

Collaborative Planning Process Guide

A collaborative planning framework, fundamental process, and essential tools to provide technical assistance for assessing and implementing effective collaborative planning



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Collaborative Planning Process Guide

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Overview

The Collaborative Planning Process Guide provides a framework to use when helping school administrators develop and monitor effective collaborative planning processes. This guide outlines action steps and resources to effectively support school administrators in developing and monitoring collaborative planning.

Purpose



“The [Georgia’s Systems of Continuous Improvement](#) framework focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.”¹ The purpose of this guide is to supply school leaders with a collaborative planning framework, fundamental process steps, and essential tools to use when

providing technical assistance to schools or teams for assessing and implementing collaborative planning. The collaborative planning process develops and assesses a school’s level of implementation and effectiveness in three of the Georgia’s Systems of Continuous Improvement (GSCI)²: Coherent Instruction, Supportive Learning Environment, and Effective Leadership. Specifically, it focuses on the following structures:

- **Planning for Quality Instruction** – the structure of the instructional system in which teams plan what the students should know and do, and determine how their students will show they know the content and can do a skill or performance task
- **Delivering Quality Instruction** – the structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- **Monitoring Student Progress** – the structure of the instructional system that methodically discovers if the students are getting the content and what to do about it when they are getting it or are not getting it

¹ Georgia Department of Education. (n.d.) *Division of School and District Effectiveness*. Retrieved from <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

² Georgia Department of Education. (2017). *Georgia’s systems of continuous improvement systems, structures, and school improvement process*. Retrieved from <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Georgia%27s%20Systems%20of%20Continuous%20Improvement/GSCI%20Systems%20and%20Structures%20Descriptions.pdf>

- **Refining the Instructional System** – the structure of the instructional system that examines show to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress
- **Creating and Maintaining a School Climate and Culture Conducive to Learning** – the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- **Cultivating and Distributing Leadership** – the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- **Developing and Monitoring a Tiered System of Supports** – the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- **Ensuring a Student Learning Community** – the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Objectives

- Analyze the current state of collaborative planning using the resources in the process guide
- Supply tools to schools to assist with developing or strengthening the school's collaborative planning process using the tools in the process guide
- Assess the collaborative planning structures as an ongoing practice using the High Impact Practices Implementation Rubric: Collaborative Planning in the process

Georgia Department of Education (GaDOE) Strategic Goal

Goal 5: Elevate districts, schools, leaders, and educators through high-quality, tiered, and tailored service, and support.

Strategy: To enhance the Professional Capacity and Effective Leadership systems by strengthening the teacher and leader pipeline and developing tools/resources that guide districts/schools through the continuous improvement cycle.

GaDOE's Collaborative Planning Framework³

MISSION	NEEDS ASSESSMENT	INSTRUCTIONAL PLANNING	LEADERSHIP & METRICS	ACTION PLANNING	PROGRESS MONITORING
	External factors Internal factors Strengths Weaknesses Opportunities Threats	Four critical questions <ul style="list-style-type: none"> • What do we want our students to learn? • How will we know if our students have learned it? • What will we do if our students do not learn it? • How will we respond if our students demonstrate proficiency? 	Vision SMART goals Structures Tools	Action plans Strategies Resources Allocations	Review Adjust Redirect
	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?

³ American Management Association. (n.d.). *Strategic Planning Seminar*.; DuFour, R., DuFour, R., Eaker, R., Many, T.W., & Mattos, M. (2016). *Learning by Doing: A handbook for Professional Learning Communities at Work* (3rd ed.). Bloomington, IN: Solution Tree Press.

COLLABORATIVE PLANNING REVIEW PROCESS

Collaborative Planning Review Orientation Guide

Why do we need effective collaborative planning?

Collaborative planning provides teachers job-embedded professional learning to develop or strengthen specific capacities to improve student performance. Specifically, it allows teachers to engage in practices that involve decision-making, lesson planning and design, instructional methods, data analysis (CCSSO, 2018), and learning environments. Most importantly, the process is ongoing and designed to sustain a clear focus of learning, create collective responsibility, and emphasize evidence of student learning.

Goals:

1. To implement a common framework that all schools/districts and support personnel can use to implement the components necessary to develop effective collaborative planning teams.
2. To provide support and monitoring tools to ensure and guide schools/districts and support personnel in the improvement and evaluation of collaborative planning teams.
3. All schools will reach operational status on the High Impact Practices Implementation Rubric: collaborative planning.

Protocol Components:

1. Complete a self-assessment. Faculty members will individually evaluate what they believe is the current level of practice of their collaborative planning team using the High Impact Practice Implementation Rubric: Collaborative Planning. The self-assessment will be administered using a Microsoft 365 Survey Form link provided to the Principal.
2. Participate in an interview. All faculty members will be individually interviewed to assist in determining the level of operational status of the collaborative planning team.
3. Conduct collaborative planning observations. Each collaborative planning team will be observed twice. Evidence will be gathered to assist in determining the operational status of the collaborative planning process.
4. Prepare summary report. After the completion of the self-assessment, individual interviews, and observations, compile and present a summary report to the principal.
5. Presentation of the summary report to the collaborative planning teams. The principal and/or designee will present the review results to the collaborative planning teams. After the presentation of the results, the leadership team will collaboratively complete the Collaborative Planning Self- Assessment Reflection form to determine action steps to move the team toward operational or exemplary status in concepts scoring not evident or emerging.

Process Steps: Collaborative Planning Self-Assessment

Before the Self-Assessment

Continuous Improvement Team Process

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|-----|---|
| I. | <ul style="list-style-type: none"> • Communicate with the Principal (in person) the purpose of the collaborative planning self-assessment • Explain the three phases of the collaborative planning review process <ul style="list-style-type: none"> ○ Self-assessment: Explain the purpose and describe the procedures for administering the self-assessment ○ Teacher interviews: Explain the purpose and describe the procedures for conducting the teacher interviews ○ Observations: Explain the purpose and describe the procedures for conducting the collaborative planning observations • Share the High Impact Practices Implementation Rubric: Collaborative Planning and the Faculty Survey |
| II. | <ul style="list-style-type: none"> • Ask the principal to share all communication with their LEA supervisor. |

Tool:

- [High Impact Practices Implementation Rubric: Collaborative Planning](#)
- [High Impact Practices Implementation Rubric: Collaborative Planning \(Microsoft Forms\)](#)
- [Collaborative Planning Review: Faculty Survey \(Microsoft Forms\)](#)

During the Self-Assessment

Continuous Improvement Team Process

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| I. | <ul style="list-style-type: none"> • Conduct a Collaborative Planning Review orientation, upon Principal approval, to the faculty. <ul style="list-style-type: none"> ○ Introduce yourself to the faculty, including the scope of your support role at the school, and describe the review process and purpose. ○ Provide the team with the Collaborative Planning Orientation Guide. |
|----|--|

Tool:

- [Collaborative Planning Orientation Guide](#)

Following the Self-Assessment

Continuous Improvement Team Process

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| I. | <ul style="list-style-type: none"> • Following the established close date for the survey, retrieve the data from the Microsoft Office 365 form. |
|----|--|



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Collaborative Planning Process Guide: Review Process

	<p>Tool:</p> <ul style="list-style-type: none"><input type="checkbox"/> Collaborative Planning Review: Faculty Survey Responses (Microsoft Forms)
II.	<ul style="list-style-type: none">• Proceed to the next step of the review process: Collaborative Planning Interview Process.

Process Steps: Collaborative Planning Interviews

Before the Interviews	
Continuous Improvement Team Process	
I.	<ul style="list-style-type: none"> • Ask your DES to participate with the interview process and to communicate with district level personnel about the process and the school(s) selected.
II.	<ul style="list-style-type: none"> • Determine the number of team members needed to conduct the collaborative planning review based on the number of collaborative planning meetings in a single day • If necessary, recruit and provide an orientation to GaDOE and/or RESA colleagues on the collaborative planning interview process. <p>Tool:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Planning Review Interview Questions <input type="checkbox"/> Collaborative Planning Review Interview Questions (Microsoft Forms)
III.	<ul style="list-style-type: none"> • Communicate with the principal (in person) the purpose of the interviews. <ul style="list-style-type: none"> ○ Review the process, ○ Share the <i>Collaborative Planning Review Interview Questions</i>, ○ Decide who will be interviewed, and ○ Select a date for the interviews. <p>Tool:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Planning Review Interview Questions <input type="checkbox"/> Collaborative Planning Review Interview Questions (Microsoft Forms)
IV.	<ul style="list-style-type: none"> • Ask the principal to share all communication with their LEA supervisor.
V.	<ul style="list-style-type: none"> • Obtain the following: <ul style="list-style-type: none"> ○ Faculty list with content/grade level assignments and planning periods ○ School map ○ Collaborative planning schedule and meeting locations ○ Collaborative planning non-negotiables and copies of required documents/protocols (if established) ○ Bell schedule ○ Teacher interview location(s) ○ Day of interviews - List of absent teachers

VI.	<ul style="list-style-type: none"> Ask the principal for space(s) in the school and recommended time slots to conduct the interviews and names of those to be interviewed.
VII.	<ul style="list-style-type: none"> Develop an interview schedule and send to the principal in an email format that can be shared with the interviewees. The email should include the purpose and an outline of the process. Ask for feedback from principal and revise if necessary. <p>Tool:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Planning Interview Schedule Template
VIII.	<ul style="list-style-type: none"> Communicate the schedule, dates, location in the building, school address and other logistics to colleagues assisting in the interview process and to the principal.
IX.	<ul style="list-style-type: none"> Create or duplicate the Collaborative Planning Review Interview Questions (Microsoft Office 365 form) to electronically capture the responses and send the link to the interviewers (if colleagues are assisting). <p>Tool:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Planning Review Interview Questions (Microsoft Forms)

During the Interviews

Continuous Improvement Team Process

I.	<ul style="list-style-type: none"> Introduce yourself to the interviewee, including the scope of your support role at the school, and describe the review process and purpose including the purpose of the interviews.
II.	<ul style="list-style-type: none"> Provide the interviewee a paper copy of the Collaborative Planning Review Interview Questions. <p>Tool:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Planning Review Interview Questions <input type="checkbox"/> Collaborative Planning Review Interview Questions (Microsoft Forms)
III.	<ul style="list-style-type: none"> Ask each question as written and record the responses electronically in the form provided, or you may choose to script the responses and record electronically following the interviews. Avoid prompting or leading the interviewee's answers but answer any clarifying questions posed by the interviewee.

	<ul style="list-style-type: none"> • After the final question, thank the interviewee for their responses and time and communicate to them how and when they will receive feedback through their principal. <p>Tool:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Planning Review Interview Questions (Microsoft Forms)
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Following the Interviews

Continuous Improvement Team Process

I.	<ul style="list-style-type: none"> • Debrief with your colleagues if any assisted, making sure all information was entered in the electronic platform
II.	<ul style="list-style-type: none"> • Before leaving for the day, communicate with the principal that interviews are complete, provide informal feedback.
III.	<ul style="list-style-type: none"> • Proceed to the next step of the review process: Collaborative Planning Observation Process.

