

Unlocking the Door to Effective Common Planning

Educational Transformation Office

Coaches Academy

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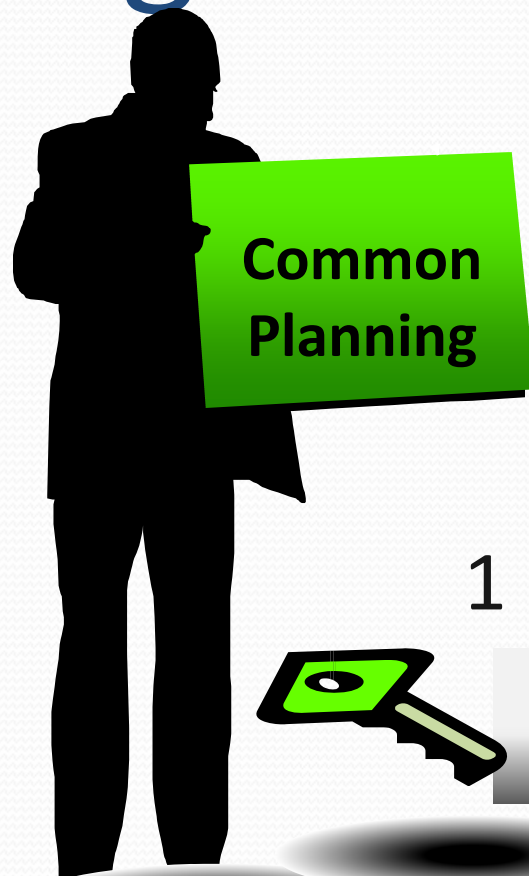




Breaking the Ice

As the perspective coach, you would be taking the lead of the department. Using the template of the poem “If I were in Charge of the World”, inscribe your thoughts of how it would run.

Agenda



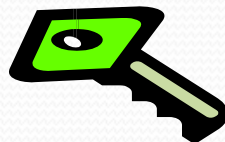
**Common
Planning**

3



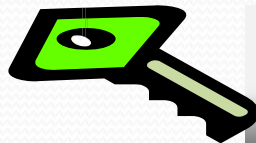
Next Steps...

2



**Common Planning Framework:
Goals, Keys, Norms, and Protocol**

1



**What is Effective Common Planning?
The Research**



Essential Question

How can the knowledge and application of effective common planning assist me with improving the quality of instruction at my school?



Objective

Participants will be introduced to the effective processes of common planning, the research regarding its usage, and next steps to implementation.



Secondary Objective

Participants will have a *thorough* understanding of the role of the coach and the teacher during common planning.



The Research on Common Planning



Common Planning: What we know

- A *MAJOR* strategy that will foster a positive learning environment
- Involves a group, team, or partnership of people working and learning together
- Provides opportunities for teachers to collaboratively discuss:
 - Curriculum issues
 - Lesson plans
 - “*common problem spots*”



Just *what* is Common Planning?

“Common planning time is a regularly scheduled time during the school day when teachers meet for joint planning, ...materials preparation, and student evaluation”

(Kellough & Kellough, 2008)



...and the research says...

“...teachers need regularly common planning time so they can plan ways to integrate the curriculum, analyze assessment data, examine student work, discuss current research, and reflect on the effectiveness of instructional approaches being used”

This We Believe: Keys to Educating Young Adults
(National Middle School Association, 2010)



Why is common planning time critical?

- Horizontal/Vertical Alignment
- Integrating instructional components across subject areas
- Professional Learning Communities/Lesson Study
- Improving Instruction
- Relationship Building
- Continuous improvement



Three *B/G* Ideas of Planning

1. How common planning time is used
2. Quality of collaboration and interaction among teachers
3. Teachers' understanding of the goals and purposes of common planning time, as well as how preparation impacts their functioning during planning sessions



Common Planning Framework

Our Goal

Through the common planning process, our overarching goals is to:

- Deepen our knowledge of our subject area through sound research and the implementation of best practices
- Consistent reflection of our practices to assess our instructional practices
- IMPROVING STUDENT ACHIEVEMENT!!





The Challenge...

Bringing teachers together to
collaboratively work and learn
with *one common goal...*

Improving student
achievement!!!



