

# High Impact Practices for Effective Collaborative Planning

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# Presenters



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# Introductions

- Early Learning
- Mathematics
- ELA
- Social Studies
- Science
- ESOL
- Advanced Studies
- Health/PE
- Fine Arts/World Language
- Media
- Instructional Textbooks and Resources
- Additional District Office Support



# SDI's Vision, Mission, Goal

## Vision

What we envision for Georgia's future: **Quality leadership** resulting in **effective instruction** and **learning for all students** in every Georgia region, district, school, and classroom.

## Mission

Our Strategy: To provide a superior system of statewide **support** to districts and schools in Georgia to **advance school improvement efforts** that **positively influence student learning**.

## Goal

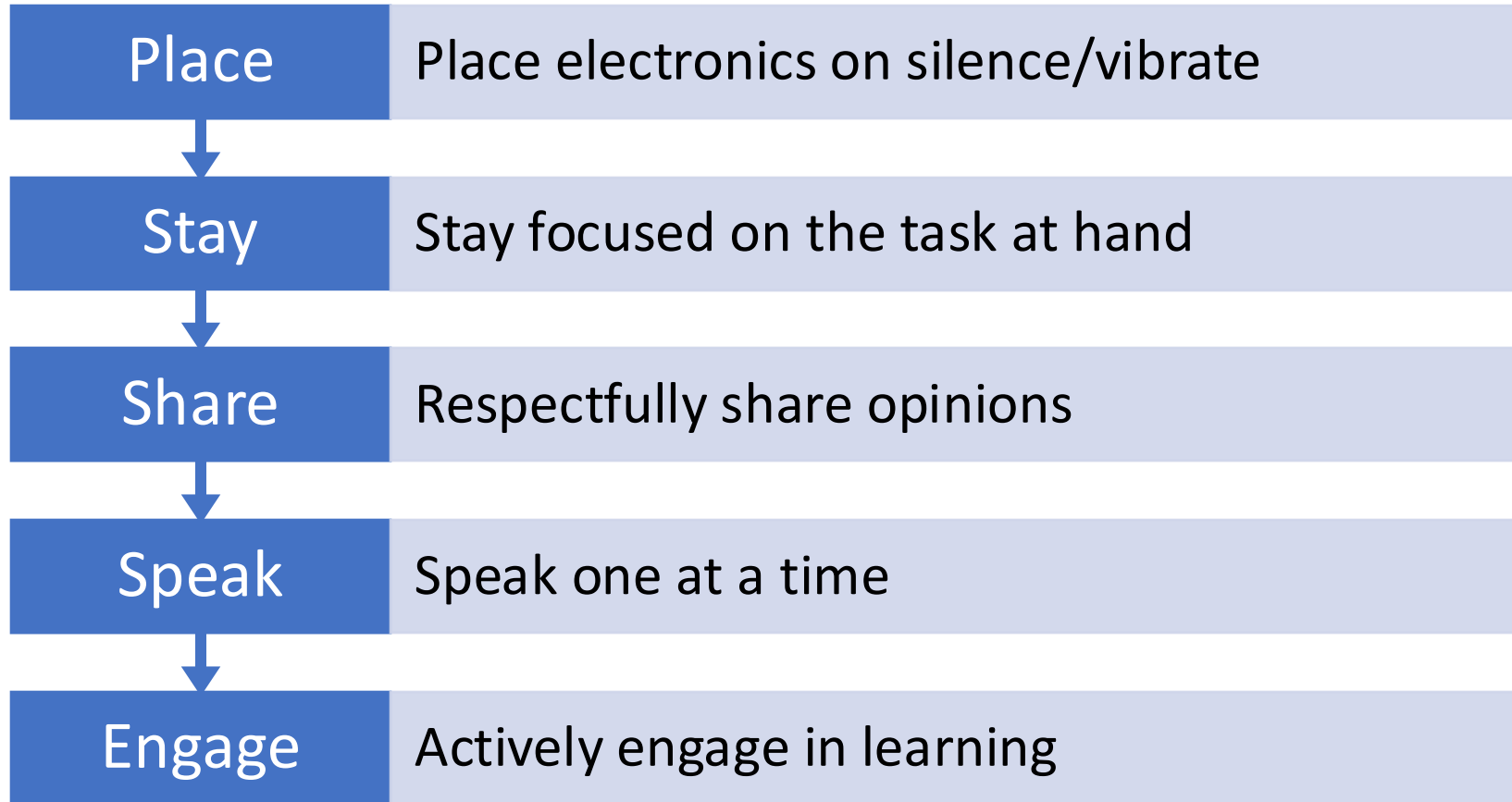
To provide **value-add service and support** to every school and district leader to **remove the variability of learning** among schools and students in Georgia.

# Learning Targets

- To learn ways to support teacher teams in effectively planning to deliver quality instruction and monitor student progress.
- To use common assessments to drive instructional decision making.
- To understand the process/framework of collaborative planning
- To utilize a protocol to guide collaborative planning teams
- To create a mission statement to focus collaborative planning teams