Process Steps: Collaborative Planning Observations

Before the Observations	
Continuous Improvement Team Process	
I.	<ul style="list-style-type: none"> Ask your DES to participate and to communicate with district level personnel about the process and the school(s) selected.
II.	<ul style="list-style-type: none"> Communicate with the Principal (in person) the purpose of the observations and review the process, sharing the High Impact Practices Implementation Rubric: Collaborative Planning and the High Impact Practices Tool: Collaborative Planning Observations. <p>Tool:</p> <ul style="list-style-type: none"> <input type="checkbox"/> High Impact Practices Implementation Rubric: Collaborative Planning <input type="checkbox"/> High Impact Practices Tool: Collaborative Planning Observations (Microsoft Forms)
III.	<ul style="list-style-type: none"> Ask the principal to share all communication with their LEA supervisor.
IV.	<ul style="list-style-type: none"> Develop an observation schedule and send to the principal in an email format that can be shared with the teams. The email should include the purpose and an outline of the process. Ask for feedback from principal and revise if necessary. <p>Tool:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Planning Observation Schedule Template
V.	<ul style="list-style-type: none"> Duplicate the High Impact Practices Tool: Collaborative Planning Observations form in the Microsoft Office 365 Forms application. <ul style="list-style-type: none"> o Create a copy of High Impact Practices Tool: Collaborative Planning Observations form in Microsoft Office 365 Forms o Enter the school name in the title of the copied form
VI.	<ul style="list-style-type: none"> Communicate the schedule, dates, location in the building, school address and other logistics to colleagues assisting in the observation process and to the principal. Note: Stress the importance of district leaders participating in the collaborative planning observations and working alongside the review team.

During the Observations

Continuous Improvement Team Process

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|-----------|---|
| I. | <ul style="list-style-type: none"> • Use the High Impact Practices Tool: Collaborative Planning Observations form in the Microsoft Office 365 Forms application, to observe and evaluate an actual collaborative planning meeting. <ul style="list-style-type: none"> ○ Compare the meeting proceedings against those attributes listed in the High Impact Practices Tool: Collaborative Planning. Document as follows: <ul style="list-style-type: none"> ▪ Concept Rating: Check the appropriate level of implementation in comparison to the rubric. ▪ Comments: Provide any positive comments relating the concepts to possible best practices you may have observed. Use the rubric for guidance in crafting your comments. ▪ Next Steps: Provide doable next steps for the team to consider, in order to improve their level of implementation on each concept. |
|-----------|---|

Following the Observations

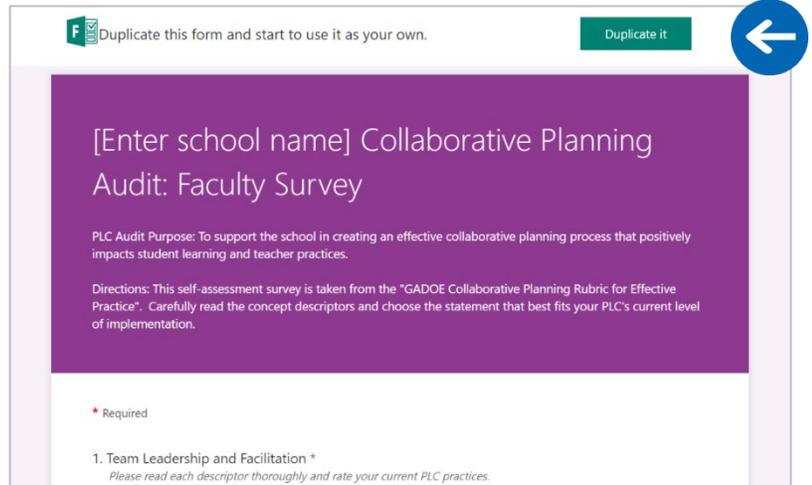
Continuous Improvement Team Process

- | | |
|-------------|---|
| I. | <ul style="list-style-type: none"> • Debrief with your colleagues if any assisted, making sure all information was entered in the electronic platform |
| II. | <ul style="list-style-type: none"> • Before leaving for the day, communicate with the principal and provide informal feedback. |
| III. | <ul style="list-style-type: none"> • Review the collaborative planning meeting schedule and secure a date for the second observation. Repeat the observation process. |
| IV. | <ul style="list-style-type: none"> • Triangulate all three data sources to create the final <i>Collaborative Planning Review Summary Report</i> which will include observation results, collaborative planning interviews and the collaborative planning self-assessment data. |
| V. | <ul style="list-style-type: none"> • Schedule a separate feedback meeting to review the <i>Collaborative Planning Review Summary Report</i> with the Principal. |

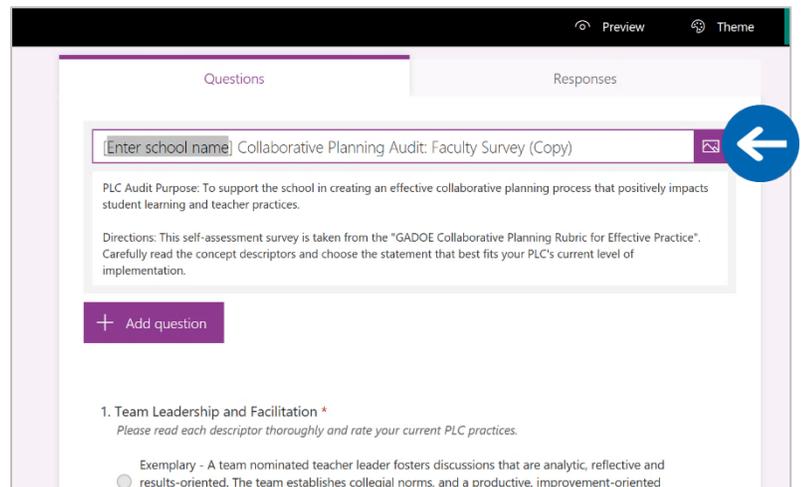
Directions for Microsoft Form

Duplicate form

1. Click on the desired collaborative planning review tool (Microsoft Form).
 - a. [HIP Rubric: Collaborative Planning](#)
 - b. [Faculty Survey](#)
 - c. [Interview Questions](#)
 - d. [Observations](#)
2. Click on the **Duplicate it** button (see screenshot).
3. Click on the title: **[Enter school name] Collaborative Planning Review: Faculty Survey (Copy)**.
4. Highlight **Enter school name** and type the name of the school participating in the review.

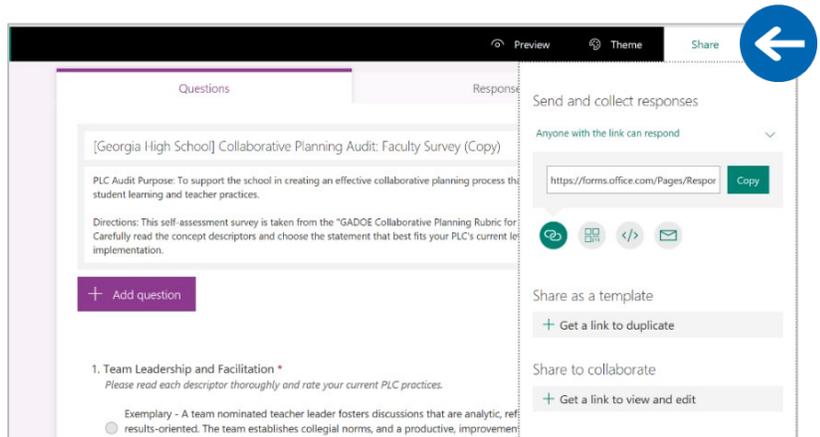


This screenshot shows the Microsoft Form interface for duplicating a form. At the top, it says "Duplicate this form and start to use it as your own." with a "Duplicate it" button. The form title is "[Enter school name] Collaborative Planning Audit: Faculty Survey". Below the title, there is a "PLC Audit Purpose" section and "Directions" section. At the bottom, there is a "Required" section with the first question: "1. Team Leadership and Facilitation *". A blue arrow points to the "Duplicate it" button.



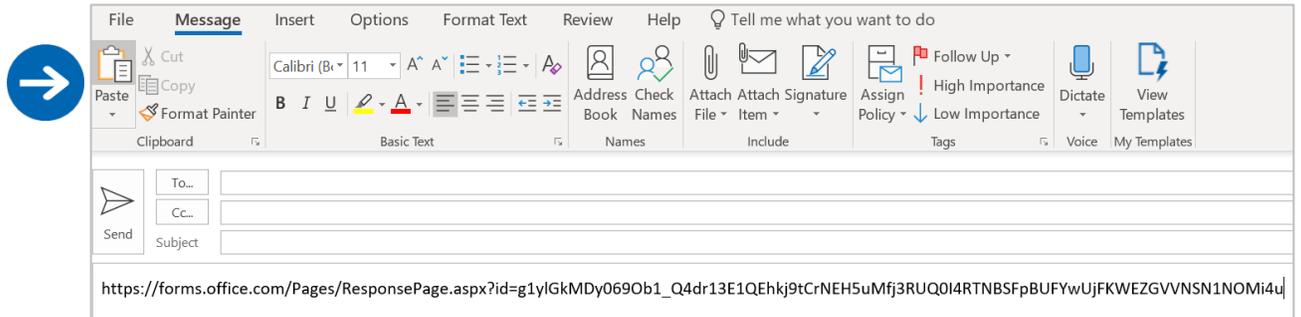
This screenshot shows the Microsoft Form interface in the "Questions" tab. The title is "[Enter school name] Collaborative Planning Audit: Faculty Survey (Copy)". Below the title, there is a "PLC Audit Purpose" section and "Directions" section. At the bottom, there is a "Required" section with the first question: "1. Team Leadership and Facilitation *". A blue arrow points to the title text.

5. Click on **Share** to forward the form to the designated school.
6. Click on the **Copy** button to get the link to the form.



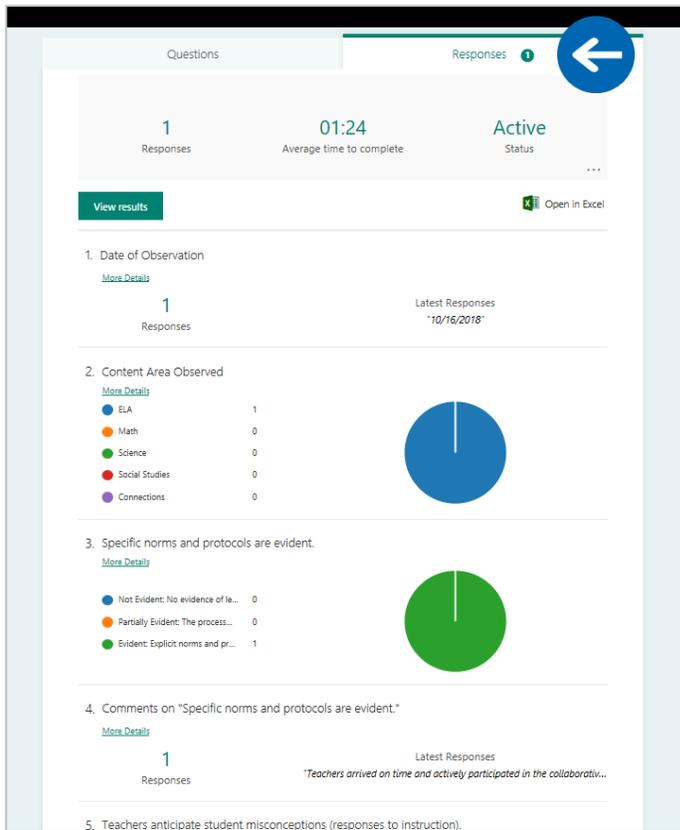
Email form

1. Open Microsoft Outlook.
2. Click **New Email**.
3. Place the cursor in the body of the email. Click **Paste**. You should see the link to the form.