The Solution...

ALL stakeholders (Administrators, Instructional Coaches, and Teachers) must collaborate, build capacity and cohesiveness in order to make connections through examining their practices, consulting with each other, and developing skills based on sound research and best practices

TEAM



**“A group of individuals who
depend on each other and
interact with each other to reach
a common goal”**



7 Tips for effective Common Planning

- Establish roles
- Set an agenda for each meeting
- Ensure that all participants are prepared for the meeting
- Take notes during the meeting
- Bring closure to the meeting and delegate responsibilities
- Select a starting and stopping time
- Satisfy the appetite



Let's Get it Started!! Keys to Effective Common Planning

Administration

- Master schedule is developed to allow teachers to have a shared planning time
- Ensure that faculty, department, and/or grade-level meetings are opportunities for common planning and learning
- Build Professional Development days into school calendar that are set aside for common planning
- Include Leadership/Literacy Team members in organizing planning time, expectations, and professional development
- Ensure they are ACTIVE participants at common planning sessions



More Keys...

Instructional Coaches/Department (or Grade-Level Chairs)

- Create a calendar (by department) with dates of planning sessions
- Department/Grade Level Chairs and Coaches designate a day each week to plan together
- Prepare an agenda (by Coaches and Department/Grade Chairs) so that time is used efficiently
- Ensure coaches/department/grade-level chairs are familiar with content prior to planning in order to actively support teachers
- Designate a small portion of the agenda that addresses “Housekeeping” issues
- Leave little room for ‘venting’...the purpose of the meeting is to give and receive information needed for overall student success



Unlocking More Keys...

Teachers

- Attend common planning sessions
- Preparation is KEY! (Materials are with you at planning—which includes TE's, Lesson Plan, student work folders with previous lessons, any pertinent data, and concerns/suggestions of the lesson focus, etc.)
- Please READ and know lesson and benchmark focus PRIOR to planning sessions
- REMEMBER GOAL—improving the quality of instruction and student achievement!



Establishing Norms/Protocol

- We will work together in an atmosphere that values consensus rather than majority rule
- We will be fully “present” at planning sessions by becoming familiar with materials and be ready to participate
- We will invite and welcome the contributions of every member and listen to each other
- We will be involved to our individual level of comfort
- We will operate in a collegial and friendly atmosphere
- We will keep confidential our discussions, comments and deliberations
- We will be guided by our mission...to enhance success for all of our students!



Unlocking the door to...

THE FRAMEWORK



The **COMMON PLANNING** Framework

Just what is a framework?

A framework is a structure for supporting something; especially used as the basis for something being constructed.

Dictionary.com



The Design of the Framework

Stage 1

Desired Results

- Content Standards
- Goals
- Essential Question
- Student Objectives

The Design of the Framework

Stage 2



Assessment Evidence

- Performance Task
- Other Evidence



The Design of the Framework

Stage 3

Learning Plan

- Outline the learning plan (teaching & learning activities)
- The plan should include all of the following components:
 - **Materials & resources**
 - **Timeline**
 - **Introductory activities**
 - **Developmental activities**
 - **Closing activities**



What you should aim for in your plan:

- Include appropriate strategies that promote student learning, active engagement, manipulation and testing of ideas. Students are asked to take responsibility for their own learning
- Clearly tie to a standard(s). Students are asked to engage critical thinking and problem solving as appropriate to prior knowledge, styles and interests
- Engage students in individual, paired, and group learning.
- Include variety and accommodations for learning styles, and multiple levels of development. Lesson clearly ties to curriculum goals.
- Include activating prior knowledge, anticipating preconceptions, exploration and problem solving, and new skill building.



Brain Break/Recap

As you reflect on this section, write down your thoughts on how common planning was conducted at your school, and what you can do, in your specific role, to enhance the quality of planning with your department/grade level





Planning into Practice



Lesson Planning

A **lesson plan** is a teacher's detailed description of the course of instruction. The lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the subject being covered, and the need of the children. There may be requirements mandated regarding the plan that must be included. It nevertheless provides a guide for managing the learning environment.