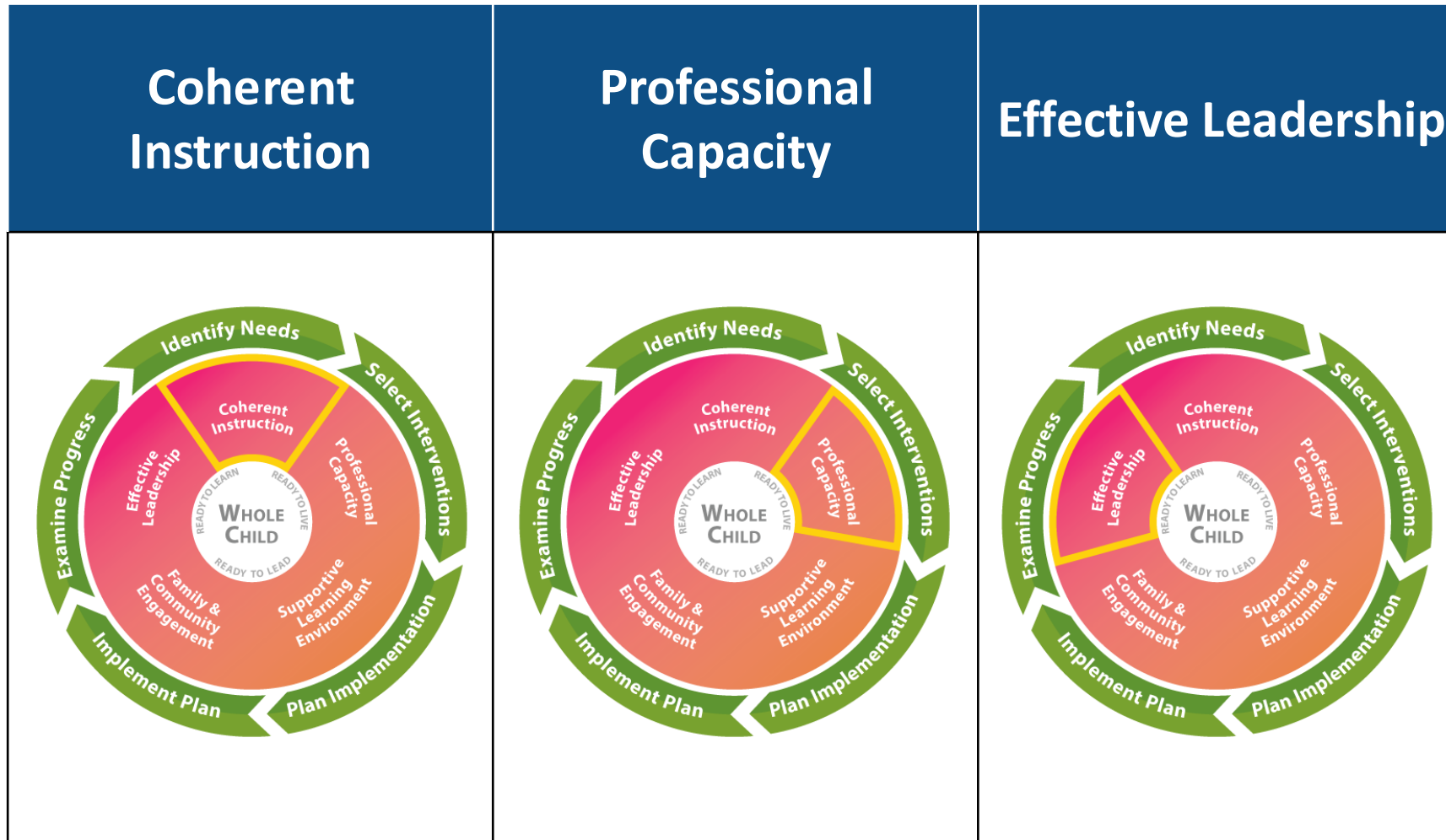
# Meeting Norms



# Georgia's Systems of Continuous Improvement



# Systems & Structures Collaborative Planning





# Essential Question

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



# What is Collaborative Planning?

Collaborative Planning is a time for teacher teams to:

- ✓ meet weekly to discuss standards and learning targets
- ✓ review student performance data,
- ✓ discuss previous lessons
- ✓ share upcoming lesson plans
- ✓ brainstorm evidenced-based strategies
- ✓ analyze student tasks and activities
- ✓ provide model lessons
- ✓ examine assessments
- ✓ discuss students who **DID** and **DID NOT** master the content



# Put Simply....

Teachers decide:

What We Teach

How We Teach It

Did Students Get It (how will we know)

How Are We Going to Plan For Interventions and Enrichment



# Guiding Questions for Collaborative Planning

What do we want students to know, understand, and be able to do?

**Effective Collaboration, Standards, Lesson Plans**

How will we know they learned it?

**Success Criteria, Assessment, Student Work, Effective Collaboration**

What do we do if they **HAVE NOT** learned it?

**Systemic Interventions (all levels), Effective Collaboration**

What do we do if they **HAVE** learned it?

**Deeper Learning Opportunities (advanced performance)**

# Why is Collaborative Planning Important?

Provides job embedded professional learning as teachers learn best from other teachers and learn a variety of teaching strategies

Accomplishes a team approach so that teachers work together rather in isolation

Promotes a shared responsibility for *all* learners

Allows frequent dialogue about the curriculum, standards, learning targets, teaching strategies, interventions, and enrichment opportunities

Empowers teachers to be committed with a purpose

See positive results which motivates teachers and students to do whatever it takes to beat the odds.

# Benefits of Collaborative Planning

Promotes teamwork by removing isolated and random acts of success

Restructures the culture of a school and fosters mutual accountability

Establishes a guaranteed and viable curriculum so all students have access to the same knowledge and skills

Develops common formative assessments to continuously gather evidence of student learning

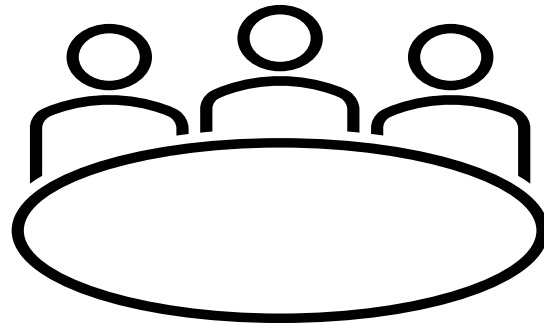
Creates a system of interventions and extensions to address the needs of all students

Uses evidence of student learning to inform and improve the individual and collective practice of all team members

# Collaborative Planning Video

As you view the video:

- Make a list of practices you observe that are evidenced-based practices.



# Collaborative Planning



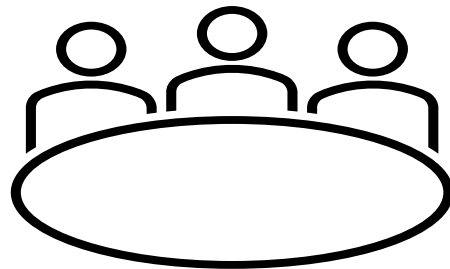


# Turn and Talk

As a team, review your lists of evidence-based practices:

- Which practices are you currently using?
- What barriers are you currently facing?

Be prepared to share out.



# Collaboration Matters!

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

US Department of Education

# Collaboration Matters!

Sustains a clear focus on learning

Creates collective responsibility

Focuses on Results – Evidence of Student Learning



# Process/Framework

Collaborative Planning is a **Process** – NOT an Event.

The process can be framed within the context of 5 questions that include developing a mission and a vision.

What is the  
current  
situation?

What results  
do we seek?

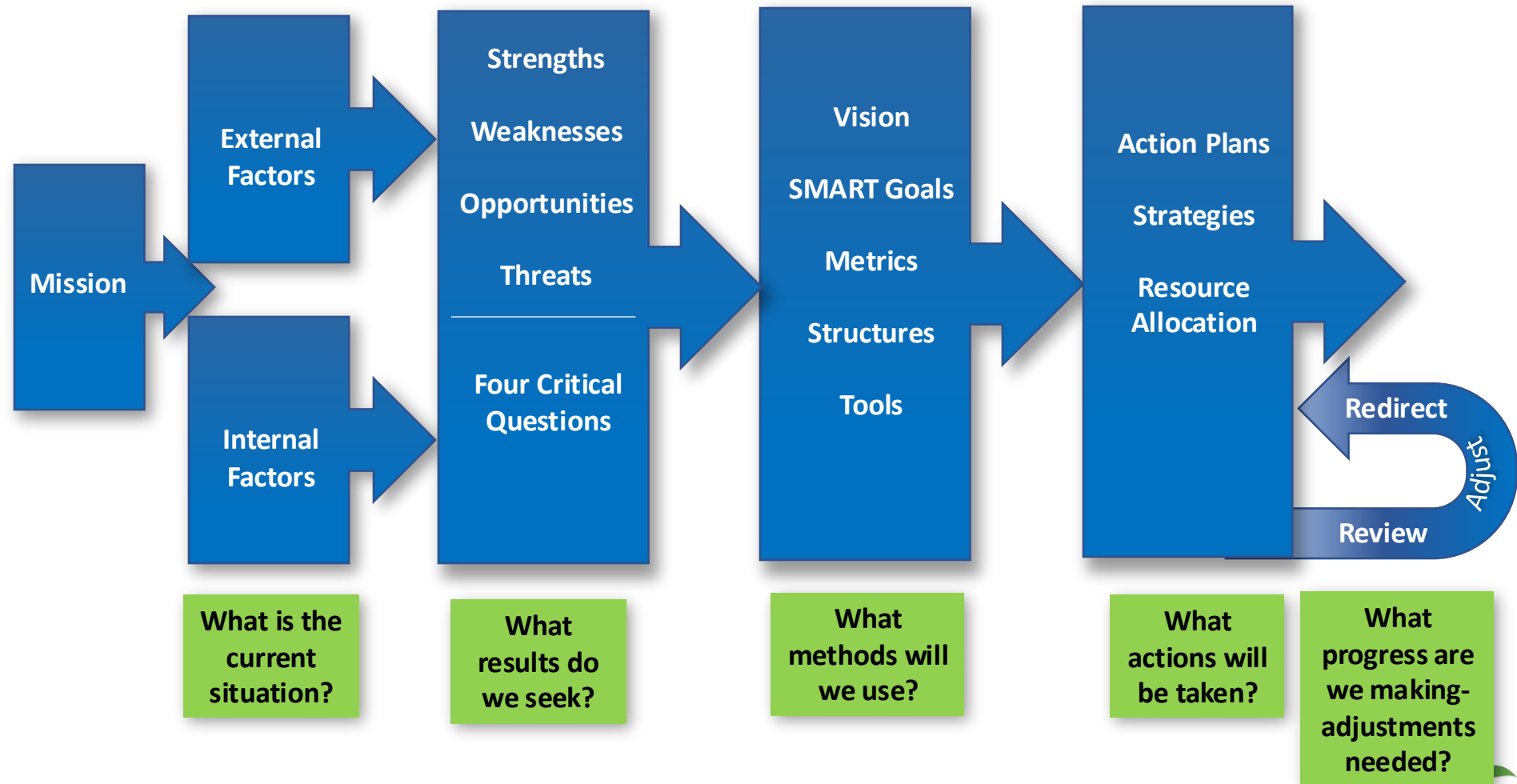
What  
methods will  
we use?