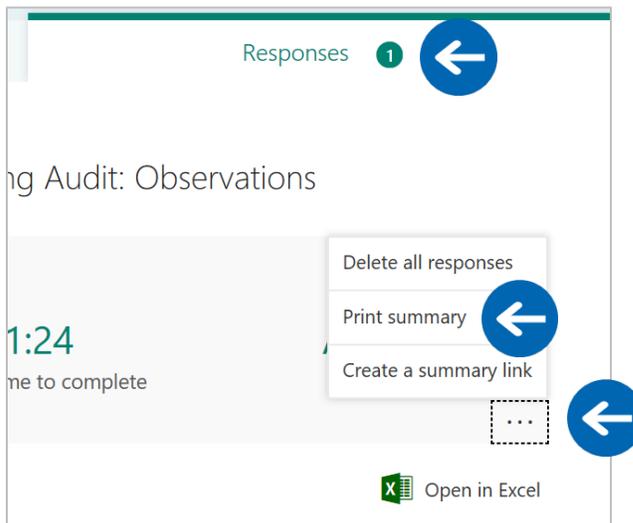
Analyze responses

1. Click the **Responses** tab to access the results of the submitted forms.



Print Responses

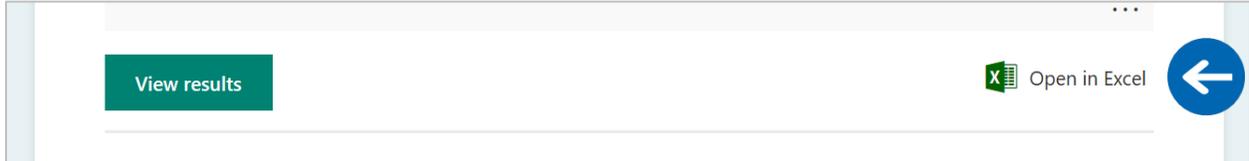
1. Click the **Responses** tab. Next, click the ellipses button (•••) under **Active** to print the data based on submitted forms.
2. Select **Print summary**.





Download Data to Excel

1. Click **Open in Excel** to analyze results using Microsoft Excel.



Instructional Collaborative Planning Process

Process for Implementing Instructional Collaborative Planning

Process		Continuous Improvement Team Steps	Key Ideas
1	Complete prework to establish collaborative planning	<ul style="list-style-type: none"> • Discuss the purpose of collaborative planning with administration. • Facilitate alignment of the collaborative planning process with the school improvement plan (SIP) and District Strategic Planning goals. • Verify that the school district has a guaranteed and viable curriculum. • Schedule, conduct, and share results of collaborative planning review at each school. • Facilitate professional learning on the collaborative planning framework to school leadership. • Assist administrators in establishing expectations for collaborative planning. 	<p>Collaborative Planning (CP) Framework – Leadership & Metrics: What methods will we use?</p> <p>Structures for collaborative planning should include:</p> <ul style="list-style-type: none"> • Clearly articulated collaborative planning schedules (teacher and administrator); • Clearly articulated expectations; • Clearly articulated norms; and • Clearly articulated responsibilities for facilitators.

Process	Continuous Improvement Team Steps	Key Ideas
	<ul style="list-style-type: none"> Assist administrators in establishing responsibilities for collaborative planning facilitators. Assist administrators in establishing schedules for both teachers and administrators. Assist administrators in establishing a process for developing and receiving feedback on collaborative planning tools (i.e. agendas). Assist administrators in establishing a process for developing norms. Assist administrators in establishing a timeline for implementing each component of the collaborative planning framework. <p>Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checklist for collaborative planning 	<p>Tools for collaborative planning should include:</p> <ul style="list-style-type: none"> Agenda/minute templates Curriculum documents Data platform Technology resources <p><i>Samples provided in the collaborative planning resources are:</i></p> <ul style="list-style-type: none"> Administrator and teacher schedules Meeting norms and expectations Agenda and minutes expectations
2	<p>Write a mission statement for each department/grade level.</p> <ul style="list-style-type: none"> Verify that administrators review the mission statements for the collaborative planning teams and provide feedback. Assist administrators with accessing the tools listed below. <p>Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structure of a Mission Statement worksheet 	<p>CP Framework – Mission</p> <p>A mission statement is a statement of the purpose. It should be brief, measurable, and aligned to the school's mission.</p> <p>The mission answers three key questions:</p> <ol style="list-style-type: none"> What do we do? For whom do we do it? What is the benefit?
3	<p>Collect and analyzing data</p> <ul style="list-style-type: none"> Assist administrators with collecting and analyzing data that provides meaningful information on teacher practices, student achievement data, and collaborating planning processes. Possible data sources: 	<p>CP Framework – Needs Assessment: What is the current situation?</p> <p>Teams should list the external and internal factors that impact the current</p>

Process	Continuous Improvement Team Steps	Key Ideas
	<ul style="list-style-type: none"> GA Milestones EOPA (<i>HS only</i>) AP, SAT, ACT (<i>HS only</i>) School/district summative data Walkthrough data Comprehensive Needs Assessment (CNA) 	<p>situation for/against collaborative planning in your school/district.</p> <p><i>Note: The determination of external and internal factors is a brief activity to prepare teams for conducting a SWOT (strengths, weaknesses, opportunities, and threats) analysis.</i></p> <p><i>Samples provided in the collaborative planning resources are:</i></p> <p><u>External factors</u></p> <ul style="list-style-type: none"> Curriculum documents Assessment item banks District policies that are not aligned to schools' needs (i.e. parents conference during planning periods) <p><u>Internal factors</u></p> <ul style="list-style-type: none"> Master schedule not allowing for shared opportunities
4	<p>Conduct SWOT analysis to determine strengths and weaknesses</p> <ul style="list-style-type: none"> Support administrators with summarizing the desired results of collaborative planning. Assist administrators with using the tool listed below. Support administrators with conducting a SWOT Analysis to brainstorm strengths, weaknesses, opportunities, and threats that support or impede effective collaborative planning. 	<p>CP Framework – Needs Assessment: What is the current situation?</p> <p>Analyzing the strengths, weaknesses, opportunities and threats to collaborative planning provides data for developing effective processes.</p> <p>Strengths – positive attributes, tangible & intangible, internal to your</p>

Process		Continuous Improvement Team Steps	Key Ideas
		<ul style="list-style-type: none"> Assist administrators with including teacher teams/departments in conducting a SWOT Analysis. <p>Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Template for conducting a SWOT Analysis 	<p>organization and within your control</p> <p>Weaknesses – aspects of your organization that detract from your ability to do the work</p> <p>Opportunities – internal/external factors that allow you to do the work</p> <p>Threats – internal/external factors that are beyond your control</p>
5	Establish expectations for what students need to know and do	<ul style="list-style-type: none"> Verify if a viable curriculum is in place to support learning and student achievement. If a viable curriculum is not in place, contact the DES for next steps. Support administrators with establishing a process where teachers and school leaders examine if student learning is progressing, identify challenges to student learning (i.e., sequencing and strategies), and provide opportunities for teachers to share ideas across teams to identify best practices Assist administrators in identifying the mastery of knowledge and skills intended by the GSE. Assist administrators in supporting the creation of lessons, common assessments, and targeted interventions/enrichment opportunities. Assist administrators in establishing a process for deconstructing standards to create learning targets that identify 	<p>CP Framework – Instructional Planning: What results do we seek?</p> <p>Deconstructing the standards provides direction for determining effective practices and processes that ensure students are proficient with the knowledge and skills required to master the GSE.</p> <p><i>Critical Question: What do we want our students to learn?</i></p> <ul style="list-style-type: none"> Group GSE 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

Process	Continuous Improvement Team Steps	Key Ideas
	<p>the expected knowledge and skills for mastery.</p> <p>Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Template for Deconstructing Standards 	<p>or cluster of standards will be taught.</p> <ul style="list-style-type: none"> 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 GSE standards.
6	<p>Establish expectations to determine if students are learning</p> <ul style="list-style-type: none"> Support administrators in developing an expectation for using formative and summative assessments to assess student learning. Support administrators in developing a process for creating and utilizing common assessments and analyzing data to determine trends in student learning and student master of the GSE. Assist administrators in ensuring that assessment calendars are in place. If not, provide support to administrators in establishing assessment calendars. <p>Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data Analysis Protocol 	<p>CP Framework – Instructional Planning: What results do we seek?</p> <p>Analyzing assessment results provides the data needed to determine student mastery of the standards.</p> <p><i>Critical Question: How will we know if our students have learned it?</i></p> <ul style="list-style-type: none"> Create and use 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.

Process		Continuous Improvement Team Steps	Key Ideas
			<ul style="list-style-type: none"> Identify trends in student work and take strategic action. Identify and plan for classroom formative assessment processes in daily lessons.
7	Establish expectations for responding to students that don't learn	<ul style="list-style-type: none"> Support administrators in establishing a process to use common assessment results to respond to the data that identifies students who do not master the GSE. Assist administrators in establishing a process to create systematic interventions for students who do not master the GSE. Assist administrators in establishing processes that re-engage all learners and providing feedback. Support administrators in selecting effective interventions that will result in student demonstrations of proficient learning of the GSE <p>Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data Analysis Protocol 	<p>CP Framework – Instructional Planning: What results do we seek?</p> <p>Analyzing assessment results provides the data needed to determine students who need targeted interventions due to not mastering the standards.</p> <p><i>Critical Question</i> What will we do if our students do not learn it?</p> <ul style="list-style-type: none"> 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.
8	Establish expectations for	<ul style="list-style-type: none"> Verify if the school has a viable RTI system in place to support students 	<p>CP Framework – Instructional Planning:</p>



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	Process	Continuous Improvement Team Steps	Key Ideas
	<p>responding if students already know the content</p>	<ul style="list-style-type: none"> Assist the administrators in looking at trends in student work and how to re-engage and enrich learners. Assist administrators in how to support teachers regarding instructional strategies that reinforce how to re-engage and enrich learners without lowering the cognitive demand of the learning target or standard Assist administrators in how to support teachers in understanding instructional strategies that accelerate learning that enable students to extend learning beyond grade-level standards. Assist administrators in how to support teachers in making instructional decisions based on data. Support administrators in establishing a RTI protocols in the building that focuses on systematic interventions to meet the needs of all learners. 	<p>What results do we seek? Analyzing assessment results provides the data needed to determine students who need enrichment opportunities due to demonstrating proficiency with the standards.</p> <p><i>Critical Question</i> How will we respond if our students demonstrate proficiency?</p> <ul style="list-style-type: none"> 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.
9	<p>Write a vision statement for the department or grade level</p>	<ul style="list-style-type: none"> Verify that administrators have reviewed the vision statements for the collaborative planning teams and provided feedback. Assist administrators with accessing the tools listed below. Support administrators in ensuring that the vision statements are in alignment with mission statements. 	<p>CP Framework – Leadership & Metrics: What methods will we use? A vision statement is a statement is short, ambitious, and specific. It ponders the question: What kind of grade-level team or</p>

Process	Continuous Improvement Team Steps	Key Ideas
	<ul style="list-style-type: none"> Support administrators in being able to guide the department or grade level (science, mathematics, social studies, grade 4, etc.) vision statements. <p>Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create Your Collaborative Planning Vision Statement worksheet 	<p>department do we hope to become?</p> <p>A vision statement visualizes the future. It should be brief and functional. It indicates what the school is striving to achieve.</p> <p>It answers key questions:</p> <ol style="list-style-type: none"> What would you like your grade level/department/team to strive for with collaborative planning? What level of excellence? What would you like collaborative planning for your grade level/department/team to look like in the future?
10	<p>Develop S.M.A.R.T. goals for the department/grade level</p> <ul style="list-style-type: none"> Assist administrators in writing a SMART goal around student outcomes and/or teacher practices <p>Tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SMART Goal worksheet <input type="checkbox"/> Team Goal Action Plan 	<p>CP Framework – Leadership & Metrics: What methods will we use?</p> <p><u>SMART Goals</u></p> <p>Specific:</p> <ul style="list-style-type: none"> What result are you expecting to accomplish? Be specific. Why is this goal important? <p>Measurable:</p> <ul style="list-style-type: none"> How many or how much? (Be specific) How will we know when the goal is accomplished? How will we determine progress and document the effectiveness?



