5 Essential Practices**
- **Monitoring for an Effective Three-Part Lesson**
- **PPT:** Observation & Feedback
- **Sample Instructional Coaches Schedule**
- **Seven Keys to Effective Feedback**
- **Six Steps for Effective Feedback**
- **The Art of Feedback**
- **Three Simple Steps to Honest Feedback**
- **The Power of Feedback**

### Alignment to School Standards

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

**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 and collective performance

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

**Georgia School Performance Standards**

**Related Books:**
- **Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement** by Connie Moss & Susan M. Brookhart

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System for Effective School Instruction
MONITOR
“Ensure Student Success”

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<th>Instructional Strategies</th>
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<td></td>
<td>• Study Guide</td>
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<td></td>
<td>• Instructional Coaching Resources *by Jim Knight</td>
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<td>• Leverage Leadership [Chapter 2] *by Paul Bambrick-Santoyo</td>
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<tr>
<td>Provide Interventions for Struggling Students</td>
<td></td>
<td>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</td>
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<tr>
<td>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, note taking skills, planning and executing long term projects, review of specific concepts taught in class, etc.</td>
<td></td>
<td>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</td>
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<tr>
<td>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 &amp; Riley-Tillman, 2008; p. 37). As an example of an academic intervention, the teacher may select the “GIST” strategy, in which the student is taught to locate or generate main idea sentences for each paragraph in a passage and record those ‘gist’ sentences for later review.</td>
<td></td>
<td>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</td>
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<tr>
<td>Guiding Questions:</td>
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<td>Instruction Standard 9: Provides timely, systematic, data-driven interventions</td>
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<tr>
<td>• What data should be used to identify students who require interventions?</td>
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<td>Georgia School Performance Standards</td>
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<tr>
<td>• What results or student outcomes are expected as a result of academic or behavioral interventions for identified student?</td>
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<td>Leadership Guide: Instruction Strand</td>
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<tr>
<td>• What is the process for implementing schoolwide interventions?</td>
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## Instructional Strategies

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<tr>
<td></td>
<td>• Top 10 Instructional Strategies for Struggling Students</td>
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<td>• Related Books:</td>
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<td></td>
<td>• Effective School Interventions: Evidence Based Strategies for Improving Outcomes by Natalie Rathvon</td>
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<td>• RTI Toolkit: A Practical Guide for Schools by Jim Wright</td>
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<td>• Strategies for Struggling Learners in the Era of CCSS &amp; RTI by Jim Wright</td>
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<tr>
<td>Enrich Students Who Have Met Standards</td>
<td>• Enrichment Tips PowerPoint</td>
<td>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</td>
</tr>
<tr>
<td>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.</td>
<td>• GaDOE Gifted Webpage</td>
<td>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</td>
</tr>
<tr>
<td>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.</td>
<td>• Math Enrichment Topics</td>
<td>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</td>
</tr>
<tr>
<td>Enrichment experiences should be planned with students’ particular needs and abilities 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></td>
<td>Instruction Standard 9: Provides timely, systematic, data-driven interventions</td>
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<td>Guiding Questions:</td>
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<td>Georgia School Performance Standards</td>
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<td>Leadership Guide: Instruction Strand</td>
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</table>
### Instructional Strategies

- 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>
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<th>Sample Tools</th>
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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**

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<th>Instructional Strategies</th>
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<tr>
<td><strong>Reflect on What Did and Did Not Work</strong></td>
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<td><strong>Reflect on Practitioner Practices</strong></td>
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<tr>
<td>Reflecting on past practice can help schools gain insights about what was successful and what can be improved.</td>
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<tr>
<td>Sources of reflection data can include, but are not limited to:</td>
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<td>- Learning Walks/Peer Observations</td>
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<td>- Focus Walk Data</td>
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<td>- Collaborative Planning Documentation</td>
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<td>- TAPS Observation Summary</td>
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<td>- LAPS Summary</td>
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<tr>
<td>- G-SAPS Summary Report</td>
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<tr>
<td><strong>Learning Walks</strong> 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. 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.</td>
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<td><strong>Related Books:</strong></td>
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<td>o <em>Book Summary</em></td>
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<tr>
<td>- <em>Teach, Reflect, Learn</em> by Pete Hall and Alisa Simeral</td>
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</table>
### Instructional Strategies

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?

### Sample Tools

- **Teach, Reflect Learn, Google Book**

### Alignment to School Standards

<table>
<thead>
<tr>
<th>Assessment Design Tool Kit</th>
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<td>GaDOE Instructional Improvement System (IIS) Data Analysis Tool on SLDS</td>
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<td>Effective Practices for the CCRPI</td>
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<td>GaDOE CCRPI Accountability</td>
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<td>GaDOE PSAT Webpage</td>
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<td>GaDOE SLDS Training Resources</td>
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<td>National Association for Educational Progress (NAEP) GaDOE Website</td>
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<td>NW Ga. RESA CCRPI Resources</td>
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### Analyze Student Assessment Data

Assessing the outcome of student learning, using lagging or summative student data, allows teachers to adjust their instructional practices in planning for future classes/courses.

Leadership Teams and Collaborative Planning Team should have processes in 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
### Instructional Strategies

- GAA
- ACCESS
- GKIDS

### Sample Tools

- Periodic Assessment Video Series

### Alignment to School Standards

<table>
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<tr>
<td><strong>CCRPI</strong>: 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.</td>
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<tr>
<td><strong>Guiding Question:</strong></td>
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<tr>
<td>• What is the process for analyzing student assessment data in collaborative planning meetings?</td>
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<td>• How are students involved in analyzing their assessment data?</td>
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<td>• How can this analysis benefit instruction?</td>
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### Adjust Planning, Implementation and Monitoring

### Review and Adjust Collaborative Planning Documentation & Instructional Documents

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?