What actions  
will be taken?

What progress  
are we  
making?

What  
adjustments  
are needed?

# A Collaborative Planning Process That Answers Five Key Questions



# Mission Statement

What is our purpose as teachers of \_\_\_\_\_?

## Mission Statement Worksheet<sup>6</sup>

### Structure of a Mission Statement

Use the worksheet to create your collaborative planning mission statement for academic success.

The mission of (the name of your school/district, department, team, or grade level,) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).

(Any additional clarifying statements)

**Note:** The order of the components of the mission statement may vary from the above sentence structure.



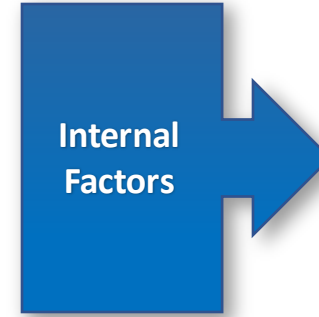
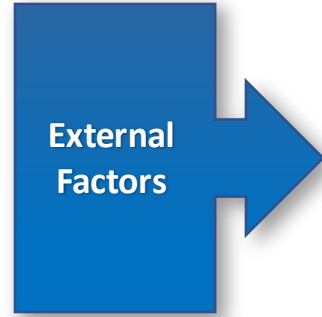
# Grade Level Mission

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

# Department/Team Mission

The mission of the Science Department/Team at the XYZ Middle/High School is to promote hands-on, student-centered, and inquiry-based approaches in order to support student proficiency in using scientific and technological information correctly.

# What is the current situation?



List the external and internal factors that impact the current situation for/against collaborative planning in your school/district.

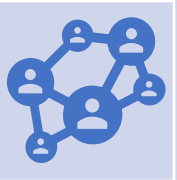


# What results do we seek?

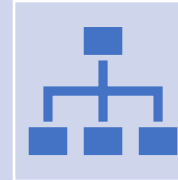


## SWOT Analysis

# SWOT Analysis



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



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



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



**Threats** – internal/external factors that are beyond your control

# SWOT Analysis Activity

- As a school team, complete a SWOT Analysis using the provided handout.

## Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Tool



Transitioning from your current role to the role of instructional leader provides significant opportunities and challenges. Complete the chart below, identifying the strengths, weaknesses, opportunities, and threats you see in mobilizing the leadership team to take on an instructional leadership role and be an important player in improving teaching and learning at your school.

Strengths	Weaknesses
Opportunities	Threats

# Getting Started

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

**ESSENTIAL  
STANDARDS**

**1**

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

**COMMON  
ASSESSMENTS**

**2**

**How will  
we know  
they are  
learning?**

**SYSTEMATIC  
INTERVENTIONS**

**3**

**How will  
we respond  
if they  
don't  
learn?**

**EXTENDED  
LEARNING**

**4**

**How will  
we respond  
if they  
already  
know it?**

# Essential Standards

## ESSENTIAL STANDARDS

### 1

What do  
we expect  
our  
students to  
learn?

## Collaborative Team Actions-The Work

- ✓ Group **Georgia standards** into clusters or units. Determine when proficiency with each standard or cluster of standards is expected.
- ✓ Develop or revise **scope and sequence** that details when standards or cluster of standards will be taught.
- ✓ **Deconstruct standards** to understand its **intent** (learning targets), determine the **rigor** needed for proficiency of learning, and establish success criteria.
- ✓ Identify **practices and processes** students need to learn with the Georgia standards.

# Deconstruct Standards

The purpose of the 5-step protocol is to engage collaborative planning teams in a systematic dialogue and discussion to deepen their collective understanding of content standards.

The protocol requires teachers to examine the language of a standard to determine its intent, identify implementation strategies, and establish success criteria.

## 5-Step Protocol:

- 1. Select standard for which the embedded learning might not be consistently identified.**
- 2. Study the standard and/or element(s).**
- 3. Scaffold understanding and communicate the language of the standard and/or element(s).**
- 4. Develop student-friendly learning statements.**
- 5. Establish success criteria by identifying strong and weak work.**

## 5-Step Protocol:

1. Select standard for which the embedded learning might not be consistently identified.
2. Study the standard and/or element(s).

Deconstruct (break into parts) the standard to determine the concepts and skills students will need to know, understand, and be able to do to reach proficiency.

- a) Circle the verbs in the standard to identify what students need to be able to do.
- b) Underline the nouns and noun phrases to identify what students need to know. Highlight the context of the standard.
- c) Place each verb in the appropriate category (knowledge, patterns of reasoning, performance skills, products) on the graphic organizer.

### ***Additional questions:***

*What key vocabulary do students need to know?*

*What key understandings do students need to have?*

## 5-Step Protocol:

1. Select standard for which the embedded learning might not be consistently identified.
2. Study the standard and/or element(s).
3. Scaffold understanding and communicate the language of the standard and/or element(s).

- a) Use the nouns and noun phrases with the verbs to write clear targets
  - *What key vocabulary do students need to know?*
  - *What key understandings do students need to have?*
- b) Ask four questions:
  - What knowledge do students need? Are these listed in the graphic organizer?
  - What reasoning proficiencies (if any) do students need? Are these listed in the graphic organizer?
  - What performance skills (if any) do students need? Are these listed in the graphic organizer?
  - What products (if any) do students need to practice? Are these listed in the graphic organizer?
- c) Determine the Depth of Knowledge (rigor level) intended for each target



## 5-Step Protocol:

1. Select standard for which the embedded learning might not be consistently identified.
2. Study the standard and/or element(s).
3. Scaffold understanding and communicate the language of the standard and/or element(s).
4. Develop student-friendly learning statements.

Describe the target, standard and/or element(s) as statements of intended learning (e.g. *I will use information from what I read to draw conclusions (make inferences), I can use mathematical vocabulary to describe how I solved a problem, etc.*).

5. Establish success criteria by identifying strong and weak work.

Identify the characteristics of strong and weak work related to the standard and/or element(s).  
Identify common misconceptions.