Process	Continuous Improvement Team Steps	Key Ideas
		<p>Attainable:</p> <ul style="list-style-type: none"> Is the goal realistic based on school/district data? Is the goal a stretch, but possible? <p>Results-based/Relevant:</p> <ul style="list-style-type: none"> Does the goal align to the outcomes expected in the school improvement plan and the Consolidated LEA Improvement Plan, and the school/district's Comprehensive Needs Assessment? Does the goal relate to the work being done or will be done during the school year? <p>Time-bound:</p> <ul style="list-style-type: none"> What is the timeframe for reaching the goal? List the time frame or beginning and ending dates.
11	<p>Develop or revise collaborative planning tools</p> <ul style="list-style-type: none"> Verify which collaborative planning tools are currently being utilized. Verify if clarity need to be provided regarded the following activities/ tools that support the process of collaborative planning: <ul style="list-style-type: none"> Connection to GSCI Collaboration Matters Mission Statement SWOT Analysis 4 Critical Questions Vision Statement 	<p>CP Framework – Progress Monitoring: What progress are we making? What adjustments are needed? Team Reflection & Planning Protocols:</p> <p>Warm feedback</p> <p>a) Identify and record at least 3 strengths of the process.</p>

Process	Continuous Improvement Team Steps	Key Ideas
	<ul style="list-style-type: none"> ○ SMART Goal ○ Structures ○ Tools/Short-Term Action Plans ● Verify that administrators have established norms to support the protocol for Reflection using Cool Feedback & Warm Feedback. ● If needed, support administrators in implementing the protocols for using Warm Feedback and Cool Feedback to support effective reflection among teachers. ● Support administrators in working with each grade level to determine the effectiveness of the activities/ tools currently being utilized to support in making appropriate adjustments. ● Support administrators in determining if the current activities/tools have been utilized with fidelity. ● If additional activities/tools are required, support the administration in the development of new activities/tools to be utilized with staff input? ● Support the administration in supporting the implementation and testing of new collaborative planning tools. 	<ul style="list-style-type: none"> b) Warm feedback should be specific. c) Include evidence from supporting documents. d) Cite what is strong about the process. <p>Note: Should not give praise or compliments.</p> <p>Cool feedback</p> <ul style="list-style-type: none"> a) Identify and record at least 3 concerns with the process. b) Cool feedback should not be critical, instead it should encourage consideration of different points about the process that may lead to improvement. <p>Activities/Tools for reflection:</p> <ul style="list-style-type: none"> ● Connection to GSCI ● Collaboration Matters ● Mission Statement ● SWOT Analysis ● 4 Critical Questions ● Vision Statement ● SMART Goal ● Structures ● Tools/Short-Term Action Plans
12	<ul style="list-style-type: none"> ● Develop action plans for the course. ● Verify that administrators review action plans, including resource allocations, for collaborative planning teams. ● Support administrators in providing feedback on the actions plans and ensuring alignment to the school improvement plan action steps. 	<p>CP Framework – Action Planning: What actions will be taken?</p> <p>The purpose of the action plans per collaborative planning team is to:</p> <ul style="list-style-type: none"> ● Guide the right work; and

Process		Continuous Improvement Team Steps	Key Ideas
		<ul style="list-style-type: none"> Support administrators in developing a process to monitor the implementation of the action plans. <p>Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Team Goal-Action Plan Template 	<ul style="list-style-type: none"> Provide monitoring protocols to measure the effectiveness of instructional and assessment practices on student achievement.
13	Utilize high-impact rubric to monitor progress and make needed adjustments	<ul style="list-style-type: none"> Provide job-embedded professional learning on utilizing the high-impact rubric to monitor and adjust collaborative planning processes. Verify that administrators monitor the implementation of collaborative planning teams using the high-impact rubric. Support administrators in calibrating ratings using the high-impact rubric. Support administrators in revising collaborative planning processes and components as a result of analyzing the data from the high-impact rubric. 	<p>CP Framework – Progress Monitoring: What progress are we making? What adjustments are needed?</p> <p><i>Note: SESs may guide schools to determine the frequency of progress monitoring.</i></p>

Process Steps for School Collaborative Planning: Co-Teaching

Written in collaboration with Atlanta Public Schools-School Improvement.

School Steps	Continuous Improvement Team Process Steps
Review the master schedule to determine when, how, and where co-teaching planning will occur.	<ul style="list-style-type: none"> Assist the administrator(s) and lead special education teacher with developing a master schedule for co-teacher planning Ensure the administrator(s) and lead special education teacher establish expectations and a communication process for co-teacher planning



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School Steps	Continuous Improvement Team Process Steps
<p>Co-teaching team reviews accommodations and goals by the first day of the beginning of the course. Identify questions or needed areas of clarity to support the implementation of specific accommodations.</p>	<ul style="list-style-type: none"> • Ensure that the administrator(s) and lead special education teacher support the co-teaching team with implementing the steps for planning a co-teaching lesson.
<p>Discuss expectations of progress monitoring in relation to IEP goals. This will allow co-teaching teams to determine when, how, what, and where will each student's goals be progressed monitored in an effort to meet SWD compliance.</p> <p><i>Note: Progress monitoring can and should be done in the classroom. Case manager does not bear the sole responsibility of ALL progress monitoring.</i></p>	
<p>Review student data in SLDS as a co-teaching team to discuss learning gaps that could impact a student's ability to demonstrate mastery of specific objectives to be taught.</p>	
<p>Review GA Milestones, diagnostic, and any other relevant student data in the district/school portal as a co-teaching team to discuss learning gaps that could impact a student's ability to demonstrate mastery of specific objectives to be taught.</p>	
<p>Review co-teaching models and the expectations set forth through the co-teaching professional learning.</p>	
<p>Review pacing guide to determine learning objectives/targets to be taught within the allotted time frame. This will help co-teaching teams to gauge the amount of time needed to aid students needing remediation for specific learning objectives.</p>	
<p>[lesson plan creation] General education will create the framework of the lesson plan. The special education teacher will provide the appropriate strategies and supports to assist special education students.</p>	

School Steps	Continuous Improvement Team Process Steps
<p><i>Note: The general education teacher may include supports to assist students with mastery of the daily learning target.</i></p>	
<p>During collaborative planning, the general education teacher and the special education teacher will review the lesson plan. In the review process, they will discuss the following:</p> <ul style="list-style-type: none"> ● applicable co-teaching models that may be used ● data from recent lessons that may need to be remediated or enriched to support master of the learning target ● resources that will be needed to support SWD and other at-risk students so that they will have better access to the curriculum ● required IEP accommodations so that students have greater access to the curriculum ● differentiated strategies and activities ● classroom testing accommodations 	

Collaborative Planning Review Tools



High Impact Practices Implementation Rubric: Collaborative Planning

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS ⁴
Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	No evidence of a mission statement for academic success.	A mission statement for academic success is created for schoolwide collaborative planning, or for some collaborative planning teams.	The mission statement for academic success describes the general purpose and function of each collaborative planning team. The team mission statement is aligned to the schoolwide mission.	The mission statement for academic success describes specific actions that teachers will implement to focus and direct the work to support student learning. The mission statement is aligned to the schoolwide mission.	<p>GSCI Effective Leadership 1. Creating and maintaining a school climate and culture conducive to learning</p> <p>LAPS 1: Instructional Leadership LAPS 3: Planning and Assessment LAPS 8: Communication and Community Relations</p> <p>TAPS 10: Communication</p>
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	No evidence of a vision statement for academic success.	A vision statement for academic success is created for schoolwide collaborative planning, or for some collaborative planning teams.	The vision statement for academic success visualizes the future of each collaborative planning team. The vision statement is aligned to the schoolwide vision.	The vision statement for academic success describes achievable goals for what the collaborative planning team would like to become and possible student outcomes in the future. The vision statement is aligned to the schoolwide vision.	<p>GSCI Effective Leadership 1. Creating and maintaining a school climate and culture conducive to learning</p> <p>LAPS 1: Instructional Leadership LAPS 3: Planning and Assessment LAPS 8: Communication and Community Relations</p> <p>TAPS 10: Communication</p>

⁴ GSCI=Georgia's Systems of Continuous Improvement; LAPS= Leader Assessment on Performance Standards; TAPS= Teacher Assessment on Performance Standards

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	No evidence of using a needs assessment (i.e., SWOT analysis, reviewing process) to determine what is working and what is not working with collaborative planning.	A SWOT analysis or review process is used at least every two years to determine the components of collaborative planning that are working well and the components that need revising.	A SWOT analysis or review process is used annually to determine the components of collaborative planning that are working well and the components that need revising.	A SWOT analysis or review process that assesses the strengths, weaknesses, opportunities, and threats is used at least once a year to determine the components of collaborative planning that are working well and the components that need revising.	GSCI Effective Leadership 5. Driving Improvement Efforts LAPS 1: Instructional Leadership LAPS 3: Planning and Assessment LAPS 6: Teacher/Staff Evaluation TAPS 5: Assessment Strategies TAPS 6: Assessment Uses

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
Team Leadership and Facilitation: Structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	No evidence of leadership, expectations, schedules, or norms within the collaborative planning team.	<ul style="list-style-type: none"> School leadership establishes collaborative planning schedules for teacher teams but not for administrators. School leadership establishes expectations, collegial norms, or responsibilities for team leaders; or teams utilize the expectations, collegial norms, and responsibilities for team leaders inconsistently. 	<ul style="list-style-type: none"> School leadership establishes collaborative planning schedules for both teacher teams and administrators and are followed weekly by most of the teams. School leadership establishes expectations, collegial norms, assessment calendars, and responsibilities for team leaders are implemented at each meeting by most of the teams. 	<ul style="list-style-type: none"> School leadership establishes collaborative planning schedules for both teacher teams and administrators and are followed weekly. School leadership establishes expectations, collegial norms, assessment calendars and responsibilities for team leaders, including giving and receiving peer feedback, and are implemented at each meeting. 	GSCI Effective Leadership 1. Creating and maintaining a school climate and culture conducive to learning 2. Cultivating and distributing leadership GSCI Professional Capacity 3. Ensuring staff collaboration LAPS 1: Instructional Leadership LAPS 3: Planning and Assessment LAPS 4: Organizational Management TAPS 1: Professional Knowledge TAPS 9: Professionalism TAPS 10: Communication