ETO's Common Planning Guide

Part I: Reflection on Previous Lesson	Notes
<u>Feedback from Previous Lesson</u> <i>How did the previous lesson work?</i> <i>Did the students understand the concepts?</i> <i>What were the difficulties?</i> <i>What worked well?</i> <i>What needs to be improved?</i>	
<u>Analysis of Student Work</u> <i>Looking at several pieces of data</i> <i>Did the students understand the concepts?</i> <i>What do the students still have difficulty with?</i> <i>What should we do differently next time?</i> <i>How can we improve this activity?</i>	
<u>Pacing Guide/IFC's (Benchmark Foci)</u> <i>Where are we in the Pacing Guide and IFC?</i> <i>Are we on pace and using time effectively on each concept?</i> <i>What specific instructional strategies should we use to introduce the next topic?</i> <i>What strategies should we use to assess previous knowledge?</i> <i>How will we assess their understanding?</i>	

ETO's Common Planning Guide

Part II: Lesson Planning	Notes
<u>Essential Questions (use Item Specs and align to the objective)</u> <i>Develop EQ w/team members</i> <i>Is the question tied to the objective?</i> <i>Is it relevant?</i> <i>It is engaging?</i>	
<u>Higher Ordered Thinking Questions (think Webb)</u> <i>What higher order thinking strategies/questions do we need to create in order to enhance our lessons? (Where do we need to take the students in their critical thinking of the concepts? What questions do we need to ask to get them there?)</i>	
<u>Technology</u> <i>What technology are we incorporating into our lesson plans?</i>	
Part III: Extensions	Notes
Student Data What data are we using to differentiate our instruction and to identify students who need further support? (whole and small group)	

Feedback: _____

Day: _____ Date: _____ Subject: _____ Period: _____ Grade: _____



Primary Benchmark:

Lesson Objectives/ Additional Benchmarks:

Essential Question:

Essential Vocabulary:

Higher Order Questions:

Opening Activity:

Whole Group/ Core Instruction

Daily Lesson: Textbook Correlations and/or Supplemental Activities

Textbook Page (s): _____

Activity/Lessons:

Data Driven Differentiation: (Data used for Differentiated Instruction/Include in Data Binder)

2010 FCAT Data

FAIR

Baseline

Interim Assessment

FCIM/IFC Assessment

Other: _____

Differentiated Instruction
Small Group: Intensive
Assignment (s):

Differentiated Instruction
Small Group: Intensive
Assignment (s):

Differentiated Instruction
Small Group: Intensive
Assignment (s):

Student(s):

Student(s):

Student(s):

Closing Activity

Assessment/Progress Monitoring

Home Learning



Revisiting the Essential Question

How can the knowledge and application of effective common planning assist me with improving the quality of instruction at my school?



Unlocking the doors to effective common planning?

Did we...

- Explain, through research, the importance of common planning?
- Provide a framework, lesson plan guide, and format to guide our thinking to include protocol and research based information to successfully plan with our teachers?



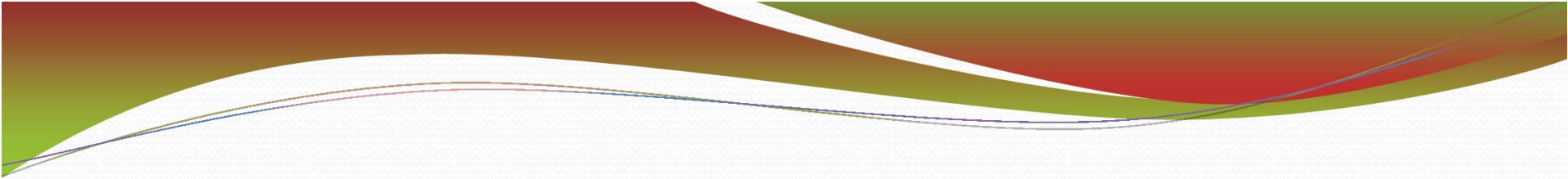
Next Steps!!!



Closing Activity

Reflection: Shape Up!

- What squares with you today?
What's still circling in your mind?
- ▲ Of the things you heard today, what will you “tri” during the upcoming school year?



Have a very successful School
Year!!!



References

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