## Deconstructing the Georgia Standards of Excellence Worksheet

Standard with code:							
Knowledge Targets What knowledge or understanding will students need to know to reach proficiency?	DOK	Reasoning Targets What patterns of reasoning, if any, will students need to reach proficiency?	DOK	Performance Skill Targets What performance skills, if any, will students need to demonstrate to reach proficiency?	DOK	Product Targets What products, if any, will students need to practice creating to reach proficiency?	DOK
Vocabulary:							
Know or understand:							

## Writing Student-Friendly Learning Statements from Deconstructed Georgia Standards of Excellence

Student-Friendly Learning Statements			
Knowledge Learning Statements Describe the target as statements of intended learning.	Reasoning Learning Statements Describe the target as statements of intended learning.	Performance Learning Statements Describe the target as statements of intended learning.	Product Learning Statements Describe the target as statements of intended learning.

## Establishing Success Criteria

Success Criteria: Characteristics of Strong and Weak Work Related to the Standard and/or Element(s)			
	Strong Work		Weak Work
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.			Common Misconceptions:
7.		1.	
8.		2.	
9.		3.	
10.		4.	

# Common Assessments

## COMMON ASSESSMENTS

### 2

How will we know they are learning?

## Collaborative Team Actions-The Work

- ✓ Create and use **common** formative and summative assessments. (Assessment Calendars)
- ✓ Use **success criteria** to create **common scoring guides** and **rubrics** to assess student learning on common assessments.
- ✓ **Calibrate scoring** of common assessments.
- ✓ **Analyze data** from common assessments and take strategic action.
- ✓ **Identify trends** in student work and take strategic action.
- ✓ Identify and plan for **common classroom formative assessment** processes in **daily** lessons.

## Districtwide Assessments

Assessment	Grade Level	Dates	Platform
BOY Universal Screener	K-8	August 12th-30th	i-Ready
BOY Universal Screener	9th-12th	August 12th-30th	NWEA Map
i-Ready Growth Monitoring	For identified students in grades K-8	Sept., Nov., and March	i-Ready
Content Mastery Assessment #1	3rd-8th ELA and Math,	October 21st-Nov 1st	DRC Beacon
i-Ready Growth Monitoring	For identified students in grades K-8	Sept., Nov., and March	i-Ready
MOY Universal Screener	K-8th	December 9th-20th	i-Ready
MOY Universal Screener	9th-12th	December 9th-20th	NWEA Map
Additional Dyslexia Screening	K-3rd	January 13th-31st	i-Ready Literacy Tasks
Content Mastery Assessment #2	3rd-8th ELA and Math	February 3rd-21st	DRC Beacon
i-Ready Growth Monitoring	For identified students in grades K-8	Sept., Nov., and March	i-Ready
EOY Universal Screener	9th-11th	April 1st-May 2nd	NWEA Map
EOY Universal Screener	K-8th	April 21st-May 9th	i-Ready

## Additional Instructional Assessments

Assessment	Grade Level	Content Areas	Platform
Pre and Post Tests	All 4 academic contents and grade levels	ELA, Math, Sci, SS	Canvas Courses
DRC Beacon Testlets	3rd-8th	ELA and Math	DRC Beacon
Textbook Assessment Resources	All grade-level textbook item banks	ELA, Math Sci, SS	Textbook digital platforms
Velocity	As rolled out from GADOE	Sci and SS	Can be integrated into Canvas from the state platform
Teacher Created Formative Assessments	All grade levels	All content areas	Teacher generated/Mastery platform

# RCSS Common Assessment Suite

# Data Analysis Protocol

## Examine Common Assessment Data by Teacher

Examine Common Assessment Data by Teacher	
<b>Describe Common Assessment Data by Teacher</b> <i>What do you see based on the facts that can be readily seen in the data?</i>	
<b>Interpret Common Assessment Data by Teacher</b> <i>What wonderings do you have about the data?</i> <i>What does the data not tell you?</i>	

Standard	Standard Text	Score	Question Numbers
SSUS9.a	Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.	52	24, 34, 37

Class	SSUS9.a
Teacher A -1	100
Teacher A-2	52
Teacher C	85
Teacher D-3	72
Teacher D-3	85

# Data Analysis Protocol

## Examine Common Assessment Data by Student

Examining Common Assessment Data by Student	
<b>Describing Common Assessment Data by Student</b> <i>What do you see based on the facts that can be readily seen in the data?</i>	
<b>Interpreting Common Assessment Data by Student</b> <i>What wonderings do you have about the data?</i> <i>What does the data not tell you?</i>	

Standard	Standard Text	Score	Question Numbers
SSUS9.a	Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.	52	24, 34, 37

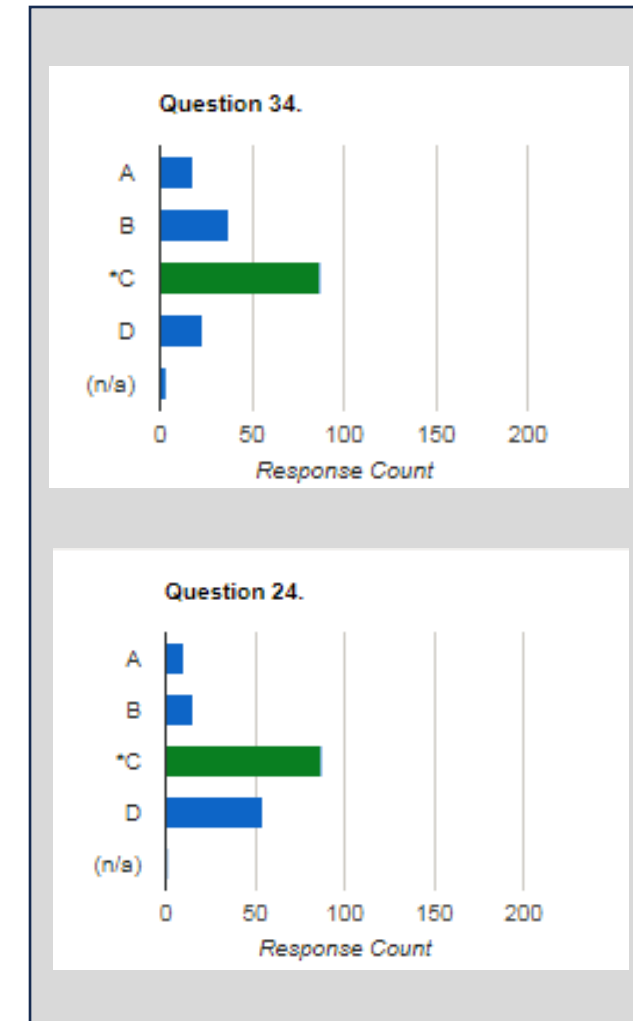
Student	SSUS9.a
Student A	75
Student B	100
Student C	90
Student D	52
Student E	60

# Data Analysis Protocol

## Examining Common Assessment Item Analysis

Examining Item Analysis	
<b>Describing Item Analysis</b> <i>What do you see based on the facts that can be readily seen in the data?</i> <ul style="list-style-type: none"> <li>Look at the percentage of students that selected the correct answer.</li> <li>Look at the percentage of students that selected the most missed answer.</li> </ul>	
<b>Interpreting Item Analysis</b> <i>What wonderings do you have about the data?</i> <i>What does the data not tell you?</i>	

Standard	Standard Text	Score	Question Numbers
SSUS9.a	Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.	52	24, 34, 37