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
Team Leadership and Facilitation: Tools	☐	☐	☐	☐	
	<p>No evidence of a schoolwide template for agendas and minutes. No evidence of teachers utilizing protocols to understand the expectations of GSE standards or analyze data.</p>	<ul style="list-style-type: none"> Teams create agendas and minutes for most meetings but with inconsistent components. All teachers do not have access to appropriate curriculum documents and the process for using protocols for understanding Georgia Standards of Excellence standards and analyze both student and teacher data is inconsistent. 	<ul style="list-style-type: none"> Most teams use a schoolwide template for both agendas and minutes, including next steps. Most teachers have access to appropriate curriculum documents and use protocols for understanding Georgia Standards of Excellence standards and analyzing both student and teacher data. 	<ul style="list-style-type: none"> All teams use a schoolwide template for both agendas and minutes, including next steps. All teachers have access to appropriate curriculum documents and use protocols for understanding Georgia Standards of Excellence standards and analyzing both student and teacher data. 	<p>GSCI Effective Leadership 1. Creating and maintaining a school climate and culture conducive to learning</p> <p>GSCI Professional Capacity 4. Ensuring staff collaboration</p> <p>LAPS 1: Instructional Leadership LAPS 3: Planning and Assessment</p> <p>TAPS 1: Professional Knowledge TAPS 2: Instructional Planning TAPS 6: Assessment Uses TAPS 9: Professionalism TAPS 10: Communication</p>

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
<p>Standards-Based Instructional Planning:</p> <p>Standards Analysis</p> <p><i>What do we want our students to learn?</i></p>	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers depend solely on textbooks or performance tasks that may or may not be aligned to the Georgia Standards of Excellence. Teachers may discuss student learning targets for unit or quarterly standards. 	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers embed the Georgia Standards of Excellence in the creation of curriculum documents and performance tasks. Teachers discuss student learning targets for unit or quarterly standards prior to instruction. 	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers analyze the Georgia Standards of Excellence (GSE) to determine the intent of the standards and clarify what students are expected to know, understand, and do. Teachers embed the GSE in the creation of pacing guides and curriculum documents. Teachers analyze and agree upon student learning targets and assessments for unit and quarterly standards prior to instruction. 	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers deeply discuss the Georgia Standards of Excellence (GSE), resulting in prioritized content standards, to create pacing guides and curriculum documents. Analysis of standards lead to the identification of teacher misconceptions, resulting in research and content knowledge development, and clarification of what students are expected to know, understand, and do. Teachers identify end of unit and quarterly student learning targets, create standards-based common assessments, utilizing unpacked GSE, and ensure student learning targets clearly align to prioritized standards. 	<p>GSCI Coherent Instructional System</p> <ol style="list-style-type: none"> Planning for quality instruction Delivering quality instruction Refining the Instructional system <p>GSCI Professional Capacity</p> <ol style="list-style-type: none"> Ensuring staff collaboration <p>GSCI Effective Leadership</p> <ol style="list-style-type: none"> Ensuring high quality instruction in all classrooms <p>LAPS 1: Instructional Leadership</p> <p>LAPS 6: Teacher/Staff Evaluation</p> <p>TAPS 1: Professional Knowledge</p> <p>TAPS 2: Instructional Planning</p> <p>TAPS 5: Assessment Strategies</p> <p>TAPS 8: Academically Challenged Environment</p> <p>TAPS 9: Professionalism</p> <p>TAPS 10: Communication</p>

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
<p>Standards-Based Instructional Planning: Reflective Teaching Practices</p> <p><i>What do we want our students to learn?</i></p>	<p style="text-align: center;">☐</p> <p>Teachers lack understanding of student learning gaps.</p>	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers participate in limited discussions about teaching practices with partial connection to student learning gaps. Some evidence of anticipation of student responses to instruction. 	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers are reflective within their discussions about teaching practices connected to student learning gaps related to the content standards. Teachers anticipate student responses and misconceptions to assist students with overcoming barriers to learning. Teachers engage in deep, collective inquiry and shared responsibility for enabling students to master standards. 	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers are reflective within their discussions about teaching practices connected to student learning gaps related to the content standards. Teachers anticipate student responses and misconceptions to assist students with overcoming barriers to learning Teachers engage in deep, collective inquiry on (1) understanding underlying skills that students must master; (2) connecting previous and current topics of study; and (3) vocabulary students need to know and understand to discuss the concept comfortably. Teachers take a shared responsibility for enabling students to master standards. 	<p>GSCI Coherent Instruction System</p> <ol style="list-style-type: none"> Planning for quality instruction Refining the Instructional system <p>GSCI Professional Capacity</p> <ol style="list-style-type: none"> Ensuring staff collaboration <p>GSCI Effective Leadership</p> <ol style="list-style-type: none"> Ensuring high quality instruction in all classrooms <p>LAPS 1: Instructional Leadership LAPS 6: Teacher/Staff Evaluation</p> <p>TAPS 1: Professional Knowledge TAPS 2: Instructional Planning TAPS 3: Instructional Strategies TAPS 8: Academically Challenged Environment TAPS 9: Professionalism TAPS 10: Communication</p>

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
<p>Standards-Based Instructional Planning: Lesson Plans</p> <p><i>What do we want our students to learn?</i></p>	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers talk about ideas for lesson plans that are not clearly aligned to the Georgia Standards of Excellence. A common lesson plan format has not been established or implemented. 	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers create lesson plans that are sometimes aligned to the Georgia Standards of Excellence and may incorporate components of the instructional framework. A common lesson plan protocol is evident. Although the components of a good lesson plan may be present, there is little evidence of collaboration in the development of the lesson plans (<i>i.e. teacher's jigsaw lesson components or contents</i>). 	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers create lesson plans that are aligned to the Georgia Standards of Excellence, developed collaboratively, and include clear learning targets within an instructional framework. Formative assessments align to the learning targets. Vocabulary development, differentiated instructional strategies, technology integration, and opportunities for guided and independent practice are embedded into the lesson plans. 	<p style="text-align: center;">☐</p> <ul style="list-style-type: none"> Teachers create lesson plans that are aligned to the Georgia Standards of Excellence, developed collaboratively based on common student assessment data, and includes clear learning targets involving a high level of rigor as aligned to the standards and unit of instruction. Real-world connections, vocabulary development, differentiated instructional strategies, teacher and student technology integration, opportunities for guided and independent practice, the use of multiple resources, and higher-level questioning are embedded throughout the lesson. 	<p>GSCI Coherent Instructional System</p> <ol style="list-style-type: none"> Planning for quality instruction Delivering quality instruction Refining the Instructional system <p>GSCI Professional Capacity</p> <ol style="list-style-type: none"> Ensuring staff collaboration <p>GSCI Effective Leadership</p> <ol style="list-style-type: none"> Ensuring high quality instruction in all classrooms <p>LAPS 1: Instructional Leadership</p> <p>TAPS 1: Professional Knowledge TAPS 2: Instructional Planning TAPS 3: Instructional Strategies TAPS 4: Differentiated Instruction TAPS 6: Assessment Uses TAPS 8: Academically Challenging Environment</p>

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
Standards-Based Instructional Planning: Lesson Plans <i>What do we want our students to learn?</i>	☐	☐	☐	☐	GSCI Coherent Instruction System 1. Planning for quality instruction 5. Refining the Instructional system GSCI Professional Capacity 4. Ensuring staff collaboration GSCI Effective Leadership 4. Ensuring high quality instruction in all classrooms LAPS 1: Instructional Leadership TAPS 1: Professional Knowledge TAPS 2: Instructional Planning TAPS 3: Instructional Strategies TAPS 6: Assessment Uses TAPS 8: Academically Challenging Environment TAPS 9: Professionalism TAPS 10: Communication
	Teachers do not discuss instructional strategies.	Teachers discuss past success with instructional strategies, but only certain teachers agree to employ the strategies. Instructional strategies may or may not be evidenced-based or aligned to the rigor and intent of the content standards.	Teachers discuss and build consensus on the selection and implementation of evidence-based instructional strategies. Teachers ensure that the instructional strategies assist students with understanding the standards and applying knowledge to contexts. All teachers agree to employ the selected instructional strategies.	Teachers discuss and build consensus on the selection and implementation of evidence-based instructional strategies. The strategies address multiple learning paths to assist students with developing a deep understanding of the standards, making connections, and applying knowledge to different contexts. All teachers agree to employ the selected instructional strategies.	
	☐	☐	☐	☐	
	Teachers do not discuss or create lesson plans during collaborative planning meetings. A schoolwide instructional framework may or may not be implemented.	Teachers use a common lesson plan protocol and schoolwide instructional framework. Although the components of a good lesson plan may be present, there is little evidence of collaboration in the development of the lesson plan (i.e., teacher's jigsaw lesson components or contents).	Teachers collaboratively plan for all phases of the instructional framework (opening, modeling, guided practice, independent practice, and closing) beginning with the end goal or mastery level of performance.	Teachers collaboratively plan for all phases of the instructional framework (opening, modeling, guided practice, independent practice, and closing) beginning with the end goal or mastery level of performance and integrating information from formative assessment results.	

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
<p>Assessment and Evidence of Student Learning: Data Analysis</p> <p><i>How will we know if our students have learned it?</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • No evidence of teachers using assessments to monitor student progress. • Teachers do not provide feedback to students on their work. 	<input type="checkbox"/> <ul style="list-style-type: none"> • Teachers use formative and/or summative assessments to monitor student progress. • Teachers share assessment data results. However, teachers may or may not utilize assessment data to guide instructional plans. • Teachers may provide feedback to students on their work. 	<input type="checkbox"/> <ul style="list-style-type: none"> • Teachers use common formative and summative assessments, aligned with the Georgia Standards of Excellence, to determine student learning targets, monitor student progress, inform instruction, and improve teacher practices. • Teachers focus on analyzing what is and is not working based on aggregated assessment data and student work and develop remediation/enrichment action plans to meet student needs. • Teachers provide standards-based feedback to students about progression of achievement towards learning targets. 	<input type="checkbox"/> <ul style="list-style-type: none"> • Teachers analyze assessments at the item level to assess students' background knowledge and skills, determine learning targets, anticipate student progress and adjust instruction. • Teachers provide standards-based feedback to students about progression of achievement towards learning targets. 	<p>GSCI Coherent Instructional System</p> <ol style="list-style-type: none"> 1. Planning for quality instruction 2. Delivering quality instruction 3. Monitoring student progress 4. Refining the Instructional system <p>GSCI Professional Capacity</p> <ol style="list-style-type: none"> 4. Ensuring staff collaboration <p>GSCI Supportive Learning Environment</p> <ol style="list-style-type: none"> 2. Developing and monitoring a multi-tiered system of support <p>GSCI Effective Leadership</p> <ol style="list-style-type: none"> 3. Ensuring high quality instruction in all classrooms <p>LAPS 1: Instructional Leadership</p> <p>LAPS 3: Planning and Assessment</p> <p>TAPS 1: Professional Knowledge</p> <p>TAPS 2: Instructional Planning</p> <p>TAPS 3: Instructional Strategies</p> <p>TAPS 4: Differentiated Instruction</p> <p>TAPS 5: Assessment Strategies</p> <p>TAPS 6: Assessment Uses</p> <p>TAPS 8: Academically Challenging Environment</p> <p>TAPS 10: Communication</p>

