System: **Coherent Instructional System**

Structure: **Planning for Quality Instruction**

Process Name: **Use Tools and Resources to Plan for Instruction**

School-level [x]  District-level [ ]

**Purpose of the process:**

To set schoolwide expectations for the use of state, district, and school instructional planning tools and resources to reduce the variability of practice in delivering effective instruction.

**Who is responsible for monitoring this process?** Instructional Lead

| **Action Step** | **Position Responsible** | **Link to applicable tool(s)/resource(s)** | **Action Step Completion Date** |
| --- | --- | --- | --- |
| 1. Review state, district, and school curriculum documents (instructional frameworks, curriculum maps, pacing guides, etc.).
 | Team Facilitator | [GeorgiaStandards.org](https://www.georgiastandards.org/Pages/default.aspx) |  |
| 1. Review state developed teacher guidance documents.
 | Team Facilitator | [GeorgiaStandards.org](https://www.georgiastandards.org/Pages/default.aspx)[GaDOE Sample ELA Grade 9 Teacher Guidance](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-Nine-Literature-Composition-Guidance.pdf) [GaDOE Sample Math Grade 7 Comprehensive Course Guide](https://www.georgiastandards.org/Georgia-Standards/Frameworks/7th-Math-Comprehensive-Course-Guide.pdf) |  |
| 1. Use the appropriate approved and deconstructed content standards.
 | Team Facilitator | [GeorgiaStandards.org](https://www.georgiastandards.org/Pages/default.aspx)[GaDOE Curriculum and Instruction](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx) |  |
| 1. Review the achievement level descriptors and course assessment guides for tested grades or courses (Georgia Milestones, ACCESS, GAA, GKIDS, EOPA).
 | Team Facilitator | [Georgia Milestones End-of-Grade Resources](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-EOG-Resources.aspx)[Georgia Milestones End-of-Course Resources](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-EOC-Resources.aspx)  [Georgia Kindergarten Inventory of Developing Skills (GKIDS)](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx)  |  |
| 1. Develop instructional units of study
 | Team Facilitator | [Designing Effective Unit Plans](http://houstonisdpsd.org/effective-practices/planning/pl-3) (Houston Independent School District)[GaDOE Curriculum and Instruction](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx) |  |
| 1. Compile and use learner/class profiles to support differentiation of instruction.
 | Teacher | GADOE Statewide Longitudinal Data System (SLDS)[Helping All Learners: Learning Profile](http://plp.eleducation.org/learning-profile/)  (EL Education) * [Learner Profile Template](https://differentiatedstrategies.wikispaces.com/file/view/Learner%2BProfile%2BSurvey.pdf)
 |  |
| 1. Choose instructional strategies and tools that support student-centered differentiated instruction and active engagement aligned to the rigor and intent of the content standards.
 | Teacher | [Instructional Strategies ABC List](http://www.troup.org/userfiles/929/my%20files/instructional%20strategies/instructional_strategies_document_all2.pdf?id=19827) (Troup Co. Schools)[GeorgiaStandards.org](https://www.georgiastandards.org/Pages/default.aspx)[Marzano Research](http://www.marzanoresearch.com/)See Free Resources[What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/) |  |
| 1. Create lesson plans, using the school’s instructional framework, to produce a detailed, step-by-step guide (effective lesson plans should include learning targets, instructional strategies, required instructional resources, and assessment strategies to measure student learning).
 | Teacher | Lesson Plan ExemplarsSchool Instructional FrameworkSchool Lesson Plan TemplateSchool/District Unit Plan template |  |
| 1. Use accountability documents to capture the process (agendas, minutes, team logs, unit and lesson templates, data protocols, monitoring forms).
 | Team Recorder | Team Agenda/Minutes template |  |
| 1. Share planning tools with stakeholders.
 | Team Recorder |  |  |

**What is needed to complete the process (including funding if applicable)?**

* Accountability documents
* Course syllabi
* Curriculum documents
* GaDOE approved deconstructed content standards
* GaDOE curriculum resources
* Instructional budget
* Instructional framework (See *Establish Planning Foundation-*School SOP)
* Instructional resources
* Lesson and unit planning exemplars
* Lesson and unit planning templates (See *Establish Planning Foundation-*School SOP)
* Pacing calendar
* Pacing guide
* Planning team

**How do you know when the process is implemented?**  When effective unit and lesson plans are produced that positively impact student achievement.

**How long does the process typically take?** Weekly planning meetings

**What is produced/made by the process?** Unit plans, lesson plans, accountability documents

**As you implement this process consider its impact and effect on the five Systems of Continuous Improvement. What adjustments should be considered? What new processes will be needed?**

|  |  |
| --- | --- |
| Coherent Instructional System: | Establish a process for monitoring lesson plans to ensure compliance and quality of the planning process by all teachers. Identify and communicate school wide protocols for lesson planning.  |
| Effective Leadership System: | Implement and monitor protocols that reduce the variability of the quality of instructional planning.  |
| Professional Capacity System: | Consider how this process impacts professional learning to support teachers in selecting and using appropriate evidence-based instructional strategies. |
| Supportive Learning Environment System: | Develop, implement, and monitor a multi-tiered system of support that integrates student remediation, intervention and acceleration strategies with teacher lesson planning. |
| Family and Community Engagement System: | Establish a communication process that engages parents, families and students in understanding a teacher’s planned delivery of content, and how to support that instruction at home. Consider community organizations that offer opportunities and resources to support and enrich teachers’ instructional tools. |

***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.