# Systematic Interventions

## SYSTEMATIC INTERVENTIONS

### 3

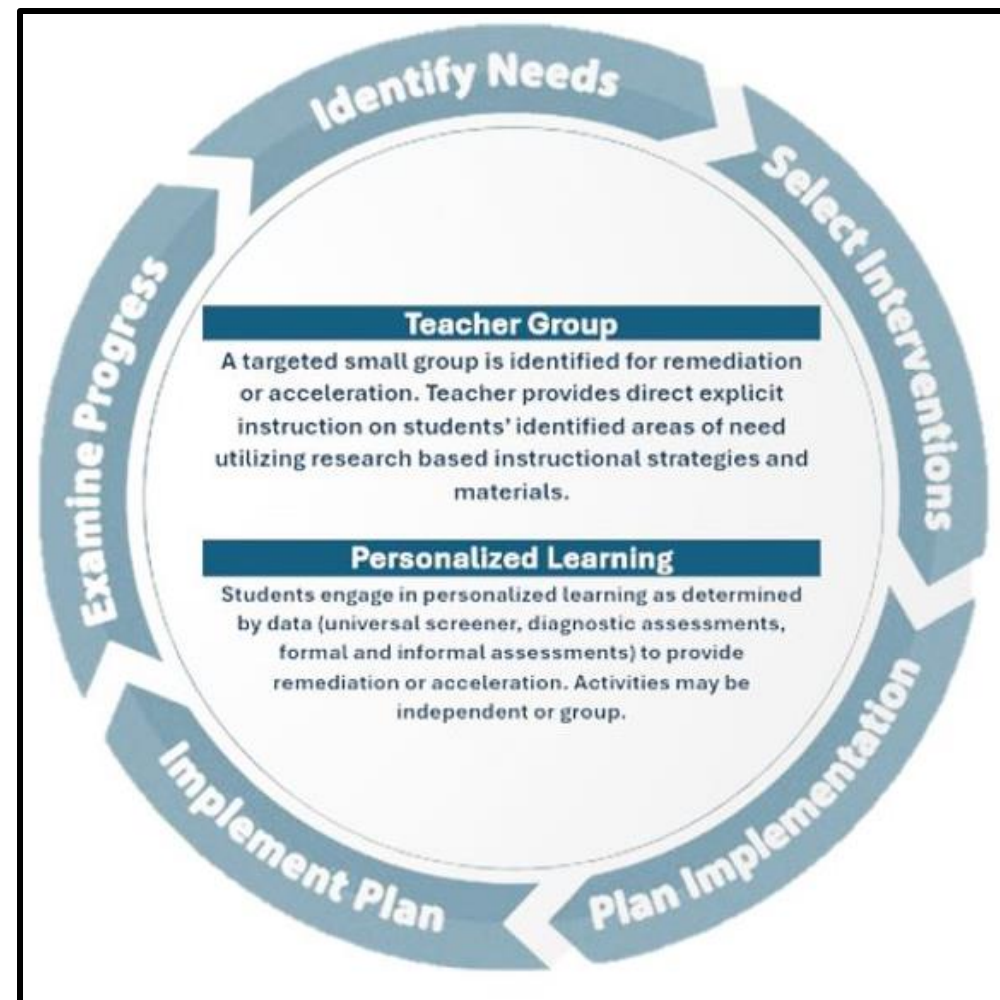
How will we respond if they don't learn?

## Collaborative Team Actions-The Work

- ✓ Look at **trends** in student work and **re-engage ALL learners**.
- ✓ Re-engage all learners **without lowering the cognitive demand** of the learning target or standard.
- ✓ **Accelerate learning** so students can access grade-level standards.
- ✓ **Base decisions on data**, not a student's educational label.
- ✓ **Create systematic interventions** to meet the needs of *ALL* learners.

# RCSS Intervention Supports

Grade Level	Minutes
K – 3 <sup>rd</sup>	30 minutes for Math & 30 Minutes for Reading
District Supported Resources: Reading - EIP- 95% Group Phonics Lesson Library and the Phonics Chip Kits, Gen. Ed. Classroom – iReady PDF's Math –EIP and Gen. Ed.- GADOE Unit Intervention Support, Georgia Numeracy Project, iReady PDF's	
4 <sup>th</sup> – 5 <sup>th</sup>	25 minutes for Math & 25 Minutes for Reading
District Supported Resources: Reading – EIP & Gen.Ed- iReady PDF's Math- EIP & Gen. Ed.-GADOE Unit Intervention Support, Georgia Numeracy Project, iReady PDF's	
6 <sup>th</sup> – 8 <sup>th</sup>	30 minutes for Both
District Supported Resources: Reading - iReady PDF's Math- iReady PDF's, GADOE Unit Intervention Support, Georgia Numeracy Project	
High School	REP / Support Class Period
District Supported Resources: ELA-Sadlier Progress Math - GADOE Unit Intervention Support, Georgia Numeracy Project, Co-Requisite Support Course	
*Schools can purchase additional resources to support Tier II instruction.	



# Intervention Models

<b>Systematic and required</b>	Team requires students to learn if they are not yet proficient with learning standards and provides systematic structures during the school day to ensure student learning.
<b>Targeted by essential learning standard</b>	Team designs and administers common assessments to analyze and collectively respond to the data to identify specific students needing targeted intervention by each learning standard.
<b>Fluid and flexible</b>	Team regularly analyzes student data from common assessments and allows students to move in and out of the required additional time and support in learning.
<b>Just in time</b>	Students get real-time feedback, and the team plans its interventions for the essential learning standards within a unit or at the start of the next unit using current common assessment results.
<b>Proven to show evidence of student learning</b>	Team monitors student progress within the intervention or within class to see if the intervention is effective and results in student demonstrations of proficiency learning for each standard.

# Extended Learning

## EXTENDED LEARNING

### 4

How will  
we respond  
if they  
already  
know it?

## Collaborative Team Actions-The Work

- ✓ Look at trends in student work and re-engage all learners.
- ✓ **Re-engage learners** and **deepen their understanding** of a target or standard rather than skim future grade-level content.
- ✓ **Raise text complexity**, if appropriate.
- ✓ **Base decisions on data**, not a student's education label.
- ✓ Honor and advance student learning.

# Data Analysis Protocol

## Identifying Trends and Creating Plans

Identifying Trends and Creating Plans
What skills did the proficient and above students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results?
In which area or areas did my students struggle? In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next?
Which students need additional time and support to learn the standards or targets? What is our plan?
Which students need extension and enrichment? What is our plan?
Do these data show we are on track to meet our SMART goal? Why or why not?

# Data Analysis Protocol

## Interventions and Extended Learning

Remediation/Enrichment Planning Tool				
	Far from Proficient	Close to Proficient	Proficient	Exceeds
Student Names				
Percentage of Students				
Effective Teaching Practices for remediation/ enrichment				
Resources needed for remediation/ enrichment				
Timeframe for implementing remediation/enrichment				
Formative assessment for growth after implementation of remediation/ enrichment				



# DATA ANALYSIS PROTOCOL



Teacher Name: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_

Assessment being analyzed: \_\_\_\_\_ Date Students Assessed: \_\_\_\_\_

*The purpose of using a data analysis protocol is to help identify strengths and instructional needs based on a given assessment. This data analysis protocol was developed using protocols from the National School Reform Faculty.*

## Step 1: What stands out to you from the data? (10 minutes)

I observe that.....

Some patterns/trends that I notice are.....

I am surprised to see.....

## Step 2: What does the data tell us? What does the data NOT tell us? (10 minutes)

I believe the data suggests.....

Additional data that would help me verify/confirm my explanation is.....

One factor to consider that is not included in this data is.....

## Step 3: What strengths are there to celebrate? (5 minutes)

One thing that I am pleased to see in the data is.....

The students were most successful on.....

One thing that is working well for instruction that contributed to this success is.....

## Step 4: What are the areas for growth and the next steps? (10 minutes)

Consider the following:

The FIRST STEP to increase student success in this data would be.....