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
Assessment and Evidence of Student Learning: Data into Action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GSCI Coherent Instructional System 5. Planning for quality instruction 6. Delivering quality instruction 7. Monitoring student progress 8. Refining the Instructional system
	Teachers do not discuss or plan for formative assessment.	Teachers discuss formative assessments, but do not agree on daily common strategies.	Teachers create and implement a series of common formative assessments for specific standards learning targets to check for understanding and inform instruction.	Teachers plan for frequent or daily common formative assessments aligned to student learning targets to check for understanding and inform instruction.	
<i>What will we do if our students do not learn it?</i> <i>How will we respond if our students demonstrate proficiency?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GSCI Professional Capacity 4. Ensuring staff collaboration GSCI Supportive Learning Environment 3. Developing and monitoring a multi-tiered system of support GSCI Effective Leadership 4. Ensuring high quality instruction in all classrooms LAPS 1: Instructional Leadership LAPS 3: Planning and Assessment TAPS 1: Professional Knowledge TAPS 2: Instructional Planning TAPS 3: Instructional Strategies TAPS 4: Differentiated Instruction TAPS 5: Assessment Strategies TAPS 6: Assessment Uses TAPS 8: Academically Challenging Environment TAPS 10: Communication
	Remediation and/or enrichment action plans are not developed.	Teachers use assessment data to monitor student progress and develop remediation plans. Enrichment action plans are not developed.	<ul style="list-style-type: none"> Teachers analyze assessments at the item level to develop both remediation and enrichment action plans that are consistently monitored for student mastery. Teachers provide standards-based feedback to students about progression of achievement towards learning targets. 	<ul style="list-style-type: none"> Teachers analyze assessments at the item level to (1) determine students' level of mastery of standards, (2) develop both remediation and enrichment action plans that are consistently monitored for student mastery, and (3) improve teacher practices. Action plans are proactively developed to support at-risk students and students in need of enrichment. 	

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
Metrics	☐	☐	☐	☐	
	No evidence of the establishment of annual goals for collaborative planning teams.	Some collaborative planning teams or departments set goals to focus the work but may not be measurable.	<ul style="list-style-type: none"> All collaborative planning teams or departments set annual SMART goals to focus the work. School leaders utilize a process for measuring progress toward goals quarterly, at a minimum. 	<ul style="list-style-type: none"> All collaborative planning teams or departments set annual and short-term SMART goals to focus the work. School leaders utilize a process for measuring progress toward goals at least monthly. 	<p>GSCI Effective Leadership 1. Creating and maintaining a school climate and culture conducive to learning 2. Cultivating and distributing leadership</p> <p>GSCI Professional Capacity 4. Ensuring staff collaboration</p> <p>LAPS 1 – Instructional Leadership LAPS 3 – Planning and Assessment</p> <p>TAPS 2: Instructional Planning TAPS 3: Instructional Strategies TAPS 6 – Assessment Uses TAPS 8: Academically Challenging Environment TAPS 10 – Communication</p>

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
Action Plan	<input type="checkbox"/> No evidence of monitoring protocols to measure the effectiveness of instructional and assessment practices on student achievement.	<input type="checkbox"/> Some collaborative planning teams or departments identify steps, resources, and a timeline that will result in meeting the goals.	<input type="checkbox"/> <ul style="list-style-type: none"> All collaborative planning teams or departments identify steps, resources, and a timeline for achieving goals. School leaders assign a person responsible for implementing each goal. 	<input type="checkbox"/> All collaborative planning teams or departments identify steps, resources, a timeline, person responsible, data for monitoring, and next steps to measure the effectiveness of instructional and assessment practices on student achievement.	GSCI Coherent Instructional System 4. Refining the Instructional system GSCI Effective Leadership 5. Driving Improvement Efforts LAPS 1: Instructional Leadership LAPS 3: Planning and Assessment TAPS 2: Instructional Planning TAPS 3: Instructional Strategies TAPS 6: Assessment Uses TAPS 8: Academically Challenging Environment TAPS 9: Professionalism

	Not Evident	Emerging	Operational	Exemplary	GSCI • LAPS • TAPS
Progress Monitoring	<input type="checkbox"/> No evidence of school leaders demonstrating a shared understanding of Georgia Standards of Excellence, instructional practices, assessment practices, remediation and enrichment opportunities, and progress toward end goals.	<input type="checkbox"/> School leaders use a monitoring process that reviews shared understandings of Georgia Standards of Excellence, instructional practices, and assessment practices.	<input type="checkbox"/> School leaders use a calibration process that reviews documentation of shared understandings of Georgia Standards of Excellence, instructional practices, assessment practices, and remediation and enrichment plans.	<input type="checkbox"/> School leaders use a calibration process that reviews documentation of shared understandings of Georgia Standards of Excellence, instructional practices, assessment practices, remediation and enrichment practices, and progress toward end goals.	GSCI Coherent Instructional System 4. Refining the Instructional system GSCI Professional Capacity 4. Ensuring staff collaboration GSCI Effective Leadership 3. Ensuring high quality instruction in all classrooms 5. Driving Improvement Efforts LAPS 1: Instructional Leadership LAPS 2: School Climate LAPS 3: Planning and Assessment TAPS 1: Professional Knowledge TAPS 2: Instructional Planning TAPS 3: Instructional Strategies TAPS 5: Assessment Strategies TAPS 6: Assessment Uses TAPS 8: Academically Challenging Environment TAPS 9: Professionalism

Sample Email for Principal: Collaborative Planning Review

Dear Principal [[enter name](#)],

A key component of the technical support provided to your school during its Comprehensive Support and Improvement (CSI) status is the Collaborative Planning Review. The purpose of the Collaborative Planning Review is to assess the school's progress with performing data analyses, identifying and implementing appropriate instructional interventions, and employing evidenced-based practices. There are three phases of the collaborative planning process: (1) the faculty and administrator self-assessment, (2) teacher interviews, and (3) collaborative planning observations. Please see the attached documents for more details explaining the Collaborative Planning Review.

In preparation for the Review, I will need the following documents as soon as possible so that I can create schedule for both the interviews and observations.

- Bell schedule
- Master schedule
- Collaborative planning/PLC schedule

Additionally, it is critical that you share the self-assessment link contained in the attached letter and in this email as soon as possible, as gaining an understanding of the perceptions of the faculty's current level of practice of their collaborative planning team is a vital part of the Collaborative Planning Review.

I am excited for this opportunity to support your work of school improvement, and the Collaborative Planning Review will be an integral part of guiding and informing the support GaDOE and RESA will provide you and your school. Please call feel free to call me if you have any questions with regards to this school review process.

All the Best,

[[email signature](#)]

Collaborative Planning Observation Schedule Template

[Name of School]
Collaborative Planning/PLC Observation Schedule
[Date]

Observation Team Meeting: [Time]

Time	Team (# of PLC Team Members)	Location	GaDOE/RESA Observer	District Observer	District Observer
	ex. 6 th Grade Math (4)	ex. Library	ex. Jane Doe	ex. John Doe 1	ex. John Doe 2
Lunch Break (Enter Time)					

Collaborative Planning Interview Schedule Template

[Name of School]

Collaborative Planning/PLC Review: Faculty Interviews

[Location]

[Date]

Team Debrief: [Time at the end of the day]

Block or Period	Time	Enter DES name Enter LOC*	Enter SES/SIS name Enter LOC*	Enter APAS name Enter LOC*					
		Enter PLC team member	Enter PLC team member	Enter PLC team member	Enter PLC team member	Enter PLC team member	Enter PLC team member	Enter PLC team member	Enter PLC team member
Lunch [Enter Time]									

*LOC=Location of the interview for the assigned interviewer (i.e., media center, data room, office, etc.)

Collaborative Planning Review Interview Questions

1. What is our assigned content area?
2. What grade level do you teach?
3. How often does your PLC/collaborative planning team meet?
4. Who regularly participates in your PLC/collaborative planning meetings?
5. How would you define your purpose in your PLC/collaborative planning?
6. Describe the leadership structure of your PLC/collaborative planning team.
7. What does your administration expect from your PLC/collaborative planning process?
8. What resources does your team use to guide the planning process?
9. What is going well with your PLC/collaborative planning process?
10. What is not working within your PLC/collaborative planning process?
11. What do you think should be done differently within your PLC/collaborative planning process?

High Impact Practices Tool: Collaborative Planning Observations

PLC Review Purpose: To support the school in creating an effective collaborative planning process that positively impacts student learning and teacher practices.

PLC Observed: _____ Date: _____

1. Specific norms and protocols are evident.

Rubric Concept: Team Leadership and Facilitation

- Not Evident: No evidence of leadership, protocols or norms within the group.
- Partially Evident: The process used is inconsistent and/or does not follow a specific protocol.
- Evident: Explicit norms and protocols are reviewed and used during meeting.

2. Teachers anticipate student misconceptions (responses to instruction).

Rubric Concept: Reflective Teaching Practices

- Not Evident: Teachers do not discuss or lack understanding of student learning gaps.
- Partially Evident: Teachers participate in limited discussions about teaching practices with partial connection to student learning gaps. Some evidence of anticipation of student responses to instruction.
- Evident: Teachers are reflective within their discussions about teaching practices connected to student learning gaps related to the content standards. Teachers anticipate student responses to instruction. Teachers engage in deep, collective inquiry and shared responsibility for enabling students to master standards.

3. Teachers analyze the Georgia Standards of Excellence (GSE) to clarify what students are expected to know, understand, and do.

Rubric Concept: Standards Based Instructional Planning

- Not Evident: Teachers depend solely on textbooks or performance tasks that may or may not be aligned to the GSE.
- Partially Evident: Teachers embed the GSE in the creation of curriculum documents and performance tasks.
- Evident: Teachers analyze the GSE to determine the intent of the standards and clarify what students are expected to know, understand, and do.

4. Teachers utilize GaDOE curriculum support documents (GaDOE Frameworks, Achievement Level Descriptors, Assessment Guides, and Teacher Notes.)

Rubric Concept: Standards Based Instructional Planning

- Not Evident: Teachers do not reference GaDOE curriculum support documents.
- Partially Evident: GaDOE curriculum support documents, (GeorgiaStandards.org (GSO), and/or SLDS: Teacher Resource Link (TRL) are referenced or consulted.
- Evident: Analysis of GaDOE curriculum support documents lead to the identification of teacher misconceptions, resulting in research and content knowledge development, and clarification of what students are expected to know, understand, and do.

5. Teachers create lesson plans that include clear, standards-based learning targets and define success criteria (student work, exemplars, rubrics.)

Rubric Concept: Lesson Plans

- Not Evident: Teachers may or may not talk about ideas for lesson plans. There is no evidence of alignment to the Georgia Standards of Excellence. Learning targets and/or success criteria have not been established.
- Partially Evident: Teachers create lesson plans that include learning targets but lack clearly defined success criteria.
- Evident: Teachers create lesson plans that include clear, standards-based learning targets and define success criteria (student work, exemplars, rubrics.)