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<td>Indicators in Action Templates (Indistar)</td>
<td>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</td>
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<tr>
<td></td>
<td>Instructional Planning Workbook (Indistar)</td>
<td>Assessment Standard 1: Aligns assessments with the required curriculum standards</td>
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<td>Learning Forward Tools</td>
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<td></td>
<td>Team Planning and Reporting</td>
<td>Leadership Guide: Assessment Strand</td>
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<td>What Works Best in Education: The Politics of Collaborative Expertise</td>
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<td>ALL THINGS PLC: Tools &amp; Resources</td>
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### Review and 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?

**Sample Tools:**
- **Alignment to School Standards**
  - Align the Design (ASCD)
  - Education and Society Program | The Aspen Institute
  - GaDOE Standards-based Classroom Instructional Frameworks
  - Insight Core Framework Rubric
  - Instructional Framework Resources from the High School of Global Citizenship
  - Jobs for the Future Common Instructional Framework
  - Job for the Future: The Common Instructional Framework Rubrics and Support Guides for Teachers
  - Sample Schoolwide Instructional Framework
  - STEM Frameworks
  - Success at the Core

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

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**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

**Georgia School Performance Standards**

**Leadership Guide:**
Curriculum Strand
### Instructional Strategies

#### Review and 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?

### Sample Tools

- **Achieve the Core: Instructional Practices Coaching Guides**
- **All Things PLC Tools and Resources**
- **Feedback Provided During Protocols (SRI)**
- **Giving Teachers the Feedback and Support They Deserve**
- **How To Foster Employee Trust And Growth Through Constructive Feedback**
- **Monitoring for Feedback**
- **Monitoring for an Effective Three-Part Lesson**
- **Questions for Monitoring CPMs**

### Alignment to School 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
- **Georgia School Performance Standards**

### 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 whole, confidence increases and the classroom becomes a place where behavior problems are diminished and learning accelerated.

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.

- **100 Motivational Ideas**
- **Celebrating Student Achievement, “Your Shining Moment”**
- **Celebrating Students: Schools Recognize Achievement in Many Ways**
- **Marzano’s “Celebrating Success” Rubric**
- **School Culture Standard 5:**
  - Recognizes and celebrates achievements and accomplishments of students and staff
- **Family and Community Engagement Standard 2:**
  - Establishes structures that promote clear and open communication between the school and stakeholders
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.

**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

- **New Teacher Toolbox: Celebrating Student Success**

  **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

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

### 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 and publicized within the school and to the community.

Rituals, ceremonies, and programs exist within the positive learning community to acknowledge individual, small group, and organizational achievements and accomplishments.

**Guiding Questions:**
- How are faculty who have achieved and/or made gains on their professional learning goals acknowledged and celebrated?

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- Pat on the Back  
- Round of Applause  
- Silent Cheer  
**Related Books:**  
- *Becoming a Great High School* by Tim Westerberg  
  - Study Guide | Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families  
Georgia School Performance Standards |

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| 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. | **Celebrating School Success**  
**Giving Teachers the Feedback and Support They Deserve**  
**Recognizing Success as a Catalyst for Continuous Improvement**  
**Georgia School Performance Standards** |
System for Effective School Instruction

“Refine for Continuous Instructional Improvement”

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<th>Instructional Strategies</th>
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<th>Alignment to School Standards</th>
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| • 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.

**Sources of Schoolwide Data:**

• CCRPI Data Analysis Report  
• GSAPS Targets  
• TKES Summative Report  
• LKES Summative Report

**Guiding Questions:**

• Through data analysis, have learning needs been identified?  
• Why is it important to include all stakeholders in the needs assessment process?  
• What process will be used to include all stakeholders in the needs assessment?  
• How will all stakeholders be informed of the outcomes of needs assessments?

**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

**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

**Georgia School Performance Standards**

**Review and Revise the Instruction Component of the School Improvement Plan (SIP) for Continuous Improvement**

• CCRPI Target Areas  
• Instructional improvement cycle: A teacher’s toolkit for collecting and analyzing

**Leadership Standard 2:**

Initiates and manages change to improve staff performance and student learning
### Instructional Strategies

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

### Sample Tools

- [data on instructional strategies](#)
- **Leadership Guide Instruction Strand**
- **School Improvement Process**

### PL Planning:

- [Developing Great Teaching](#): Lessons from the international reviews into effective professional development
  - [Toolkit article](#)
- [PD In Focus from ASCD](#)
- **Professional Development Video Series**
- **Common Sense Leadership**
- **PL New Strategies**
- **School Based PL Unit 3: Learning Designs**
- **Communicating Expectations**
- **PPT: Implementing the School Improvement Process with Embedded PL**

### Related Books:

- [Leverage Leadership](#) [Chapter 4] by Paul Bambrick-Santoyo

### Alignment to School Standards

<table>
<thead>
<tr>
<th>Professional Learning Standard 1:</th>
<th>Aligns professional learning with needs identified through analysis of a variety of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Standard 2:</td>
<td>Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance</td>
</tr>
<tr>
<td>Planning and Organization Standard 3:</td>
<td>Monitors implementation of the school improvement plan and makes adjustments as needed</td>
</tr>
</tbody>
</table>

**Georgia School Performance Standards**
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 schoolimprovement@doe.k12.ga.us to recommend additional resources.