A step that we can take as a group would be.....

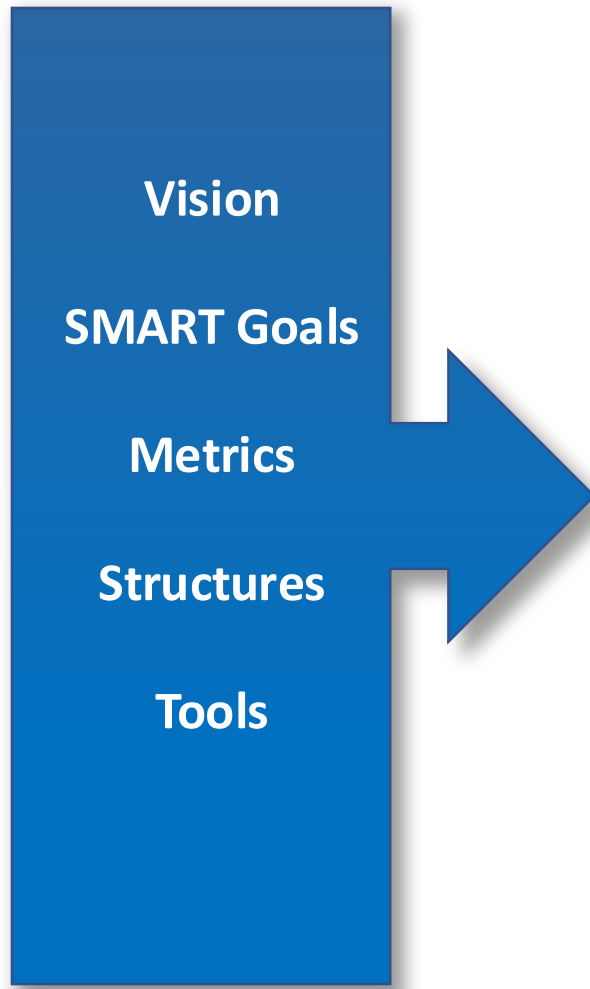
A step that I can take as a teacher would be.....

## What actions are needed for the following groups based on this data? (10 minutes)

Student group based on this assessment (list names if possible)	Next step for this group	Person responsible for ensuring implementation of next step
Students who need remediation		
Students who are on track		
Students who need acceleration		



# What method will we use?



SMART Goals  
Metrics  
Structures  
Tools

# Method of Collaborative Planning



## Sample Measures for SMART Goals:

- GA Milestones
- EOPA
- AP
- NWEA MAP/i-Ready
- Benchmarks
- Grading
- Teacher Practices

# SMART Goal

<b>S</b>	<b>Specific</b>	<ul style="list-style-type: none"> <li>What result are you expecting to accomplish? <u>Be specific.</u></li> <li>Why is this goal important?</li> </ul>	Increase the percentage of Biology EOC students: Developing, Proficient, & Distinguished Learners
<b>M</b>	<b>Measurable</b>	<ul style="list-style-type: none"> <li>How many or how much? <u>Be specific.</u></li> <li>How will we know when the goal is accomplished?</li> <li>How will we determine progress and document the effectiveness?</li> </ul>	As measured by the GA Milestones  Developing Learners - <u>30</u> percent to at least <u>34</u> percent Proficient Learners - <u>24</u> percent to at least <u>28</u> percent Distinguished Learners - <u>1</u> percent to at least <u>2</u> percent
<b>A</b>	<b>Attainable</b>	<ul style="list-style-type: none"> <li>Is the goal realistic based on school/district data?</li> <li>Is the goal a stretch, but possible?</li> </ul>	The expected 4% increase for each level is highly probable for the identified timeline
<b>R</b>	<b>Results-based/ Relevant</b>	<ul style="list-style-type: none"> <li>Does the goal align to the outcomes expected in the school improvement plan and the Consolidated LEA Improvement Plan, , and the school/district's Comprehensive Needs Assessment?</li> <li>Does the goal relate to the work being done or will be done during the school year?</li> </ul>	Yes, this goal is aligned to the School Improvement Goal of increasing GA Milestones by 5%
<b>T</b>	<b>Time-bound</b>	<ul style="list-style-type: none"> <li>What is the timeframe for reaching the goal? <u>List the time frame or beginning and ending dates.</u></li> </ul>	By the end of the <u>2024-2025</u> school year

GOALS

# SMART Goal

## Sample SMART Goal Templates

By the end of the \_\_\_\_\_ school year, as measured by the Georgia Milestones \_\_\_\_\_, the percentage of students classified as a Developing Learner will increase from \_\_\_\_\_ percent to at least \_\_\_\_\_ percent, the percentage of students classified as a Proficient Learner will increase from \_\_\_\_\_ percent to at least \_\_\_\_\_ percent, the percentage of students classified as a Distinguished Learner will increase from \_\_\_\_\_ percent to at least \_\_\_\_\_ percent.

## Sample SMART Goal Templates (cont.)

\_\_\_\_\_ team, with input and ongoing \_\_\_\_\_, will increase \_\_\_\_\_ on \_\_\_\_\_ by \_\_\_\_\_ percent by the \_\_\_\_\_ end of the \_\_\_\_\_ school year by implementing \_\_\_\_\_ strategies or processes with high fidelity and continuous progress monitoring.

*(student or teacher performance)* *(instrument used to measure if goal was met)*

GOALS

# SMART Goal Activity

- Using the SMART Goal handout and your School Improvement Plan, create a SMART Goal to guide the work of your grade level/content area planning team.
- Your SMART Goal should directly support the goal(s) in the School Improvement Plan.



S	<b>Specific</b>	<ul style="list-style-type: none"> <li>What result are you expecting to accomplish? <b>Be specific.</b></li> <li>Why is this goal important?</li> </ul>	
M	<b>Measurable</b>	<ul style="list-style-type: none"> <li>How many or how much? <b>Be specific.</b></li> <li>How will we know when the goal is accomplished?</li> <li>How will we determine progress and document the effectiveness?</li> </ul>	
A	<b>Attainable</b>	<ul style="list-style-type: none"> <li>Is the goal realistic based on school/district data?</li> <li>Is the goal a stretch, but possible?</li> </ul>	
R	<b>Results-based/ Relevant</b>	<ul style="list-style-type: none"> <li>Does the goal align to the outcomes expected in the school improvement plan, the Consolidated LEA Improvement Plan, and the school's/district's Comprehensive Needs Assessment?</li> <li>Does the goal relate to the work being done or will be done during the school year?</li> </ul>	
T	<b>Time-bound</b>	<ul style="list-style-type: none"> <li>What is the timeframe for reaching the goal? <b>List the time frame or beginning and ending dates.</b></li> </ul>	

## Sample SMART Goal Templates

By the end of the \_\_\_\_\_ school year, as measured by the Georgia Milestones \_\_\_\_\_, the percentage of students classified as a Developing Learner will increase from \_\_\_\_\_ percent to at least \_\_\_\_\_ percent, the percentage of students classified as a Proficient Learner will increase from \_\_\_\_\_ percent to at least \_\_\_\_\_ percent, the percentage of students classified as a Distinguished Learner will increase from \_\_\_\_\_ percent to at least \_\_\_\_\_ percent.

## Sample SMART Goal Templates (cont.)

\_\_\_\_\_ team, with input and ongoing \_\_\_\_\_, will increase \_\_\_\_\_ on \_\_\_\_\_ by \_\_\_\_\_ percent by the \_\_\_\_\_ (student or teacher performance) \_\_\_\_\_ (instrument used to measure if goal was met) end of the \_\_\_\_\_ school year by implementing \_\_\_\_\_ strategies or processes with high fidelity and continuous progress monitoring.