6. Teachers work together to build consensus on the selection and implementation of evidence-based strategies.

Rubric Concept: Lesson Plans

- Not Evident: Teachers do not discuss instructional strategies.
- Partially Evident: Teachers discuss past success with instructional strategies, but only certain teachers agree to employ the strategies. Instructional strategies may or may not be evidenced-based or aligned to the rigor and intent of the content standards.
- Evident: Teacher discuss, demonstrate standard alignment, and build consensus on the selection and implementation of evidence-based strategies.

7. Teachers plan for specific, daily formative assessment strategies (checking for understanding.)

Rubric Concept: Assessment and Evidence of Student Learning

- Not Evident: Teachers do not discuss or plan for formative assessment.
- Partially Evident: Teachers discuss formative assessments, but do not agree on daily common strategies.
- Evident: Teachers plan for daily common formative assessments aligned to student learning targets to check for understanding and inform instruction.

8. Teachers plan for all phases of the instructional framework (opening, modeling, guided practice, independent practice, and closing.)

Rubric Concept: Lesson Plans

- Not Evident: Teachers do not discuss or create lesson plans during collaborative planning meetings. A schoolwide instructional framework may or may not be implemented.
- Partially Evident: A common lesson plan protocol and schoolwide instructional framework are evident. Although the components of a good lesson plan may be present, there is little evidence of collaboration in the development of the lesson plan (i.e., teacher's jigsaw lesson components or contents).
- Evident: Teachers collaboratively plan for all phases of the instructional framework (opening, modeling, guided practice, independent practice, and closing.)



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9. Teachers focus on analyzing what is and what is not working based on disaggregated assessment data and student work.

Rubric Concept: Assessment and Evidence of Student Learning

- Not Evident: Neither assessment data nor student work are utilized to guide instructional planning.
- Partially Evident: Teachers use common formative and summative assessments to monitor student progress only.
- Evident: 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.

Rubric Concept: Assessment and Evidence of Student Learning

- Not Evident: Remediation and/or enrichment action plans are not developed.
- Partially Evident: Teachers use assessment data to monitor student progress and develop remediation plans. Enrichment action plans are not developed.
- Evident: Teachers analyze assessments at the item level to develop both remediation and enrichment action plans that are consistently monitored for student mastery.



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High Impact Practices Implementation Rubric: Collaborative Planning Self-Assessment Reflection

Exemplary Criteria	Where are we now?	Where are we going?	How we will achieve our goal?
Standards-Based Instructional Planning			
<p>Reflective Teaching Practices:</p> <ul style="list-style-type: none"> Teachers are reflective within their discussions about teaching practices connected to student learning gaps related to the content standards. Teachers anticipate student responses and misconceptions to assist students with overcoming barriers to learning Teachers engage in deep, collective inquiry on (1) understanding underlying skills that students must master; (2) connecting previous and current topics of study; and (3) vocabulary students need to know and understand to discuss the concept comfortably. Teachers take a shared responsibility for enabling students to master standards. 			
<p>Standards Analysis:</p> <ul style="list-style-type: none"> Teachers deeply discuss the Georgia Standards of Excellence (GSE), resulting in prioritized content standards, to create pacing guides and curriculum documents. Analysis of standards lead to the identification of teacher misconceptions, resulting in research and content knowledge development, and clarification of what students are expected to know, understand, and do. Teachers identify end of unit and quarterly student learning targets, create standards-based common assessments, utilizing unpacked GSE, and ensure student learning targets clearly align to prioritized standards. 			
<p>Curriculum Documents:</p>			



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Collaborative Planning Process Guide: Review Tools

Exemplary Criteria	Where are we now?	Where are we going?	How we will achieve our goal?
Standards-Based Instructional Planning			
<p>Lesson Plans:</p> <ul style="list-style-type: none"> Teachers create lesson plans that are aligned to the Georgia Standards of Excellence, developed collaboratively based on common student assessment data, and includes clear learning targets involving a high level of rigor as aligned to the standards and unit of instruction. Real-world connections, vocabulary development, differentiated instructional strategies, teacher and student technology integration, opportunities for guided and independent practice, the use of multiple resources, and higher-level questioning are embedded throughout the lesson. 			
Assessment and Evidence of Student Learning			
<p>Data Analysis:</p> <ul style="list-style-type: none"> Teachers analyze assessments at the item level to assess students' background knowledge and skills, determine learning targets, anticipate student progress and adjust instruction. Teachers provide standards-based feedback to students about progression of achievement towards learning targets. 			
<p>Data into Action:</p> <ul style="list-style-type: none"> Teachers analyze assessments at the item level to (1) determine students' level of mastery of standards, (2) develop both remediation and enrichment action plans that are consistently monitored for student mastery, and (3) improve teacher practices. Action plans are proactively developed to support at-risk students and students in need of enrichment. 			

GaDOE's Collaborative Planning Framework⁵

MISSION	NEEDS ASSESSMENT	INSTRUCTIONAL PLANNING	LEADERSHIP & METRICS	ACTION PLANNING	PROGRESS MONITORING
	External factors Internal factors Strengths Weaknesses Opportunities Threats	Four critical questions <ul style="list-style-type: none"> • What do we want our students to learn? • How will we know if our students have learned it? • What will we do if our students do not learn it? • How will we respond if our students demonstrate proficiency? 	Vision SMART goals Structures Tools	Action plans Strategies Resources Allocations	Review Adjust Redirect
	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?

⁵ American Management Association. (n.d.). *Strategic Planning Seminar*.; DuFour, R., DuFour, R., Eaker, R., Many, T.W., & Mattos, M. (2016). *Learning by Doing: A handbook for Professional Learning Communities at Work* (3rd ed.). Bloomington, IN: Solution Tree Press.

Collaborative Planning Tools

Mission Statement Worksheet⁶

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.

⁶ Adapted from the Texas Tech University Health Science Center – Herrera, D., & Gomez, C. (n.d.) *How to write an effective mission statement* [PowerPoint slides]. El Paso, TX: Texas Tech University Health Science Center.

Checklist for the Leadership Team: Collaborative Planning Structure

Mission

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

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

Needs Assessment

What is the current situation?

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

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

Instructional Planning

What results do we seek?

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

Essential Standards: What do we expect our students to learn?

Components	Current Level		Next Steps
	Yes	No	
Grade level/course teams group GSE standards into clusters or units and determine when proficiency with each standard or cluster of standards is expected			

Grade level/course teams develop or revise scope and sequence that details when standards or cluster of standards will be taught			
Grade level/course teams deconstruct standards to understand their intent (learning targets), determine the rigor needed for proficiency of learning and establish success criteria			
Grade level/course teams identify practices and processes students need to learn with the GSE standards			
Grade level/course teams receive effective, ongoing instructional support from school leaders, content area specialists, and district leaders in the implementation of a guaranteed and viable curriculum			
Common Assessments: How will we know they are learning?			
Components	Current Level		Next Steps
	Yes	No	
Grade level/course teams create and use formative and summative assessments and assessment calendars			
Grade level/course teams use success criteria to create common scoring guides and rubrics to assess student learning on common assessments			
Grade level/course teams calibrate the scoring of student work on common assessments			
Grade level/course teams analyze data from common assessments and take strategic action			
Grade level/course teams identify common weaknesses or errors in student work and take strategic action			

Grade level/course teams identify and plan for classroom formative assessment processes in daily lessons			
Grade level/course teams receive effective, ongoing instructional support from school leaders, content area specialists, and district leaders in the implementation of a guaranteed and viable curriculum			
Systematic Interventions: How will we respond if they don't learn?			
Components	Current Level		Next Steps
	Yes	No	
Grade level/course teams look at common weaknesses or errors in student work and group for re-teaching to re-engage all learners			
Grade level/course teams re-engage all learners without lowering the cognitive demand of the learning target or standard			
Grade level/course teams accelerate learning so students can access grade-level standards			
Grade level/course teams base decisions on data, not a student's educational label			
Grade level/course teams create systematic interventions to meet the needs of all learners			
Grade level/course teams receive effective, ongoing instructional support from school leaders, content area specialists, and district leaders in the implementation of a guaranteed and viable curriculum			

Extended Learning: How will we respond if they already know it?			
Components	Current Level		Next Steps
	Yes	No	
Grade level/course teams look at trends in student work and re-engage all learners			
Grade level/course teams re-engage learners and deepen their understanding of a target or standard rather than skim future grade-level content			
Grade level/course teams raise text complexity, if appropriate			
Grade level/course teams base decisions on data, not a student's education label			
Grade level/course teams honor and advance student learning			
Grade level/course teams receive effective, ongoing instructional support from school leaders, content area specialists, and district leaders in the implementation of a guaranteed and viable curriculum			

Leadership & Metrics			
What methods will we use?			
<i>Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.</i>			
Components	Current Level		Next Steps
	Yes	No	
Each grade level/course team writes a mission statement			
Each Grade level/course team writes at least one SMART goal			

Collaborative Planning Schedules			
Components	Current Level		Next Steps
	Yes	No	
Grade level/course team schedules include the grade level(s)/course(s)			
Grade level/course team schedules include the day(s) of the week			
Grade level/course team schedules include a time			
Grade level/course team schedules include a location			
Grade level/course team schedules include the duration			
Administrator's Schedule for Monitoring and Supporting Collaborative Planning			
Components	Current Level		Next Steps
	Yes	No	
The administrator's schedule includes grade level(s)/course(s)			
The administrator's schedule includes the day(s) of the week or month(s) of the school year			
The administrator's schedule includes a time			
The administrator's schedule includes a location			
The administrator monitors each collaborative planning session, according to the schedule			

Meeting Expectations			
Components	Current Level		Next Steps
	Yes	No	
Expectations include reviewing course standards by unit and essential skills students need to learn the standards			
Expectations include discussing or practicing instructional strategies using the resources that will be used with the lesson			
Expectations include discussing the tasks and learning experiences given to students to meet the learning target			
Expectations include discussing the results of common assessments to improve teacher practice and to provide supports for student learning			
Expectations include discussing how teachers are addressing students who are not learning the content and students that already know the content			
Expectations include regular monitoring and support by instructional coaches and administrators			
Norms			
Components	Current Level		Next Steps
	Yes	No	
Norms include arriving to meetings on time and staying fully engaged throughout the meeting			
Norms include focusing on teaching and learning			

Norms include focusing on solutions			
Norms include teachers stating when they need help			
Norms include teaching the agreed upon concepts for each unit			
Norms include monitoring each student's learning using formative assessments and team developed common formative and summative assessments for every unit			
Norms include providing interventions and extensions to support student learning			
Agendas			
Components	Current Level		Next Steps
	Yes	No	
All team members receive agendas at least one day in advance			
Agendas include goals or expected outcomes			
Agendas include specific topics for discussion with estimated times listed			
Agendas include meeting norms agreed upon by team			
Minutes			
Components	Current Level		Next Steps
	Yes	No	
Minutes are typed in a template			
Minutes include attendees' names			

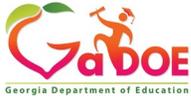
Minutes include next steps			
Minutes are emailed to all team members or posted within two days			
Minutes are read by all team members and administrator			
Minutes are emailed to building principal or posted			
Minutes are archived			
Timeline			
Components	Current Level		Next Steps
	Yes	No	
All grade level/course 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 grade level/course team will be due by the end of the first week of school			
All SMART goals for each grade level/course team will be due by the end of the second week of school			
All assessment calendars for each grade level/course team will be submitted by the end of the third week of school			

Action Planning
What actions will be taken?
Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Actions plan are created by each grade level/course team for the school year that is based on a needs assessment and aligned to the school improvement plan			
Research-based strategies are used to create the action plan			
Resources (i.e. technology, money, and human) are written in the action plan			
Data that will be used for progress monitoring is written in the action plan			

Progress Monitoring
What progress are we making? What adjustments are needed?
Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Each collaborative planning team creates action plans for the school year that are (a) based on needs assessment and (b) aligned to the school improvement plan			
Evidence-based strategies are used to create the action plan			
Resources (i.e. technology, money, and human) are written in the action plan			



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Collaborative Planning Process Guide: Tools

Data that will be used for progress monitoring is written in the action plan			
Grade level/course teams effectively use available tools and resources to ensure the individual needs of all students are being met			

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.