# Method of Collaborative Planning



## METRICS

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

**Does this data show we are on track to meet our SMART goal? Why or why not?**

**SMART GOAL:** Through teacher instruction, 60% of students will be proficient or higher on common assessments.

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

*John E. Jones III*

# Method of Collaborative Planning



## STRUCTURES

- Clearly articulated collaborative planning schedules (teacher and administrator)
- Clearly articulated expectations
- Clearly articulated norms
- Clearly articulated responsibilities for facilitators



## Sample School Collaborative Planning Schedule (Administrators)

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

STRUCTURES

## Sample School Collaborative Planning Schedules (ES and MS)

### Elementary School Sample Schedule

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

### Middle School Sample Schedule

Team	Day	Time	Location
Connections: Fine Arts Connections: CTAE Connections: HPE	Monday and Wednesday	8:50 a.m. – 9:25 a.m.	Data Room
8 <sup>th</sup> Science 8 <sup>th</sup> Social Studies 8 <sup>th</sup> ELA 8 <sup>th</sup> Math	Monday and Wednesday	9:45 a.m. – 10:55 a.m.	Team Leader's Classroom
Reading	Monday and Wednesday	12:00 p.m. – 1:15 p.m.	Room 125
7 <sup>th</sup> Science 7 <sup>th</sup> Social Studies 7 <sup>th</sup> ELA 7 <sup>th</sup> Math	Monday and Wednesday	1:45 a.m. – 2:55 p.m.	Team Leader's Classroom
6 <sup>th</sup> Science 6 <sup>th</sup> Social Studies 6 <sup>th</sup> ELA 6 <sup>th</sup> Math	Monday and Wednesday	3:15 p.m. – 4:25 p.m.	Team Leader's Classroom

STRUCTURES

## Sample School Collaborative Planning Schedules (HS)

### High School Sample Schedule No. 1

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

### High School Sample Schedule No. 2

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

STRUCTURES

# Collaborative Planning Meeting Expectations

**Teachers will meet weekly during their planning time for collaborative planning to discuss:**

- lesson plans
- teaching strategies
- assessments
- progress of learners

**Each teacher shall come prepared with:**

- school and district curriculum documents
- instructional strategies
- lessons
- resources
- school templates to share with their team members

**The session should include:**

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

STRUCTURES



### Instructional Planning

All schools must engage in quality instructional planning to meet the needs of all learners the “first time around.” This is our high-quality Tier 1 Instruction. Schools should create structures for teachers to plan collaboratively **at least 90 minutes each week**. Please refer to the [GaDOE Collaborative Planning Process Guide](#) for further guidance or refer to *Leverage Leadership 2.0*, Lever 2: Instructional Planning.



### Ten High-Impact Practices for Collaborative Planning

1. Specific norms and protocols are evident.
2. Teachers anticipate student misconceptions (responses to instruction).
3. Teachers analyze the Georgia Standards to clarify what students are expected to know, understand, and do.
4. Teachers utilize GaDOE and RCSS curriculum support documents.
5. Teachers create lesson plans that include clear, standards-based learning targets and define success criteria (student work, exemplar, rubrics).
6. Teachers work together to build consensus on the selection and implementation of evidence-based strategies.
7. Teachers plan for specific, daily formative assessment strategies.
8. Teachers plan for all phases of the instructional framework.
9. Teachers focus on analyzing what is and what is not working based on disaggregated assessment data and student work.
10. Teachers use data results to develop remediation/enrichment action plans that move students toward mastery of the standard.

# District Expectations for Collaborative Planning

SPED, ESOL and General Ed teachers participate in the collaborative planning process

# Collaborative Planning Protocol

## Preplan for the Lessons

## During the Meeting:

- ☐ Data Talk/Student Work Presentation
- ☐ Student Learning Expectations
- ☐ Instructional Planning and Assessment
- ☐ Instructional Delivery Practice
- ☐ Closing/Wrap Up

*Sample Facilitator Script provided*

Collaborative Extended Planning Protocol

Collaborative Extended Planning Protocol	
Before the Meeting	<b>Preplan for the Lessons</b> <i>The prework should be completed prior to the extended collaborative planning meeting (during the preplanning meeting).</i> <b>Teachers:</b> <ul style="list-style-type: none"> <li>Review unit curriculum/pacing guide and prepare to participate in the lesson development.</li> <li>Meet with team prior to extended collaborative planning to discuss and complete prework.</li> </ul> <b>Content Leader:</b> <ul style="list-style-type: none"> <li>Complete teacher pre-work on the collaborative planning form.</li> <li>Upload collaborative planning form to the team folder by the end of the day on Mondays.</li> </ul>
	<b>During the Meeting</b> <b>Facilitator:</b> <ul style="list-style-type: none"> <li>Review collaborative planning meeting protocols with teachers (assign monthly rotating roles: facilitator, recorder, timekeeper)</li> <li>Lead the extended collaborative planning meeting by guiding the team through the content of the planning form (facilitator script provided)</li> </ul> <b>Materials Needed:</b> <ul style="list-style-type: none"> <li>Lesson plans, curriculum unit, DOE resources: Georgia Standards of Excellence (GSE), Achievement Level Descriptors (ALDs) for 3rd –5th grades, Teacher Guidance-ELA, Teacher Notes-Social Studies, math guidance videos, pacing calendar, texts/student materials, assessments, student work, teacher exemplars, manipulatives</li> </ul>
See the Progress (10 min. per subject)	<b>Data Talk or Student Work Presentation</b> Share Analyzed Data for the Current or Previous Standard (Know/Show chart for the standard should be available) and Student Work <ul style="list-style-type: none"> <li>Identify standard and percentages according to the performance bar.</li> <li>Determine what students know about the standard based on the data.</li> <li>Identify which skills most students have not yet mastered for the standard (based on data).</li> <li>Share student work.</li> <li>Identify the most vital skill for this standard to address and the rationale to decrease the gap for mastery.</li> </ul>
Name the Learning Expectations (10 min. per subject)	<b>Student Learning Expectations</b> <b>Lesson Internalization:</b> <i>Communicate the learning expectations for the analyzed standard.</i> <b>Deconstructed the Focus Standard</b> <ul style="list-style-type: none"> <li>State the definitions for the nouns and verbs listed in the standard.</li> <li>Name the concepts students should know and show to achieve mastery of the standard.</li> </ul> <b>Misconceptions</b> <ul style="list-style-type: none"> <li>State the anticipated student misconceptions linked only to the knows and shows for the standard of focus.</li> </ul> <b>Learning Progressions</b> <ul style="list-style-type: none"> <li>State the order for teaching the skills needed for mastery of the focus standard. This will become the learning progression.</li> </ul> <b>Learning Intentions</b> <ul style="list-style-type: none"> <li>State the learning progressions that will break the learning into small, manageable chunks.</li> </ul> <b>Success Criteria</b>

# Sample Norms

I will arrive to meetings on time and stay fully engaged throughout the meeting.

I will stay focused on teaching and learning.

I will be solution oriented.

I will state that I don't know when I need help.

I will teach the agreed upon concepts for each unit.

I will monitor each student's learning through the use of formative assessments and team developed common formative and summative assessments for every unit.

I will provide interventions and extensions to support student learning.

STRUCTURES



# Methods of Collaborative Planning



## TOOLS

Agenda/minute templates

Curriculum documents

Data platform

Technology resources

# Sample Agenda

## Collaborative Planning Agenda & Minutes

ROLES AND RESPONSIBILITIES									
Date	Grade	Facilitator-M	Facilitator-R	Recorder-M		Recorder-Timekeeper			End Time

ATTENDANCE			

COLLABORATIVE PLANNING VISION and MISSION
<b>MISSION:</b> The mission of the 4th Grade Team is to create lessons plans and incorporate an instructional framework with teaching and learning activities that are clearly aligned to the standard as well as collect data that will assist in aligning instructional strategies with student strengths and weaknesses.
<b>VISION:</b> The vision of the 4th Grade team is to provide a high-quality learning experience that empowers all students to embrace learning and achieve their personal best. In partnership with the parents, our aim is to encourage each child to be independent and develop a sense of responsibility for themselves and respect for others in the community.
<b>SMART GOAL:</b> Through teacher instruction, 60% of students will be proficient or higher on common assessments.

TEAM NORMS
<ul style="list-style-type: none"> <li>• We will begin and end our meetings on time and stay fully engaged.</li> <li>• We will listen respectfully and consider matters from another's perspective</li> <li>• We will keep students at the center of our focus and decision-making.</li> <li>• We will meet our individual commitments to the team and to the school.</li> <li>• We will remain positive and solution-focused</li> </ul>

AGENDA
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TOOLS

# Expectations for Agendas

Should be given to all team members at least one day in advance

Should include goals or expected outcomes

Should include specific topics for discussion with estimated times listed

Should include meeting norms agreed upon by team

TOOLS

# Expectations for Minutes

Typed in a template.

Include attendees' names.

Include next steps.

Emailed to all team members or posted within two days.

Should be read by all team members and administrator.

Emailed to building principal.

Should be archived.

TOOLS

# What actions will be taken?



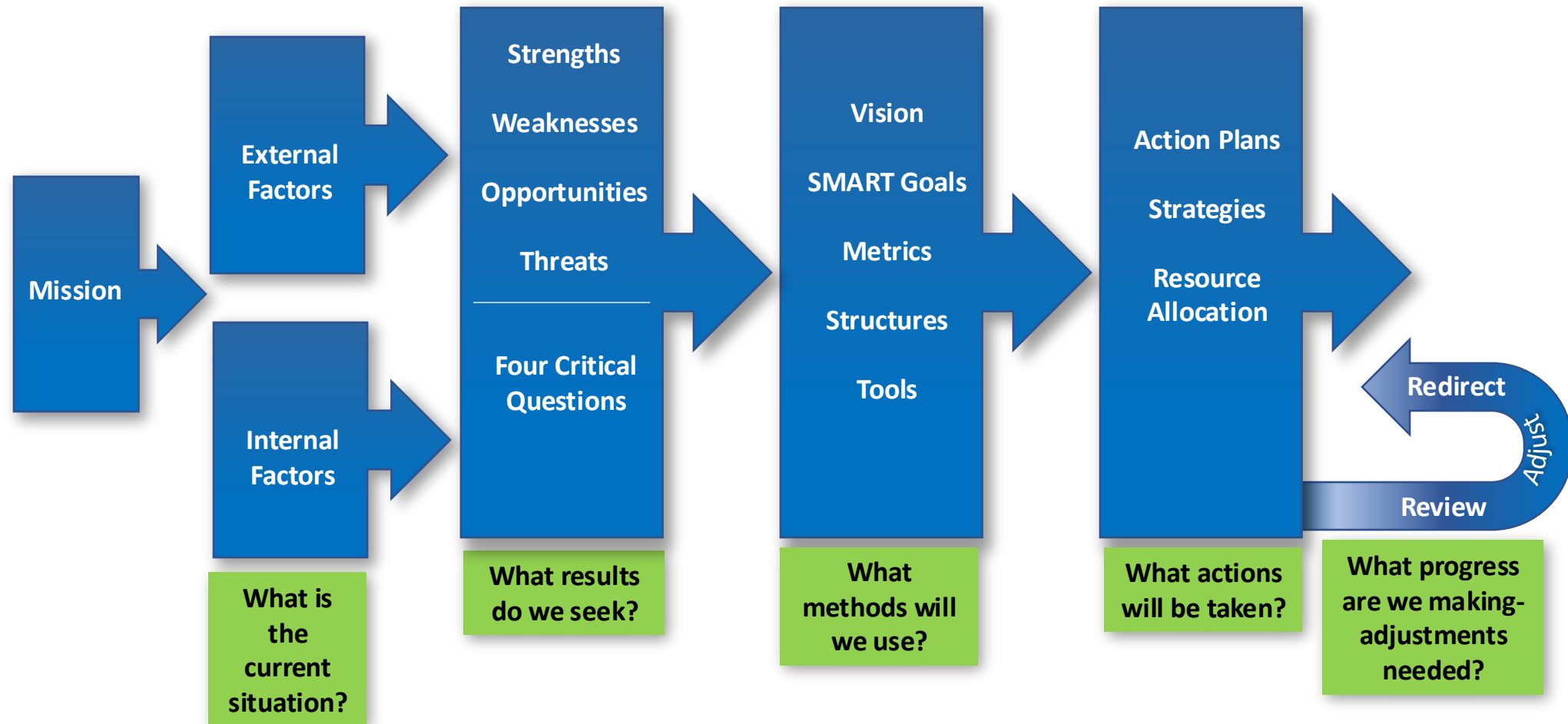
## Action Plan

# Action Plans

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

GSCI Systems and Structures What system and structure are being impacted directly as a result of implementing the action step?	Action Steps What action step will the team implement to meet the goal?	Resources What resources are or could be reasonably available to implement the action step?	Timeline What is the timeline?	Person(s) Responsible Who will be responsible for monitoring the action step?	Evaluation of Implementation and Impact on Student Learning	
					Data for Monitoring What data will be used to evaluate progress?	Status
	<i>What do we expect our students to learn?</i>					
	<i>How will we know they are learning?</i>					
	<i>How will we respond if they don't learn?</i>					
	<i>How will we respond if they already know it?</i>					

# A Collaborative Planning Process That Answers Five Key Questions





# Reflections

- What are your next steps from today's professional learning?
- What are your short-term and long-term needs for Collaborative Planning?



# Tools to Support Collaborative Planning

- RCSS Instructional Framework Companion Guide
- Curriculum Maps and Pacing Guides
- Richmond Resources Canvas Course
- District textbook, software, and supplemental resources
- Student Assessment Data

# Next Steps

- ✓ Create a plan to redeliver information to teachers.
- ✓ Identify a designated space that is conducive to planning.
- ✓ Develop a monitoring plan.
- ✓ Create a collaborative planning schedule.

# Sample Timeline

All collaborative planning team schedules will be due prior to preplanning

The Principal communicates the expectations for collaborative planning for the school year

All Mission and Vision statements for each department or grade level will be due by the end of the first week of school

All norms and templates for each collaborative planning team will be due by the end of the first week of school

All SMART goals for each collaborative planning team will be due by the end of the second week of school

# Session Feedback Survey

Thank you for your engagement in today's session.

Please take time to complete the session feedback survey.

Session Feedback: High Impact Practices for Effective Collaborative Planning



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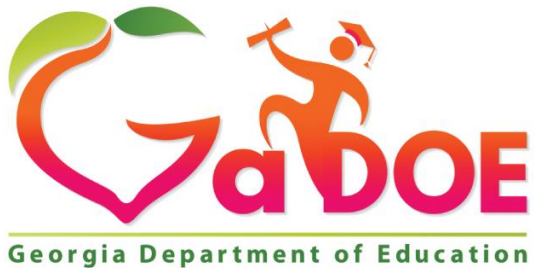
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