<p>Strengths</p>	<p>Weaknesses</p>
<p>Opportunities</p>	<p>Threats</p>

The Work: Instructional Planning

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

What do we want our students to learn?			
Collaborative Planning Team Strategies	GaDOE Resources		
<ul style="list-style-type: none"> Group GSE 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 GSE standards. 	Elementary <ul style="list-style-type: none"> Georgia Standards of Excellence Elementary School Mathematics PLC GaDOE Social Studies PLC's on edWeb Georgia Milestones Achievement Level Descriptors Lexile Framework for Reading Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	Middle School <ul style="list-style-type: none"> Georgia Standards of Excellence Middle School Mathematics PLC GaDOE Social Studies PLC's on edWeb Georgia Milestones Achievement Level Descriptors Lexile Framework for Reading Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	High School <ul style="list-style-type: none"> Georgia Standards of Excellence High School Mathematics PLC GaDOE Social Studies PLC's on edWeb Georgia Milestones Achievement Level Descriptors Lexile Framework for Reading Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS)
How will we know if our students have learned it?			
Collaborative Planning Team Strategies	GaDOE Resources		
<ul style="list-style-type: none"> Create and use formative and summative assessments. (Assessment Calendars) Use success criteria to create common scoring guides and rubrics to 	Elementary School <ul style="list-style-type: none"> EOG Assessment Guides 	Middle School <ul style="list-style-type: none"> EOG Assessment Guides 	High School <ul style="list-style-type: none"> EOG Assessment Guides

<p>assess student learning on common assessments.</p> <ul style="list-style-type: none"> • 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 classroom formative assessment processes in daily lessons. 	<ul style="list-style-type: none"> • EOG Item and Scoring Samplers • GKIDS • Georgia Milestones Achievement Level Descriptors • TestPad • Keenville • Georgia FIP 	<ul style="list-style-type: none"> • EOG Item and Scoring Samplers • EOC Assessment Guides • EOC Item and Scoring Samplers • Georgia Milestones Achievement Level Descriptors • TestPad • Georgia FIP 	<ul style="list-style-type: none"> • EOC Item and Scoring Samplers • Georgia Milestones Achievement Level Descriptors • Georgia Online Formative Assessment Resource (GOFAR) • Georgia FIP
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What will we do if our students do not learn it?

Collaborative Planning Team Strategies	GaDOE Resources		
<ul style="list-style-type: none"> • 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. 	<p>Elementary School</p> <ul style="list-style-type: none"> • Lexile Framework for Reading • GaDOE's Selecting Evidenced-Based Interventions • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	<p>Middle School</p> <ul style="list-style-type: none"> • Lexile Framework for Reading • GaDOE's Selecting Evidenced-Based Interventions • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	<p>High School</p> <ul style="list-style-type: none"> • Lexile Framework for Reading • GaDOE's Selecting Evidenced-Based Interventions • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS)

How will we respond if our students demonstrate proficiency?

Collaborative Planning Team Strategies	GaDOE Resources		
<ul style="list-style-type: none"> • Look at trends in student work and re-engage all learners. 	<p>Elementary School</p> <ul style="list-style-type: none"> • Lexile Framework for Reading 	<p>Middle School</p> <ul style="list-style-type: none"> • Lexile Framework for Reading 	<p>High School</p> <ul style="list-style-type: none"> • Lexile Framework for Reading

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	<ul style="list-style-type: none"> • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	<ul style="list-style-type: none"> • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS)
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Deconstructing the Georgia Standards of Excellence 5-Step Protocol

The purpose of the 5-step protocol⁷ 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.

The protocol addresses the following strategies of formative assessment.

Strategy 1: Provide students with a clear and understandable vision of the learning target.

Strategy 2: Identify characteristic of 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?

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

⁷ Ainsworth, L. (2003). *"Unwrapping" the standards: A simple process to make standards manageable*. Englewood, CO: Advanced Learning Press.; Chappius, J. (2009). *Seven Strategies of Assessment for Learning*. Boston, MA: Pearson Education, Inc.; Stiggins, R., Arter, J., Chappuis, L., & Chappuis, S. (2007). *Classroom assessment for student learning: Doing it right-using it well*. Upper Saddle River, NJ: Pearson Education, Inc.

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

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.



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.	

Data Analysis Protocol⁸

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

⁸ Form retrieved and adapted from the Data Mining Protocol (<https://www.schoolreforminitiative.org>); Kramer, S.V., & Schuhl, S. (2017). *School improvement for all: A how to guide for doing the right work*. Bloomington, IN: Solution Tree Press

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?

	Far from Proficient	Developing	Proficient	Exceeds
Percentage of students				
Number of students				
Effective teaching practices for remediation/enrichment				



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Collaborative Planning Process Guide: Tools

Resources needed for remediation/enrichment				
Timeframe for implementing remediation/enrichment				
Formative assessment for growth after implementation of remediation/enrichment				

Vision Statement Worksheet

Structure of a Vision Statement		
Use the worksheet to create your collaborative planning vision statement for academic success.		
What would you like the collaborative planning work of your grade level/department/team to become?	What would you like your grade level/department/team to strive for with collaborative planning? What level of excellence?	What would you like collaborative planning for your grade level/department/team to look like in the future?
The _____ School grade level/department team will...	The _____ School grade level/department team will...	The _____ School grade level/department team will...
The vision of the _____ School grade level/department team is...		

SMART Goal Worksheet

S	Specific	<ul style="list-style-type: none"> • What result are you expecting to accomplish? Be specific. • Why is this goal important? 	
M	Measurable	<ul style="list-style-type: none"> • How many or how much? Be specific. • How will we know when the goal is accomplished? • How will we determine progress and document the effectiveness? 	
A	Attainable	<ul style="list-style-type: none"> • Is the goal realistic based on school/district data? • Is the goal a stretch, but possible? 	
R	Results-based/ Relevant	<ul style="list-style-type: none"> • 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? • Does the goal relate to the work being done or will be done during the school year? 	
T	Time-bound	<ul style="list-style-type: none"> • What is the timeframe for reaching the goal? List the time frame or beginning and ending dates. 	

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.

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

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)*

Sample School Collaborative Planning Schedule (Administrators)

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

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 th Science 8 th Social Studies 8 th ELA 8 th Math	Monday and Wednesday	9:45 a.m. – 10:55 a.m.	Team Leader's Classroom
Reading	Monday and Wednesday	12:00 p.m. – 1:15 p.m.	Room 125
7 th Science 7 th Social Studies 7 th ELA 7 th Math	Monday and Wednesday	1:45 a.m. – 2:55 p.m.	Team Leader's Classroom
6 th Science 6 th Social Studies 6 th ELA 6 th Math	Monday and Wednesday	3:15 p.m. – 4:25 p.m.	Team Leader's Classroom

Sample School Collaborative Planning Schedules (HS)

High School Sample Schedule No. 1

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

High School Sample Schedule No. 2

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

Goal and Action Plan Template

Department:		Collaborative Planning Team:	
Mission		Vision	
District Goal			
School Goal			
Collaborative Planning Team SMART Goal (Specific and Strategic, Measurable, Attainable, Results-oriented, and Time-bound)			

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>					

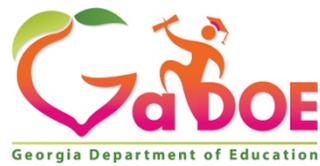
Improvement Project Work Plan ⁹			
NAME OF PROJECT:		DURATION:	
TEAM MEMBERS:		SPONSOR:	
		SCHOOL IMPROVEMENT PLAN GOAL OR OTHER GOAL:	
OTHER STAKEHOLDERS INVOLVED:			
DRIVING QUESTION:			

⁹ Form retrieved and adapted from Page, D. & Hale, J. (2013). *The School Improvement Specialist Field Guide*. Thousand Oaks, CA: Corwin a Sage Company. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Improvement Project Work Plan ⁹			
EVIDENCE OF SUCCESS:			
ACTION STEPS			
HOW?	WHAT WILL WE DO TO MAKE IT HAPPEN?	BY WHEN?	WHO WILL DO IT?
1.			
2.			
3.			
4.			

Improvement Project Work Plan ⁹			
5.			
6.			
KICKOFF: HOW WILL WE LAUNCH THIS PROJECT?		COMMUNICATION PLAN: HOW WILL WE KEEP PEOPLE INFORMED?	
HOW WILL WE MEASURE RESULTS AT THE END OF THE PROJECT AND PROVE OUR EFFECTIVENESS? (SUMMATIVE)	WEEKLY		
	MONTHLY		
	QUARTERLY		
PERFORMANCE MEASURES AND TARGETS		HOW WE WILL COLLECT PERFORMANCE DATA	FINAL EVIDENCE OF OUR SUCCESS

Improvement Project Work Plan ⁹				
RESOURCES NEEDED	ON-SITE PEOPLE, FACILITIES, TIME:			
	EQUIPMENT, MATERIALS:			
	SUPPORT/FUNDING:			
	OTHER:			
REFLECTION METHODS	INDIVIDUAL	GROUP	LARGER GROUP	WHOLE SCHOOL
HABITS OF MIND (TOOL: HABITS OF MIND)	<input type="checkbox"/> Applying Past Knowledge and New Solutions <input type="checkbox"/> Creating, Imagining, Innovating <input type="checkbox"/> Finding Humor <input type="checkbox"/> Gather Data Though All Senses <input type="checkbox"/> Listening with Understanding and Empathy <input type="checkbox"/> Managing Impulsivity <input type="checkbox"/> Persisting <input type="checkbox"/> Questioning and Posing Problems		<input type="checkbox"/> Remaining Open to Continuous Learning <input type="checkbox"/> Responding with Wonderment and Awe <input type="checkbox"/> Striving for Accuracy <input type="checkbox"/> Taking Responsible Risks <input type="checkbox"/> Thinking About Thinking (Metacognition) <input type="checkbox"/> Thinking and Communicating with Clarity and Precision <input type="checkbox"/> Thinking Flexibly <input type="checkbox"/> Thinking Interdependently	
	21ST CENTURY SKILLS TO BE APPLIED, MODELED, AND ASSESSED	<input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Information Literacy <input type="checkbox"/> Initiative and Self-Direction		<input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> Media Literacy <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Technology Literacy



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Richard Woods, State School Superintendent

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